

Humanities and Social Sciences (HASS)

Geography

Years 7 to 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – Geography

Why Humanities and Social Sciences

Learning in Humanities and Social Sciences helps us understand our identity and place in the world by making connections across time and place. Exploring the diversity of human experiences, cultures, values and environments fosters curiosity and critical insight, empowering us to collaborate and share, and embrace our role as responsible citizens.

Dispositions

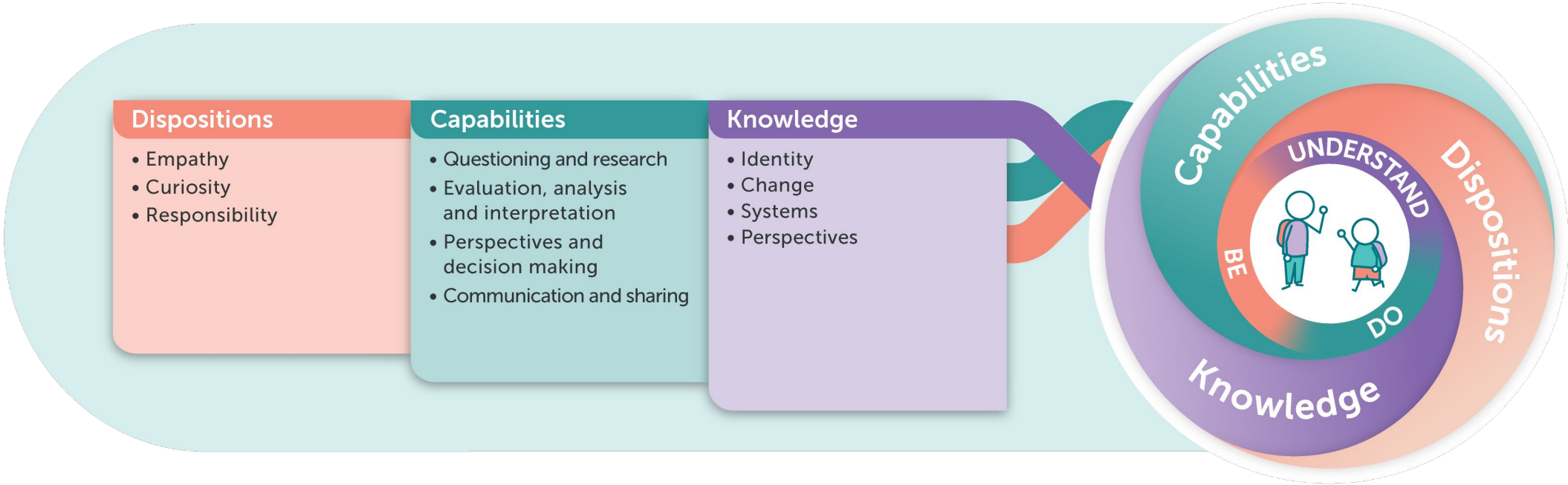
Empathy	Curiosity	Responsibility
What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic involves perspective-taking, enabling meaningful connections between events and experiences. It fosters deeper awareness of human diversity and guides more considered responses to people, places, contexts and issues.	What it is: Being eager to explore, ask questions and understand the things you wonder about. Why it matters: Being curious promotes a desire to seek out and explore new experiences, places and ideas. It inspires learners to investigate the relationships within and across human and natural systems, shifting perspectives and building understanding.	What it is: Being accountable for your actions, fulfilling your commitments and considering how your choices affect yourself, others and the environment. Why it matters: Being responsible guides us to make informed decisions and take thoughtful actions that benefit people, communities and environments. It involves acknowledging diverse perspectives, ethics and acting with integrity, contributing to a fair and sustainable future for all.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
What it is: Posing and exploring purposeful questions, using systematic methods to recognise, gather and organise diverse and relevant sources. Why it matters: Questioning and researching equips learners to observe, inquire critically and seek answers to questions that are meaningful using diverse sources. This supports a deeper understanding of complex world issues.	What it is: Assessing the validity and relevance of sources; comparing, interrogating and making meaning from information; and examining evidence to understand what it shows. Why it matters: Learners who can evaluate, analyse and interpret information are able to think critically, make sense of complexity, and assess the validity and relevance of sources, both independently and collaboratively. This underpins informed and responsible participation in an information-rich world.	What it is: Bringing together evidence, information and ideas from multiple sources to inform understandings, shape perspectives and influence decision making. Why it matters: By bringing together evidence, information and ideas from different sources, learners build deeper understanding, see patterns and connections, consider multiple perspectives and make informed decisions. It strengthens their ability to think critically and act thoughtfully in learning and life.	What it is: Presenting ideas, findings and information through various modes, tailoring messaging for purpose, and fostering reflective engagement, while correctly acknowledging sources. Why it matters: Through communicating and sharing, young people learn how to tailor their messages for audience and purpose, connect effectively, and express thinking clearly to build shared understanding. It increases their confidence to engage with diverse perspectives, listen openly, and support their ideas with evidence.

