



Discipline-based Learning  
Strand

# THE HUMANITIES – GEOGRAPHY

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### Revised Edition January 2008

This edition incorporates minor amendments to the domain introductions and learning focus statements to indicate their relationship with the National Statements of Learning.

# Discipline-based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.

Broadly in line with academic literature and consistent with practice in many schools, the Victorian Essential Learning Standards identify the Arts, the Humanities, English and Languages Other Than English, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:

- The Arts
- English
- The Humanities – Economics
- The Humanities – Geography
- The Humanities – History
- Languages Other Than English (LOTE)
- Mathematics
- Science

Students who develop a deep understanding of the concepts contained in the discipline-based domains are able to apply their knowledge in many different ways. The degree to which they are able to transfer their knowledge depends largely on the degree to which students have achieved mastery over Physical, Personal and Social and Interdisciplinary learning.

Research suggests that students develop deeper understanding of discipline-based concepts when they are encouraged to reflect on their learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ interdisciplinary knowledge, skills and behaviours described in the domains of Communication; Design, Creativity and Technology; Information and Communications Technology; and Thinking Processes.

# The Humanities

## Introduction

The Humanities in Prep to Year 10 involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

## Structure of the Humanities

The Humanities discipline is organised into four domains:

- The Humanities – (Levels 1–3)
- The Humanities – History (Levels 4–6)
- The Humanities – Geography (Levels 4–6)
- The Humanities – Economics (Levels 4–6).

During Levels 1 to 3, students are introduced to basic concepts related to history, geography and economics under a general umbrella of 'The Humanities'. Each level includes a learning focus statement with standards introduced from Level 3. Specific learning focus statements and standards for Economics, Geography and History are introduced at Level 4.

The following table provides a summary of the structure of the Humanities.

DOMAIN	DIMENSION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
The Humanities	Humanities knowledge and understanding	Learning focus statement only			Not applicable		
	Humanities skills						
The Humanities – Economics	Economic knowledge and understanding	Not applicable					
	Economic reasoning and interpretation						
The Humanities – Geography	Geographical knowledge and understanding						
	Geospatial skills						
The Humanities – History	Historical knowledge and understanding						
	Historical reasoning and interpretation						

Shaded boxes represent levels in each domain that have formal standards against which student achievement will be assessed and reported.

A glossary is included which provides definitions of underlined terms (see page 23).

### Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

## Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. Standards that focus on historical and geographical knowledge and understanding are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4.

## Dimensions

Standards in the Humanities are organised in two dimensions:

- Humanities knowledge and understanding
- Humanities skills.

### Humanities knowledge and understanding

The *Humanities knowledge and understanding* dimension focuses on key humanities knowledge and concepts. Students learn about their immediate and local community and environment and are introduced to the history and geography of their country and the diversity of culture and environment. Through structured activities they learn the concepts of time – chronology and sequencing, change and continuity – and spatial concepts of location, distance, scale and distribution.

### Humanities skills

The *Humanities skills* dimension focuses on the development of basic inquiry skills including observation, the collection of various types of evidence, asking and answering questions about evidence and presenting information in a variety of ways.

## National Statements of Learning

The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national [Statements of Learning](http://www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html) (www.curriculum.edu.au/mceetya/the\_statements\_of\_learning,11893.html). The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

The Statements of Learning were developed as a means of achieving greater national consistency in curriculum outcomes across the eight Australian states and territories. It was proposed that they be used by state and territory departments or curriculum authorities (their primary audience) to guide the future development of relevant curriculum documents. They were agreed to by all states and territories in August 2006.

During 2007, the VCAA prepared a detailed map to show how the Statements of Learning are addressed and incorporated in the VELs. In the majority of cases, the VELs learning focus statements incorporate the Statements of Learning. Some Statements of Learning are covered in more than one domain. In some cases, VELs learning focus statements have been elaborated to address elements of the Statements of Learning not previously specified. These elaborations are noted at the end of each learning focus statement.

# Level 1

## Learning focus

As students work towards the achievement of Level 3 standards in the Humanities, they draw on their own experience to help them understand the world around them. Through activities such as developing personal and family timelines, examining photographs and buildings, and visits from community members, they learn about the concepts of time – chronology and sequencing, and change and continuity.

Through reading and listening to narratives, including personal stories, and participating in celebrations students begin to learn about the cultures and histories that have contributed to Australian society and by seeing and hearing about other places outside their experience they begin to consider how and why other times and places are different from their own.

Students develop an awareness of spatial concepts through structured experiences within their immediate environment. They investigate the relative location, direction and distance of their home, school, classroom, local parks, shops and other significant features of their environment and begin to understand the geography of their local area. They learn to give and follow simple directions, and describe location relative to other people and places using everyday spatial terms such as front/back, up/down, right/left, near/far, above/below. They draw simple pictorial maps from their developing mental maps of familiar environments.

