The place, role and potential of geography...in a balanced and well-rounded curriculum

Malcolm McInerney
DECD HASS Curriculum Manager
Immediate Past AGTA Chair
GeogSpace Executive Director

September 2015 ACSA Conference
The purpose of this blog is to provide a resource for teachers interested in engaging with professional learning in Geography. The blog aims to be a repository of professional learning activities, presentations, resources and discussions to support the introduction of high quality Geography teaching and learning into our classrooms.

Thursday, September 24, 2015

Geography workshop at 34.92 S, 138.59 E on 30 September, 2015

Dropbox link to the PowerPoint for the ACSA Geography workshop on the place, role potential of geography in a well-balanced and well-rounded curriculum. 2015 ACSA Conference in Adelaide on 30 September, 2015.
AGTA’s PROFESSIONAL LEARNING PROGRAM AND RESOURCES

AGTA’s AC: Geography professional learning program

The place, role and potential of geography in a balanced and well-rounded curriculum

• The Australian Curriculum: Geography challenges the perception of geography held by the community and many educators?

• In what ways does the Australian Curriculum geography differ from traditional geography curricula?

• How can it be said that it is a necessary and critical part of the curriculum for the development of the well-rounded 21st century citizen?

• In what ways is geography a very holistic learning area that has the capacity to be a potential connector with all the learning areas of the Australian Curriculum?
Valuing humanities subjects such as geography

...education is more than preparing for a job

• There is increasing concern globally and locally about the nature and quality of education (with the demand for data as evidence of quality).

• Should the curriculum be focussed on literacy and numeracy and primarily utilitarian in nature, equipping students to be competitive in the workforce or should it be a more liberal education with broad ideas and values to prepare a well-rounded student with the capacity to be fully functional democratic citizens, prepared for life in contemporary society?

• The curriculum surely should be the balance of the two.

• There seems to be a drift towards a functional and utilitarian curriculum (hours, subjects offered, teaching positions, budgets and student numbers).

• Where does geography stand in this equation and what does it offer to the curriculum balance?

An excellent presentation at http://www.slideshare.net/shamptoncole/what-geography-really-teaches-you, a South African geography teacher, is a wonderfully articulated description of what modern geography is and why it should be taught in schools.

The publication by the UK Geographical Association titled; A Different View is also an excellent resource on this topic.
Is this an overreaction?

- In South Australia in 2012, only 375 students did Year 12 Geography (80% in non-government schools), compared to 2,000 in 1996 and over 5,000 in 1972 (McInerney and Shepherd, 2006)

- In New South Wales in 2008, the number of students taking HSC geography was less than one third of the numbers 15 years before.

- In Victoria the number of students declined from more than 4,000 in 1992 to just over 2,500 in 2004

<table>
<thead>
<tr>
<th>Jurisdiction</th>
<th>Curriculum: Primary</th>
<th>Curriculum: Secondary</th>
<th>Mandatory geography post primary</th>
<th>Mandated geography hours</th>
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</thead>
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<td>SOSE*</td>
<td>SOSE+</td>
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<tr>
<td>WA</td>
<td>SOSE</td>
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</tbody>
</table>

* Studies of Society and the Environment ** Society and Environment

+ Geography is stand-alone subject in many non-government secondary colleges

From the 2008 Erubus International report on the Teaching of Geography in Years 3-10 (commissioned by the Australian Government in 2006)

The Australian Curriculum: Geography challenges the perception of geography held by the community and many educators?
Talking about geography

• What does a geographer look like?

• Can you name a famous geographer?

• What comes to your mind when someone says “geography”?

• Did you like geography at school?

“I’m a geographer, frankly, I’m proud of that fact even if I have to explain when I meet someone exactly what it is a geographer does.”

• What did you like about geography?

• Do you like geography now?
What’s this thing called Geography?

“What Geography was my favourite subject at school.”

Then what happened?

Over the past 30 years we have seen a drastic decline in geography.

