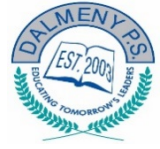


Dalmeny Public School

Geography Policy



1. POLICY STATEMENT

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world.

Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

(Geography, K-10 Syllabus, NSW Education Standards Authority)

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens..'
(Geography, K-10 Syllabus, NSW Education Standards Authority)

1.2 Planning for Geography teaching and learning and assessment meet NSW Department of Education Policy Standards.

1.3 Assessment and evaluation are integral components of all Geography programs.

Students are:

- provided with opportunities to demonstrate the achievement of outcomes for their relevant stage of learning.
- engaged in relevant and reliable assessment strategies.
- assessed using valid data.
- provided with tasks that are time efficient and manageable.
- participate in a variety of activities to determine student achievement.
- engaged in work that is based on data which guides ongoing teaching and learning.
- monitored and evaluated as they progress through the syllabus.
- provided with reports in accord with school requirements and departmental and government policy.

1.4 Reports to parents on student achievement are provided in teacher and parent interviews and formal written reports at the end of semester one and semester two.

Outcomes and intended assessment strategies are outlined in all programs K – 6.

All students are provided with access to the Geography syllabus.

2. AUDIENCE and APPLICABILITY

2.1 This policy applies to all Dalmeny Public School staff, students and parents.

3. CONTEXT

3.1 The Geography Policy provides greater clarity in response to the delivery of a key learning area syllabus, assessment and reporting to parents.

RESPONSIBILITIES and DELEGATIONS

4.1 Dalmeny Public School Principal and School Executive will:

- ensure the currency of the Geography policy and support material
- provide oversight of the policy and implementation including advice and assistance to staff
- notify staff of changes to the policy.

5. MONITORING, EVALUATION and REPORTING

5.1 The principal, school executive and delegated teachers will:

- supervise policy implementation and report evaluations to the Director of Educational Learning NSW Public School

5.2 Director of Educational Learning for Glenfield Public Schools NSW will:

- monitor and support the implementation of the policy at Dalmeny Public School and report to Metropolitan North executive director.

5.3. Executive Directors will:

- collect information to inform the Directors, Early Learning and Primary Education and Secondary Education and for evaluation of the policy.

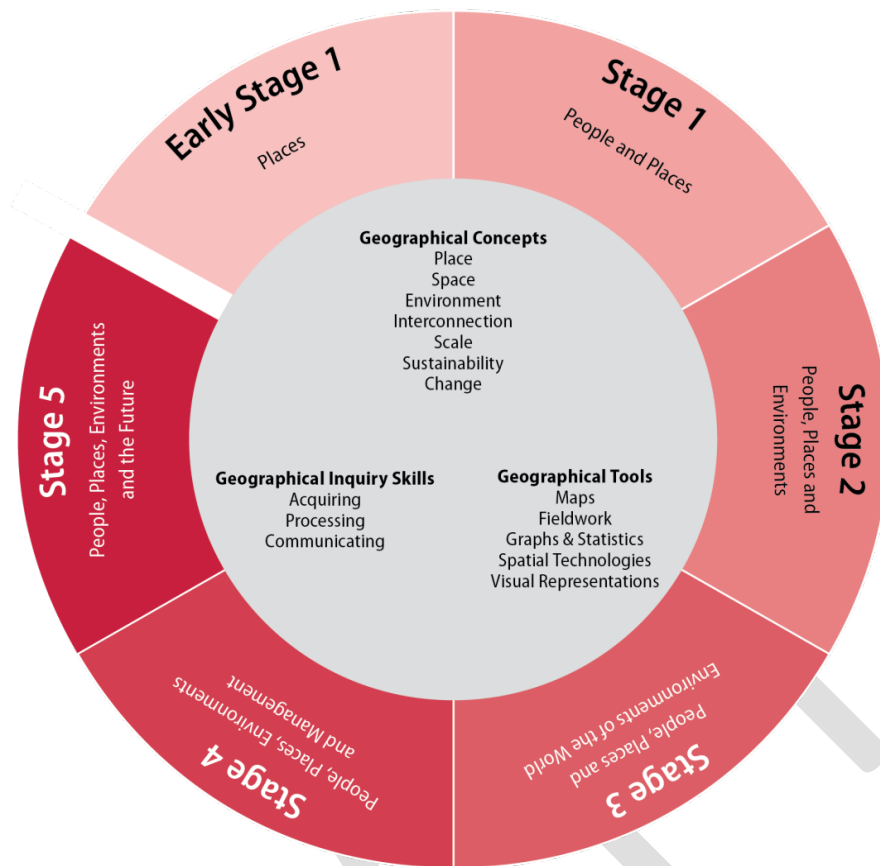
5.4. The Directors, Early Learning and Primary Education, and Secondary Education will:

- monitor the implementation of this policy and will report annually, or as required, to the Executive Director, Learning and Teaching.

Policy Date: 9th September

Date for review: May 2021 or as required.

The Geography Stages of Development and Areas of Study



Kindergarten to Year 6 students are divided into four stages from Early Stage 1 to Stage 3.

GEOGRAPHY OUTCOMES

Objectives

Students

Dalmeny Public School will implement the syllabus, providing opportunities in learning to:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes
A student:	A student:	A student:	A student:
GEe-1 identifies places and develops an understanding of the importance of places to people	GE1-1 describes features of places and the connections people have with places	GE2-1 examines features and characteristics of places and environments	GE3-1 describes the diverse features and characteristics of places and environments
	GE1-2 identifies ways in which people interact with and care for places	GE2-2 describes the ways people, places and environments interact	GE3-2 explains interactions and connections between people, places and environments
		GE2-3 examines differing perceptions about the management of places and environments	GE3-3 compares and contrasts influences on the management of places and environments

GEOGRAPHY SCOPE AND SEQUENCE

Semester and terms for the implementation of units of study are at the discretion of class teachers and the stage supervisor.