Students explore how and why natural factors (for example, changes in the weather) and human activities (for example, the closing of a park) affect their lives. They develop basic narratives that link events in their own experience. Participating in activities such as wearing protection from the sun, saving energy, saving water, and recycling, they develop their awareness of environmental issues.

Definitions of underlined terms are provided in the Glossary (page 23)

## **Standards**

In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.

# Level 2

## Learning focus

As students work towards the achievement of Level 3 standards in the Humanities, they develop their understanding of the concepts of time – chronology and sequencing, and change and continuity – through a study of changes in the local community over time. By comparing the experiences and artefacts of their daily lives with those of their parents, grandparents and other community members, students reflect on how life at home and in the community has changed.

Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations. With guidance, they recognise and point to their street, town or city and state on an appropriate map. They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour. Through observation, they investigate and describe elements of the natural and built environments in their local area.

By examining artefacts and listening to the oral history of relatives, teachers and community members, students become aware of the various types of geographical and historical evidence. They begin to make basic comparisons between 'then' and 'now' and learn to construct simple timelines to show their understanding. By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist. They begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities. They explore what their local area might have looked like before European settlement.

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

Definitions of underlined terms are provided in the Glossary (page 23)

## **Standards**

In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. Specific standards for Economics, Geography and History are introduced at Level 4. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the Humanities standards at Level 3 (which focus on historical and geographical knowledge and skills) and the Economics standards at Level 4.

# Level 3

## Learning focus

As students work towards the achievement of Level 3 standards in the Humanities, they apply the concepts of time, continuity and change through a study of the history and traditions of Australians. They examine stories, artefacts and other evidence from the past and present to learn about Australian society and its origins, such as the history of national symbols, including the flag, and key commemorations and celebrations such as Anzac Day and Labour Day. They examine the histories of the cultural groups represented in their classroom, community and nation. They learn to sequence some key events on a timeline and write simple explanations of events.

Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

### National Statements of Learning

This Learning focus statement incorporates aspects of the Statements of Learning for Civics and Citizenship, Year 3.

## Standards

### **Humanities knowledge and understanding**

At Level 3, students describe and sequence some key events in Australian history, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation. They describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

### **Humanities skills**

At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters. They develop simple timelines to show events in sequence. They explain some of the differences between different types of historical evidence, and frame questions to further explore historical events. Students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. Using atlas maps and a globe, they locate and name the states and territories of Australia.

# The Humanities – Geography

## Introduction

Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students' evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world's resources.

Geographers use a number of spatial concepts (such as location, distribution, spatial interaction and scale) as tools to help them to investigate, interpret and explain patterns on the surface of the Earth and the processes that created them. These spatial concepts provide a unique conceptual structure and framework of ideas for a geographic investigation of phenomena and provide the key to determining measures of the spatial variation between places. The essence of the Geography domain is that it is an inquiry-based approach which focuses on questions of what, where, how, why, what impact, what ought.

The fundamental tool of geography is the map, and in a world where over 75 per cent of data is referenced spatially to a location, geographic understanding is a vital skill. The essential skills students develop in Geography are the ability to:

- identify and collect evidence from
  - primary sources through fieldwork
  - secondary sources, including maps at a variety of scales, photographs, satellite images, statistical data
  - information and communications technology based resources
- record, represent and interpret data in different types of maps, graphs, tables, sketches, diagrams and photographs.

## Structure of the domain

The Geography domain is organised into three sections, one for each level of achievement from Level 4 to 6. Each level includes a learning focus statement and a set of standards organised by dimension. A glossary is included which provides definitions of underlined terms (see page 23).

## Learning focus

Learning focus statements are written for each of Level 4, 5 and 6. At Levels 1 to 3, basic concepts related to history, geography and economics are included under the general umbrella of 'The Humanities'. Learning focus statements outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

## Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. These focus on historical and geographical knowledge and understanding. Specific standards for Geography apply from Level 4.

## Dimensions

Standards in the Geography domain are organised in two dimensions:

- Geographical knowledge and understanding
- Geospatial skills.

### Geographical knowledge and understanding

The *Geographical knowledge and understanding* dimension covers the patterns and interactions of physical and human phenomena on the surface of the Earth and the processes that created them. It focuses on spatial concepts: location, distance, distribution, location, movement, region, scale, spatial change over time, spatial association, spatial interaction and scale. These concepts underpin the kinds of questions geographers ask and help students to organise the vast amount of information and ideas that geography uses to understand the regularities, intricacies and uncertainties of occurrences on the Earth's surface.

Students learn to ask a series of geographical questions and follow an inquiry-based approach incorporating identification, observation, description, analysis, explanation, synthesis and evaluation. This extends their understanding and provides students with a well-researched, informed spatial perspective to apply to local and global issues, including sustainable use and management of the world's resources.