“Geography lost its way”: Peter Hill ACARA CEO
WHAT IS GEOGRAPHY?
The future of geography and the public perception of what geography is are critical questions we need to talk about when working with the Australian Curriculum: Geography.

http://www.youtube.com/watch?v=dDk06h7AbbW
http://www.youtube.com/watch?v=Pbgai3dK16Q
http://www.youtube.com/watch?v=QwbToVFvsU&playnext=1&list=PLD824254AA20697B3
http://www.youtube.com/watch?v=JyhSHDGg-cw
http://www.youtube.com/watch?v=3IljiQ7t7nM&feature=player_detailpage
Geography teaching is about encouraging and enabling students to think like a geographer, not just learning geographical stuff!! It is about building their geographical thinking capacity through the inquiry and the use of geographical skills.

What makes geography geography

GEOGRAPHY AS MANY OF US KNEW IT AT SCHOOL
Wordle of the Rational statement for AC: Geography

- Geography
- places
- spatial
- exploring
- world
- human
- environmental
- resources
- global
- looks
- areas
- features
- thousands
- landforms
- earth
- cultures
- people
- research
- questions
- make
- also
- understanding
- landforms
- communities
- resources
- soils
- managing
- sustainability
- years
- study
- appreciate
- production
- built
- scales
- influences
- vegetation
- connected
- water
- climate
- economic
- teaches
- landscape
- field
- way
- explore
- changing
- locality
- include
- Earth’s
- surfaces
- country
- region
- country
- different
- periods
- mineral
- responds
- mineral
- periods
- answers
- local
- areas
- regions
- examining
- perspectives
- geographical
- variable
- range
- investigating
- study
- appreciate
- production
- built
- scales
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- production
- built
- scales
- influences
- vegetation
- connected
- water
- climate
- economic
- teaches
- landscape
- field
- way
Community perception of what modern geography is ...

“Geography is just physics slowed down, with a couple of trees stuck in” — Terry Prachett

What is our geographical knowledge like?

“I get to go to overseas places, like Canada.” — Britney Spears

• 20% of Americans think Sudan is in Asia
• Half of young Americans can’t find New York on a map
• Only 37% of Americans can find Iraq on a map

“God created war so that Americans would learn geography.” — Mark Twain

Are Australians any better? Does it matter?

... and what about our geographical understandings and skills?
In what ways does the Australian Curriculum: Geography differ from traditional geography curricula?
Geography has changed

Ask someone about ‘geography’ and their response would probably be that it is an academic subject dealing with countries of the world and their political and physical characteristics.

However, over the past 15 to 20 years there has been a massive revolution happening, as geography has become a fundamental part of our everyday life.

Roy Laming ESRI (UK) CEO
A Georevolution has gone on in front of our eyes over the past 15 years

- Spatial technology has enabled over 80% of all data being attached to place.
- As citizens we expect to see a map and in turn we expect to be able to interpret and analyse the map. Spatial analysis has become as important as making a map!!
- Society needs citizens to be “geographically enabled”.

Malcolm McInerney  June 2014
SPATIAL TECHNOLOGY AND APPLICATIONS: EVERYWHERE!!
AGTA’s Professional Learning Program and Resources

- Receive today and be invoiced later
- Only $90 for both or $50 for one if bought at workshop (normally $194)

http://geospatialrevolution.psu.edu
Definition of geography

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Why the change!!

“No one feels smarter after learning by heart a list of all the capital cities of the world. Teaching geography today needs to catch up with the actual complexity and interactivity of the world to become useful and recognised again.”

National Geographic 2013

http://www.youtube.com/watch?v=UF50wEfGFO
Geo-literacy … “the ability to use geographic understanding and geographic reasoning to make far reaching decisions.”