Knowledge

Identity	Change	Systems	Perspectives
What it is: A sense or expression of individuality, belonging, and connection that shapes how people, places, and environments are understood, valued, and experienced by self and others. Why it matters: Learners recognising, valuing and celebrating diversity and individuality, build respectful understandings and relationships, navigating personal, cultural, and environmental conversations and responsibilities with greater thoughtfulness.	What it is: The transformation of systems, people, places, and environments over time, evidenced by the effects of forces and factors that shape growth, disruption, adaptation or endings. Why it matters: Learners understand how change, or its absence, shapes societies and environments considering the causes and consequences of processes, actions, and events across different tempos and scales, develops the capacity to make informed and impactful decisions.	What it is: The interconnected structures, processes and relationships that influence people, places and environments, determining behaviour and how they function over time. Why it matters: Learners mapping the interconnections and dynamics within and across human and environmental systems, develops thinking that is transferable and contextual, supporting informed participation in their present and future worlds.	What it is: The lens through which individuals or groups interpret and understand people, places, events, evidence, and environments, shaped by diverse worldviews and environmental contexts. Why it matters: Learners exploring multiple and diverse experiences and perspectives cultivate critical and reflective thinking, empathy, and the capacity to engage thoughtfully and contextually with evidence, as well as differing beliefs, values and worldviews.



The dispositions, capabilities and knowledge embedded in the SA Curriculum: Humanities and Social Sciences

Geography – Year 7

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • consider how people's experiences of a place may be shaped by culture, age, ability or resources and use this understanding when interpreting their connections to place • seek to understand the experiences underlying perspectives that may be overlooked and use this understanding when interpreting places or geographical issues • seek to understand that people experiencing migration, displacement or disaster may experience changes to their connection to place.	This disposition may be evident when learners, for example: • question why communities experience or respond to hazards differently and factors that may explain these differences • wonder why people form different connections to the same place and seek perspectives that help explain these differences • notice differences in access to resources or services and explore how distance and location may help explain them.	This disposition may be evident when learners, for example: • consider the potential impacts on people and place when assessing how natural resources might be used • reflect upon the potential impact of recovery decisions on communities and environments over time when judging possible responses to natural hazards • recognise how urban planning choices affect sustainability, wellbeing and community connection to advocate for ethical decision making.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop questions for a geographical inquiry related to a phenomenon or challenge AC9HG7S01 • collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate. AC9HG7S02	Learners develop this capability when they: • interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships. AC9HG7S03	Learners develop this capability when they: • draw conclusions based on the analysis of the data and information AC9HG7S04 • identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts. AC9HG7S05	Learners develop this capability when they: • create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources. AC9HG7S06