### Geospatial skills

In the *Geospatial skills* dimension students read and interpret maps of different kinds and at different scales, including street directories, atlas maps, ordnance survey maps and topographic maps. Students identify and collect information from maps, plans, photographs, satellite images, statistical data, and information and communications technology based resources; and record and represent data in different types of maps, graphs, tables, sketches, diagrams and photographs. Students develop skills in gathering information first-hand from fieldwork studies. They make observations, take field measurements, conduct surveys and interviews, map and record phenomena in a range of settings.

## National Statements of Learning

The Victorian Essential Learning Standards (VELS) incorporate the opportunities to learn covered in the national [Statements of Learning](http://www.curriculum.edu.au/mceetya/the_statements_of_learning,11893.html) (www.curriculum.edu.au/mceetya/the\_statements\_of\_learning,11893.html). The Statements of Learning describe essential skills, knowledge, understandings and capacities that all young Australians should have the opportunity to learn by the end of Years 3, 5, 7 and 9 in English, Mathematics, Science, Civics and Citizenship and Information and Communication Technologies (ICT).

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# Level 4

## Learning focus

As students work towards the achievement of Level 4 standards in Geography, they investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters.

Students explore how humans have affected the Australian environment. Examples could include: Aboriginal and Torres Strait Islander communities' care of the land; clearance by farmers and subsequent problems of land degradation and salinity; and protection of the natural environment through the creation of nature parks, national parks and marine parks. Using an inquiry-based approach, students explore environmental issues and consider possible solutions to current and future challenges. Students learn about environmentally sensitive areas such as local remnant vegetation, rivers, alpine Victoria, Gippsland Lakes and national parks and explore ways of protecting these unique environments in a sustainable way for future generations.

Students develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places. They learn about and interpret their location relative to other places. They begin to identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find their way around, and plan trips to visit specific places. To enhance the electronic presentations they develop, students search for and annotate relevant images from the Internet.

Students participate in fieldwork using simple techniques; for example, collecting and recording data on how the human and physical characteristics of a selected site are changing or have changed. They explore effective ways to care for local places, and are provided with opportunities to initiate and participate in an action on an environmental issue of personal or group concern; for example, pollution of a local waterway.

### National Statements of Learning

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 5.

## Standards

### **Geographical knowledge and understanding**

At Level 4, students identify and describe Australia's significant natural processes. They describe the reaction of people to these processes including the management of natural disasters. They compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries. They use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.

### **Geospatial skills**

At Level 4, students use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places. They identify features from maps, satellite images, and oblique photographs. They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. They research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

# Level 5

## Learning focus

As students work towards the achievement of Level 5 standards in Geography, they use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.

Students investigate environmental issues such as forest use and global warming. They begin to design policies, and evaluate existing policies, for managing the impact of these issues and ensuring the sustainability of resources.

Students apply their knowledge and understanding of scale, grid references, legend and direction to use large-scale maps (such as topographic maps), as sources of spatial information, as well as other spatial representations (such as those found in atlases and geographic information systems). Students research and analyse photographs, maps, satellite images and text from electronic media and add these to their presentations.

Observing basic mapping conventions, students learn to draw overlay theme maps. They recognise that parts of the Earth's surface can be represented in various ways, at different scales, and from different perspectives on a range of maps, photographs and satellite images. They are provided with opportunities to collect and process data and present a summary of results using a range of techniques such as sketch maps, graphs and electronic media (such as geographic information systems and spreadsheets).

Students undertake fieldwork to investigate the characteristics of a selected local region and the physical processes and human activities that form and transform it. Students are encouraged to participate in activities to contribute to the sustainable management of local places.

### **National Statements of Learning**

This Learning focus statement incorporates aspects of the National Statements of Learning for Civics and Citizenship, Year 7.

## **Standards**

### **Geographic knowledge and understanding**

At Level 5, students demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explain, using examples, how the interaction of physical processes and human activities create variations within the regions. They use evidence and appropriate geographical language to explain contrasts within smaller regions surrounding Australia. Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions. They demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.

### **Geospatial skills**

At Level 5, students collect geographical information from electronic and print media, including satellite images and atlas maps, and analyse, evaluate and present it using a range of forms. They construct overlay theme maps using map conventions of scale, legend, title, and north point. They identify and gather geographical information from fieldwork and organise, process and communicate it using a range of written, oral, visual and graphic forms.

# Level 6

## Learning focus

As students work towards the achievement of Level 6 standards in Geography, they develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather. Students investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Students develop skills to evaluate the factors contributing to the development of these issues, identify strategies to address them and explore ways of managing them.