What is Geo-literacy

Why is Geo-literacy important

http://www.youtube.com/watch?v=Pb8yenSogzE

http://www.youtube.com/watch?v=sTUG13RCz9A
"Concepts are to us like the air we breathe. They are everywhere. They are essential to our lives, but we rarely notice them. Yet only when we have conceptualized a thing in some way, only then, can we think about it."

http://www.criticalthinking.org/pages/thinking-with-concepts/525
Meaning making

“We approach virtually everything as something that can be given meaning by the power of our minds to create a conceptualization and to make inferences on the basis of it.”

http://www.criticalthinking.org/pages/thinking-with-concepts/525
The grammar of geography
The conceptual understandings involved in thinking geographically

The vocabulary of geography
The knowledge and skills of geography

The geographical vocabulary is a means to an end and not an end in itself!
The grammar of geography

The conceptual understandings involved in thinking geographically

Thinking geographically presupposes the teaching of the vocabulary of geography to enable students to develop the conceptual understandings of geography

Geography: Teaching School Subjects

David Lambert  https://books.google.com.au/books?id=VtALWDtxkGkC&pg=PA39&dq=David+Lambert++grammar+of+geography&hl=en&sa=X&ved=0CDUQ6AEwBGgVChMjOF68-OyAIV452mCh0tawYU#v=onepage&q=David%20Lambert%20grammar%20geography&f=false
CONCEPTUAL GEOGRAPHICAL THINKING IS THE ENABLER FOR QUALITY GEOGRAPHICAL LEARNING

SOME SAY THAT GEOGRAPHY IS EVERYWHERE AND EVERYTHING
Thinking geographically is a uniquely powerful way of seeing the world … thinking geographically … provide[s] a language – a set of concepts and ideas – that can help us see the connections between places and scales that others frequently miss.’

Peter Jackson, Professor of Human Geography
The 7 geographical concepts are the lenses through which geographers view the features, activities, processes, phenomena and issues of our earth in the past, present and future.

F-7 THEMES OF GEOGRAPHICAL LEARNING

Foundation Year: People live in places

Year 1: Places have distinctive features

Year 2: People are connected to many places

Year 3: Places are both similar and different

Year 4: The Earth’s environment sustains all life

Year 5: Factors that shape the human and environmental characteristics of places

Year 6: A diverse and connected world

Year 7: * Water in the world
      * Place and Liveability
8 – 10 Year Level Units

• Landforms and landscapes (8)
• Changing nations (8)

• Biomes and food security (9)
• Geographies of interconnections (9)

• Environmental change and management (10)
• Geographies of human wellbeing (10)
A unique geographical inquiry process

- Observing, questioning and planning
- Collecting, recording, evaluating and representing data
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding
If a skills workshop was conducted in the future, what skills/understandings would you like to work on first?

- Mapping
- Global systems (climate, vegetation, ...)
- Fieldwork
- Use and representation of data
- Geographical thinking
- Use of technology in geography
How can it be said that it is a necessary and critical part of the curriculum for the development of the well-rounded 21st century citizen?

‘Geography is a fundamental fascination. It is also a core component of a good education. … [and] one of humanity’s big ideas … Its ambition is absurdly vast. Most importantly, Geography gives you a sense of how everything fits together and is connected with everything else.’

Alastair Bonnett, Professor of Geography
“We live in a constantly changing and interacting world – geography is the study of how political, economic, social and environmental processes shape, differentiate and change places and regions.”

Dr Rita Gardner. Director, Royal Geographical Society

"Geography is a subject which holds the key to our future."

Australians Need Geography

Through Geography’s holistic approach, bringing together the natural and social sciences, students better understand important challenges facing our world.


The study of Geography:

- builds a sense of our national identity and of Australia's place in the world; to understand Australia we need to understand its geography
- helps us make decisions about the big issues affecting the quality of our lives and landscapes
- nurtures our natural curiosity in, and appreciation of, the world's people and places, from the local neighbourhood to the region, the nation and beyond
- creates spatially literate students
- develops competencies essential in the work place and leads to careers in areas such as spatial sciences, resource management and urban planning
- is an excellent medium for education – it brings the rigour and depth of an academic discipline; develops an exceptional range of skills, e.g. literacy, numeracy, oracy, graphicacy, ICT, decision-making; caters for a variety of learning styles
10 Ten Reasons Why Every Student Should Study Geography - from Canada

• To understand basic physical systems that affect everyday life (e.g. earth-sun relationships, water cycles, wind and ocean currents).

• To learn the location of places and the physical and cultural characteristics of those places in order to function more effectively in our increasingly interdependent world.