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
People and places are culturally interconnected with Aboriginal custodianship of Country/Place grounded in identity and belonging. Students learn about: - the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians AC9HG7K03 - the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place. AC9HG7K07	Water and other natural resources shape environments and perceived value determines their management. Students learn about: - classification of environmental resources and the way that water connects and changes places as it moves through environments AC9HG7K01 - the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water. AC9HG7K02	Natural hazards have causes and effects. Students learn about: the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments. AC9HG7K04	The perception of liveability is based on assessment of desirable attributes, which can be enhanced. Students learn about: - factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality AC9HG7K05 - the location and distribution of services and facilities, and implications for liveability of places AC9HG7K06 - strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe. AC9HG7K08

Geography – Year 8

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • consider how people's experiences of a place may be shaped by culture, age, ability or resources and use this understanding when interpreting their connections to place • seek to understand the experiences underlying perspectives that may be overlooked and use this understanding when interpreting places or geographical issues • seek to understand that people experiencing migration, displacement or disaster may experience changes to their connection to place.	This disposition may be evident when learners, for example: • question why communities experience or respond to hazards differently and factors that may explain these differences • wonder why people form different connections to the same place and seek perspectives that help explain these differences • notice differences in access to resources or services and explore how distance and location may help explain them.	This disposition may be evident when learners, for example: • consider the potential impacts on people and place when assessing how natural resources might be used • reflect upon the potential impact of recovery decisions on communities and environments over time when judging possible responses to natural hazards • recognise how urban planning choices affect sustainability, wellbeing and community connection to advocate for ethical decision making.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop questions for a geographical inquiry related to a phenomenon or challenge AC9HG8S01 • collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate. AC9HG8S02	Learners develop this capability when they: • interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships. AC9HG8S03	Learners develop this capability when they: • draw conclusions based on the analysis of the data and information AC9HG8S04 • identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts. AC9HG8S05	Learners develop this capability when they: • create descriptions, explanations and responses, using geographical knowledge and methods, concepts, terms and reference sources. AC9HG8S06

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Aboriginal stories of creation of landscapes and landforms express cultural connection to Country/Place. Students learn about: the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians. AC9HG8K03	Natural forces and human activity shape diverse landscapes, landforms and environments. Students learn about: - geomorphological processes that produce different landscapes and significant landforms AC9HG8K01 - the location and distribution of Australia’s distinctive landscapes and significant landforms AC9HG8K02 - the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes. AC9HG8K04	Built environments illustrate human settlement patterns across time and place. Students learn about: - causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications AC9HG8K06 - differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications AC9HG8K07 - reasons for, and effects of, internal migration and international migration in Australia, China or other countries AC9HG8K08 - strategies to manage the sustainability of Australia’s changing urban places. AC9HG8K09	Natural hazards and responses to them can be analysed. Students learn about: the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses. AC9HG8K05

Geography – Year 9

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • consider how people experience food security differently to understand its impact on people and places • seek to understand how communities experience environmental or land-use decisions and allow these perspectives to inform their interpretation of geographical issues • explore how environmental change might affect people's sense of place, security or identity in different ways to inform their evaluation of responses to change.	This disposition may be evident when learners, for example: • question tensions between productivity and sustainability and explore why different approaches produce different outcomes • wonder why particular travel or leisure activities draw people to places and explore the opportunities or pressures this may create • wonder why governments and organisations respond differently to regional challenges and explore geographical data and information.	This disposition may be evident when learners, for example: • consider environmental, cultural and community impacts of different approaches to land management when forming a view on sustainable practice • reflect on short- and long-term impacts of the production and consumption of goods to advocate for fairer and more sustainable outcomes • weigh the various environmental and social impacts of connecting people and places before making decisions about potential solutions.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop a range of questions for a geographical inquiry related to a phenomenon or challenge AC9HG9S01 • collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate. AC9HG9S02	Learners develop this capability when they: • evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships. AC9HG9S03	Learners develop this capability when they: • evaluate data and information to justify conclusions AC9HG9S04 • develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts. AC9HG9S05	Learners develop this capability when they: • create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings. AC9HG9S06

