

# The Australian Curriculum Geography





## Year 5

### Factors that shape the human and environmental characteristics of places

**Factors that shape the human and environmental characteristics of places** continues to develop students' understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students' mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries.

The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.

The content of this year level is organised into two strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Key inquiry questions

- A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 5 are articulated below.

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

## Year 5 Content Descriptions

### Geographical Knowledge and Understanding

The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)



The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)



The influence of the environment on the human characteristics of a place (ACHGK028)



The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)



The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)



### Geographical Inquiry and Skills

#### Observing, questioning and planning

Develop geographical questions to investigate and plan an inquiry (ACHGS033)



#### Collecting, recording, evaluating and representing

Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)



Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)



Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)



#### Interpreting, analysing and concluding

Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)





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### Communicating

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Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)



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### Reflecting and responding

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Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039)