Students investigate the characteristics of development that occur across the globe. They use an inquiry-based approach to explore how combinations of various physical and human factors interact to produce observable and sometimes predictable patterns at local, regional and global scales. Students examine global patterns of development, considering classifications used by United Nation agencies, Non Government Organisations (NGOs) and other organisations, and evaluating the relevance of such classifications at global, national, regional and local scales.

Students research at least two development topics and the impact of globalisation in creating and reducing differences in development levels, for example, through technology transfers, resource use, and indebtedness. Examples of development topics include: poverty; the links between food, hunger and technology; and the social and economic consequences of development in creating rapidly growing cities, mega cities, informal settlements and rural depopulation.

Students investigate and learn to evaluate the impact and/or effectiveness of development-related projects, policies and strategies (such as large-scale water projects, tourism, the use of foreign aid, social reform and population control) on physical and human landscapes, locally, nationally and globally. They apply their knowledge and understanding to provide explanations and justify recommendations about local, national and global situations related to development, and their impact on living standards. They reflect on plans of action and past actions, considering the value positions underlying them, including a commitment to the principles of sustainability.

Students undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. They collect evidence from the fieldwork site to explain and predict the effects of natural processes and human activities on the environment, including consideration of the ways people respond to change. Students develop a policy for the

management of a local issue, including consideration of Aboriginal and Torres Strait Islander communities. Students apply geographical techniques, including representation of multi-variable data and complex mapping operations, to interpret environmental change and research, discriminate, evaluate and present arguments using electronic and other formats.

## **Standards**

### **Geographic knowledge and understanding**

At Level 6, students explain the operation of a major natural system and its interaction with human activities. They evaluate the consequences of the interaction and develop a policy to address an issue related to it. Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. They analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales. They use evidence based on their inquiries and geographical language and concepts.

### **Geospatial skills**

At Level 6, students accurately interpret information on different types of maps and photographs at a range of scales, and use map evidence to support explanations, draw inferences and predict associated outcomes. They collect and collate information gathered from fieldwork observations and present their findings observing geographical presentation conventions.

# Glossary

## human and physical characteristics

- human characteristics refer to features of human activities such as farms, settlements, cities, ski resorts, shopping centres.
- physical characteristics refer to features of the natural environment such as rivers, mountains, forests, climate, coasts.

## spatial concepts

Spatial concepts are the organising concepts common to all branches of geography. From Level 1 through to Level 6, and beyond, spatial concepts can be used and applied according to the stages of learning – laying the foundations, building breadth and depth, and developing pathways. Although there are many organising concepts, there are nine commonly recognised concepts:

- **location:** Where natural and built phenomena are found on the surface of the Earth. A place has an absolute location measured accurately by co-ordinates, and a relative location measured by distance and direction from one place to another.
- **scale:** The term 'scale' includes two uses.
  - o The map scale shows the relationship between measurements on a map and the actual measurements on the ground. Map scales are expressed in words, by a line scale, or as a representative fraction. A large scale map covers a small area with detail; a small scale map will cover a larger area with less detail.
  - o The observational scale refers to the size of an area being studied. A range of scales includes the following:
    - § **local scale:** Involves the smallest area and is immediate to wherever the study is taking place. Fieldwork is conducted at the local scale.
    - § **regional scale:** Covers a larger area than the local scale. The study of the Murray–Darling Basin is at a regional scale.
    - § **national scale:** Focuses study on a nation, for example, the Australian government's response to a global phenomenon.
    - § **international scale:** Considers two or more nations. The combined efforts of several Asian nations would be an example.
- **distance:** The space between different locations on Earth. The absolute or linear distance is measured in units such as metres and kilometres. The relative distance is the length of time it takes to travel from one location to another, cost involved and the convenience of the journey.
- **distribution:** The arrangement of things at or near the Earth's surface viewed at a variety of scales.
- **region:** A definable area of the Earth's surface which contains one or more common characteristics that distinguish it from other areas. Regions are different for different groups of people. For example, Oakleigh South (local), Gippsland (regional), Australia (national), Sub Saharan Africa (international).
- **spatial change over time:** The degree to which an area has changed its geographic characteristics, features or patterns of use over a period of time. Change occurs at varying rates at different times and may be considered at different scales. For example, the redevelopment of the Melbourne Docklands since the 1990s would look at distribution, spatial association between things, movement and spatial interaction.
- **movement:** The change in location of one or more things across the Earth's surface. Movement includes direction, method, rate, nature and volume.
- **spatial association:** The degree to which things are similarly arranged over space. Spatial association compares distribution patterns. A strong spatial association occurs where two distributions are similar. Weak association describes little similarity. No association occurs when two distributions are dissimilar.
- **spatial interaction:** The strengths of the relationships between phenomena and places in the environment, and the degree to which they influence or interact with each other. Over time, the impact of people on the environment changes and the environment in turn changes people.

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