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Distinct environments and their features shape and are shaped by human activity. Students learn about: - the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity AC9HG9K01 - the effects on environments of human alteration of biomes to produce food, industrial materials and fibres AC9HG9K02 - the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia. AC9HG9K03	Production and consumption impact environments and sustainability. Students learn about: the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places. AC9HG9K08	People and places are interconnected through dynamic systems that facilitate access to information, places and resources. Students learn about: - the ways changing transportation and technologies are used to connect people to services, information and people in other places AC9HG9K05 - the effects on places of people’s travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places AC9HG9K06 - the ways that places and people are interconnected with other places through trade in goods and services, at all scales. AC9HG9K07	Sustainability involves making informed decisions about resource use. Students learn about: challenges to sustainable food production and food security in Australia and appropriate management strategies. AC9HG9K04

Geography – Year 10

Essential Learning

Dispositions

Empathy	Curiosity	Responsibility
This disposition may be evident when learners, for example: • consider how people experience food security differently to understand its impact on people and places • seek to understand how communities experience environmental or land-use decisions and allow these perspectives to inform their interpretation of geographical issues • explore how environmental change might affect people's sense of place, security or identity in different ways to inform their evaluation of responses to change.	This disposition may be evident when learners, for example • question tensions between productivity and sustainability and explore why different approaches produce different outcomes • wonder why particular travel or leisure activities draw people to places and explore the opportunities or pressures this may create • wonder why governments and organisations respond differently to regional challenges and explore geographical data and information.	This disposition may be evident when learners, for example: • consider environmental, cultural and community impacts of different approaches to land management when forming a view on sustainable practice • reflect on short- and long-term impacts of the production and consumption of goods to advocate for fairer and more sustainable outcomes • weigh the various environmental and social impacts of connecting people and places before making decisions about potential solutions.

Capabilities

Questioning and research	Evaluation, analysis and interpretation	Perspectives and decision making	Communication and sharing
Learners develop this capability when they: • develop a range of questions for a geographical inquiry related to a phenomenon or challenge AC9HG10S01 • collect, represent and compare data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate. AC9HG10S02	Learners develop this capability when they: • evaluate geographical data and information to make generalisations and predictions, explain patterns and trends and infer relationships. AC9HG10S03	Learners develop this capability when they: • evaluate data and information to justify conclusions AC9HG10S04 • develop and evaluate strategies using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts. AC9HG10S05	Learners develop this capability when they: • create descriptions, explanations and responses, using geographical knowledge and geographical tools as appropriate, and concepts and terms that incorporate and acknowledge research findings. AC9HG10S06

Knowledge

Identity	Change	Systems	Perspectives
Conceptual understandings and supporting content descriptions			
Aboriginal custodianship underpins approaches to environmental management in regions across Australia. Students learn about: First Nations Australians’ approaches to custodial responsibility and environmental management in different regions of Australia. AC9HG10K03	Human-induced change can be analysed and managed. Students learn about: - the human-induced changes that challenge the sustainability of places and environments AC9HG10K01 - causes and effects of a change in an identified environment at a local, national or global scale, and strategies to manage sustainability. AC9HG10K04	Human wellbeing can be measured, analysed and improved. Students learn about: - the methods used to measure spatial variations in human wellbeing and development, and how these can be applied to determine differences between places at the global scale AC9HG10K05 - reasons for, and consequences of, spatial variations in human wellbeing at a regional and national scale, drawing on studies such as from within India or another country in Asia AC9HG10K06 - reasons for, and consequences of, spatial variations in human wellbeing in Australia, including for First Nations Australians AC9HG10K07 - responses of international and national government and non-government organisations to improve human wellbeing in Australia, within India and another country in the Pacific. AC9HG10K08	Worldviews shape environmental management. Students learn about: the environmental world views of people and their implications for environmental management. AC9HG10K02