Areas of study for all students will be completed, as required by syllabus by the end of each learning stage.

Early Stage 1	Stage 1	Stage 2	Stage 3
Kindergarten People Live in Places	Year 1 / Year A Features of Places	Year 3 / Year A Places are similar and Different	Year 5 / Year A Factors that Shape Places
	Year 2 / Year B People and Places	Year 4 / Year B The Earth's Environment	Year 6 / Year B A Diverse and Connected World

EARLY STAGE 1
Kindergarten
People Live in Places

Focus

Students explore the places they live in and belong to. They develop an understanding of what makes a place special and how this may differ for different people. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

May be presented as an integrated Geography and History unit of study.

History

Unit of study: Personal and Family Histories

Focus

Students communicate, through photos, artefacts, books, oral histories etc. who the people in their family are, where they were born and raised and how they are related to each other.

Integrated Geography and History unit:

My Place and My Family

People Live in Places (Geography) and Personal and Family Histories (History)

Focus

Students explore the places they live in and belong to. They examine their home as a special place and learn about their own history and that of their family. They develop an understanding of what makes a place special and how this may differ for different people over time. Students build on their knowledge and understanding of how the past is different from the present and how their family has changed. Students learn about the importance of looking after places. Students explore how the location of places can be represented.

Outcomes	Geography – GEe-1, GEe-2	History – HTe-1, HTe-2
Concepts, skills and tools	<p>Geographical:</p> <p>Concepts – place, space, environment</p> <p>Skills – acquiring, processing and communicating geographical information</p> <p>Tools – maps, fieldwork, graphs and statistics, spatial technologies, visual representations</p>	<p>Historical:</p> <p>Concepts – change and continuity, cause and effect, perspectives, empathetic understanding, significance</p> <p>Skills – comprehension: chronology, terms and concepts; use of sources; perspectives; empathetic understanding; research; explanation and communication</p>

STAGE 1

Year 1 / Year A Features of Places	Outcomes: GE1-1 GE1-2 GE1-3	Year 2 / Year B People and Places	Outcomes: GE1-1 GE1-3
Focus Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.		Focus Students explore places across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people's accessibility to places.	

STAGE 2

Year 3 / Year A Places are similar and Different	Outcomes: GE2-1 GE2-2 GE2-3 GE2-4	Year 4 / Year B The Earth's Environment	Outcomes: GE2-1 GE2-2 GE2-3 GE2-4
Focus Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people's perceptions of places are the basis for actions to protect places and environments.		Focus Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.	

STAGE 3

Year 5 / Year A Factors that Shape Places	Outcomes: GE3-1 GE3-2 GE3-3 GE3-4	Year 6 / Year B A Diverse and Connected World	Outcomes: GE3-1 GE3-2 GE3-4
Focus Students investigate how people change the natural environment in Australia and other places around the world. They also explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. Students explore the impact bushfires have on Australian people, places and environments		Focus Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.	

and propose ways people can reduce the impact of bushfires in the future.	
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Meeting the Needs of all Students

Students with Special Needs

Adjustments (measures or actions) in relation to teaching and learning and assessment are to be made to enable a student with special education needs to access syllabus outcomes and content and demonstrate the achievement of outcomes.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Dalmeny Public School will:

- provide continuing professional development in Geography in order to develop teacher understandings as well as the knowledge and skills to provide appropriate strategies in the classroom.
- provide for consistency in learning through a planned whole school approach.
- acquire, renew and review resources regularly to ensure they are relevant, practical and in good condition.
- support incursions and excursions relevant to quality teaching/learning in Geography.

Teachers will:

- provide 1.5-2.5 hours History and Geography per week.
- alternate History and Geography each term to ensure both are covered within a semester or choose to integrate Geography and History.
- implement the syllabus, providing opportunities in learning that develop research skills and inquiry processes in the support of student learning.
- identify individual student needs through ongoing assessment.
- provide in- class support for students experiencing learning difficulties.
- provide meaningful learning situations in which students acquire knowledge and understanding through inquiry processes, discussion and research.
- provide real time, positive and constructive feedback for students, affirming what they know and guiding where to next.
- conduct meaningful, relevant assessment of student learning, teaching practices and Geography units taught.

- provide written reports to parents on student achievements at the end of Semester 1 and Semester 2.

Assessment Guidelines

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses promote *Assessment for Learning* as an essential component of good teaching.

Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment of Learning

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

Reporting

Descriptions of student achievement in Geography provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help plan future learning.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a semester of work.

Students will:

- participate constructively in teaching and learning activities.
- Engage in planning for their future learning directions.
- take responsibility for their role in positive and active learning.

Parents can support student achievement by:

- demonstrating a positive interest in their child's / children's learning.
- helping their child / children set a time and place for homework.
- sharing concerns or difficulties experienced by their child with the class teacher
- encouraging their child / children.

LEARNING ACROSS THE CURRICULUM

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

The Board's syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⚙️

RESOURCES

Dalmeny Public School has access to a wide variety of physical and digital resources.

- To easily access physical copies of resources, access Oliver Library in the staff portal, click reading lists and history. This reading list is always updated by the Dalmeny Public School Librarian.
- To access digital resources, access the Teacher drive in My Computer -> Faculty, Teacher, English, Digital Literacy.

- The State Library NSW web site provides numerous resources to assist in learning:
<https://www.sl.nsw.gov.au/learning>
- ABC Education (previously ABC Splash) also has numerous resources tied to Australian Curriculum and NSW syllabus.

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