• To understand the geography of past times and how geography has played important roles in the evolution of people, their ideas, places and environments.

• To develop a mental map of your community, province or territory, country and the world so that you can understand the “where” of places and events.

• To explain how the processes of human and physical systems have arranged and sometimes changed the surface of the Earth.

• To understand the spatial organization of society and see order in what often appears to be random scattering of people and places.

• To recognize spatial distributions at all scales – local and worldwide – in order to understand the complex connectivity of people and places.

• To be able to make sensible judgements about matters involving relationships between the physical environment and society.

• To appreciate Earth as the homeland of humankind and provide insight for wise management decisions about how the planet’s resources should be used.

• To understand global interdependence and to become a better global citizen.
Geography aims to …

• a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
• a deep geographical knowledge of their own locality, Australia, the Asia region and the world
• the ability to think geographically, using geographical concepts
• the capacity to be competent, critical and creative users of geographical inquiry methods and skills
• as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.
CAREERS IN GEOGRAPHY

Geography does have a utilitarian edge – the spatial, environmental/land management and human resources industries are some of the fastest growing industries on the planet.
The need for a balanced, aspirational sunshine geography for the future
"If geography itself has any significance it is that we are made to lift our eyes from our small provincial selves to the whole complex and magnificent world."

Richard Burton (1821 - 1890) to the Royal Geographical Society.
British explorer, translator, writer, soldier, orientalist, ethnologist, linguist, poet, hypnotist, fencer and diplomat.
In what ways is geography a very holistic learning area that has the capacity to be a potential connector with all aspects of the Australian Curriculum?
We can study anything in geography, as long as it involves students exploring the content through geographical conceptual thinking.
Geography has identifiable links to other learning areas

The tree of geography has many branches

**Physical geography can be divided into many broad categories, including:**
- Biogeography
- Climatology & Meteorology
- Coastal geography
- Environmental management
- Geodesy
- Geomorphology
- Glaciology
- Hydrology & Hydrography
- Landscape ecology
- Oceanography
- Pedology
- Palaeogeography

**Human geography focuses on the built environment and how humans create, view, manage, and influence space. Physical geography examines the natural environment and how climate, organisms, soil, water, and landforms produce and interact … and link to humans**

**Human geography can be divided into many broad categories, such as:**
- Cultural geography
- Development geography
- Economic geography
- Health geography
- Historical & Time geo.
- Political geography & Geopolitics
- Pop. geo. or Demography
- Religion geography
- Social geography
- Transportation geography
- Tourism geography
- Urban geography

There are many content and conceptual links with other learning areas
GEOGRAPHY AND THE GENERAL CAPABILITIES

Personal and social capability

Ethical understanding

Information and communication technology capability

Critical and creative thinking

Intercultural understanding
NUMERACY IS CRITICAL IN GEOGRAPHY WHEN COLLECTING DATA, INVESTIGATING, RECORDING, VISUALISING, SPATIAL REPRESENTATIONS, MAPPING, SKETCHING, ANALYSING, CONTRASTING, IDENTIFYING TRENDS AND PATTERNS, AND COMMUNICATING.
MAP COORDINATES

SCALE : A SENSE OF SCALE

CARTOGRAPHIC MAPS

CARTOGRAM MAPS

PROJECTIONS
CALCULATING VERTICAL EXAGGERATION

- Vertical exaggeration example (1 inch = 666.66 ft)

DRAWING CROSS SECTIONS

MEASURING AND ESTIMATING HEIGHT AND DISTANCE

- Transects and quadrats

CALCULATING GRADIENT

- Example:
  - Horizontal Distance C-D = 2 inches = 10 miles
  - Elevation C = about 1875'
  - Elevation D = 0'
  - Elevation Difference C-D = 1875' - 0' = 1875'
  - Gradient = E.D. / H. D. = 1875'/10 miles = 188' per mile

- Diagram showing measurement techniques and calculations.
The chart below compares the tourism data for the UK in October 2001 with October the previous year. The graph shows how tourism declined after the terrorist attack in America in September 2001.

The three pie charts below show differences in the split between primary, secondary and tertiary employment in USA, Brazil and Nepal.

In this example the circles are the same size. It would also have been possible to make the size of the circle proportional to the size of each country’s labour market. The charts like this are sometimes called proportional circles.

The climate graph below average annual rainfall and temperature in Timbuktu in Mali.

Demographic transition modeling
Getting started with a free and simple GIS program and data use.

ArcGIS online version-now-available/

QGIS http://qgis.org/
## Literacy in Geography

Texts Used in the **Australian Curriculum: Geography**

<table>
<thead>
<tr>
<th>Literacy Continuum</th>
<th>Language in Geography</th>
<th>Literacy in Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehending texts through listening, reading and viewing</strong></td>
<td>Expressing and developing geographical concepts</td>
<td>Observing, collecting, interpreting, analysing, evaluating</td>
</tr>
<tr>
<td><strong>Composing texts through speaking, writing and creating</strong></td>
<td>Using appropriate language for interacting and communicating</td>
<td>Creating texts which are effective in achieving their purpose</td>
</tr>
<tr>
<td><strong>Literacy Continuum</strong></td>
<td><strong>Language in Geography</strong></td>
<td><strong>Literacy in Geography</strong></td>
</tr>
<tr>
<td><strong>Text knowledge</strong></td>
<td>Knowledge of elements of different kinds of texts</td>
<td>Interpreting, analysing, evaluating and concluding within the inquiry approach</td>
</tr>
<tr>
<td></td>
<td>Knowledge of structure and organisation of different kinds of texts</td>
<td>Creating texts: explanations, reports, recommendations, persuasive texts</td>
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<tr>
<td><strong>Grammar knowledge</strong></td>
<td>Knowledge of sentence structures and word groupings</td>
<td>Expressing opinions and points of view</td>
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<td><strong>Word knowledge</strong></td>
<td>Using geographical terminology</td>
<td>Using geographical terminology appropriately and effectively</td>
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<td></td>
<td>Spelling terms correctly</td>
<td>Selecting vocabulary that is precise and appropriate for the purpose</td>
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<tr>
<td></td>
<td>Expressing and developing ideas clearly</td>
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<td><strong>Visual knowledge</strong></td>
<td>Knowing and using the elements of maps</td>
<td>Interpreting and analysing maps</td>
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<td>Recognising and using statistical data forms</td>
<td>Creating maps on paper and digitally</td>
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<tr>
<td></td>
<td>Knowing and using the elements of photography</td>
<td>Analysing statistical data</td>
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<td>Interpreting and creating geographical photographs</td>
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<td></td>
<td></td>
<td>Interpreting, responding to and creating multimodal texts</td>
</tr>
</tbody>
</table>

THE CROSS-CURRICULUM PRIORITIES

The Australian Curriculum three cross-curriculum priorities of:

• Aboriginal and Torres Strait Islander histories and cultures
• Asia and Australia’s engagement with Asia
• Sustainability (also a geography concept)

...are a very good ‘non-tokenistic’ fit in the geography curriculum
Identifying the CCP’s in the Year 7 geography content descriptions

• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia
• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region
• The causes, impacts and responses to an atmospheric or hydrological hazard
• The influence of environmental quality on the liveability of places
QUESTIONS TO PONDER

• HOW DO WE KNOW ANY OF THIS IS TRUE?

• AM I BIASED AND BLINDED BY MY LOVE OF THE DISCIPLINE?

• IS THERE CREDITABLE EVIDENCE ON THE IMPACT OF GEOGRAPHY ON STUDENT LEARNING AND DEVELOPMENT?

• WHAT DATA CAN BE USED AS EVIDENCE?

• HAVE HUMANITIES SUBJECTS SUCH AS GEOGRAPHY DECLINED BECAUSE OF A LACK OF QUANTATIVE DATA AS EVIDENCE?

• WILL GEOGRAPHY GROW OR WILT IN THE CURRICULUM IN THE FUTURE?

• DO WE HAVE UNBALANCED CURRICULA AROUND AUSTRALIA?

• IS THERE A TREND TOWARDS AN UNBALANCED CURRICULA IN AUSTRALIA?

• WHAT CAN BE DONE TO BALANCE THE CURRICULA IN AUSTRALIA? IS SUCH A BALANCING ACT REQUIRED OR INDEED DESIRABLE FOR THE WEALTH AND HEALTH OF AUSTRALIA?

• DOES THE AUSTRALIAN CURRICULUM OFFER SUCH A BALANCE?
Welcome

Welcome to GeogSpace, an initiative of the Australian Geography Teachers Association (AGTA) supported by the resources of Education Services Australia (ESA).

There has never been a more exciting time to study geography, with it being a subject vital to the education of every young Australian in the 21st century. GeogSpace has been designed to provide materials to support primary and secondary teachers in implementing the Australian Curriculum: Geography. It has been developed by AGTA’s team of practising geography teachers, dedicated to ensuring all schools across Australia have access to a unique resource that reflects best practice using current technology and pedagogies.

GeogSpace offers quality primary and secondary geography resource materials for all teachers of geography, including those that are very experienced and those just commencing their involvement. The materials will support teachers to develop their knowledge, skills and pedagogical capacity to teach geography of the highest quality.

http://www.geogspace.edu.au
Target resources

from

AGTA

Resources from Hawker Brownlow

Teaching Primary Geography for Australian Schools

Endorsed by AGTA


Inside the Black Box Geography

Understanding and Teaching the Australian Geography Curriculum for Primary Schools

Resources from the UK Geography Association

recommended by AGTA

http://www.geography.org.uk/

http://www.geography.org.uk/shop/
The Spatialworlds blog is a repository of teaching resources, images, commentary and website links for those interested in spatial education, spatial technology and geography in schools.

Sunday, May 11, 2014

The app opportunity for the geography classroom


Related links to Spatialworlds
Geogaction
Spatialworlds website
GeogSpace
Australian Geography Teachers’ Association website
Geographical thinking Scoop.it
Spatial literacy Scoop.it
History and geography Scoop.it
Spatial Education and technology Scoop.it

Malcolm McInerney   June 2014
AGTA’s GeogStandards resource with Melbourne University

http://www.geogstandards.edu.au/

The GeogStandards project developed samples of exemplary geography teaching.

GEOGstandards - Samples

There are 11 Samples for review. Each sample can be accessed from the links below.

- Sample 1 Regional centre of Geelong
- Sample 2 Concept formation: Relative location
- Sample 3 Fieldsketching
- Sample 4 Coastal fieldtrip
- Sample 5 Cyclone Nargis
- Sample 6a Population growth: Brainstorming
- Sample 6b Predicting the optimum population of Australia
- Sample 7 Topographic mapping skills
- Sample 8 Computer-based group work: Countries study
- Sample 9 Preparing to work in expert groups: The Olympics
- Sample10 After the simulation: Group discussion
- Sample 11 GIS: Predicting volcano and earthquakes using ArcMap
Mapping the Pacific

About this Illustration of Practice

Following a professional learning day for this region, three teachers reflect on the impact of their work. They discuss the potential for introducing new content about Pacific countries into their classroom and how dynamic group learning activities, like a "mapping activity" could cater for active student participation and learning area, and in offering support for adult learners.

http://www.aitsl.edu.au/search?q=geography
Your search for 'geography' returned 947 results

Classroom resources [711]; Teacher reference materials [236];

Sourced from: The Learning Federation [56]; Shared [9]; Web [871]; Purchase from publishers [11];

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 Next

- Ancient Greece: geography

This is a rich online resource about the geography of Greece. It consists of four sections: a Geography section that introduces Greece’s geographical features, seafaring tradition and establishment of colonies around the Mediterranean; a Story section that recounts 'The Odyssey' in an illustrated abridged version; an Explore section that features interactive maps addressing different aspects of the geography of classical and modern Greece; and a Challenge section where students explore an ancient Greek shipwreck and deduce the probable course of events.
AGTA’s PROFESSIONAL LEARNING PROGRAM AND RESOURCES

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- Only $90 for both or $50 for one if bought at workshop (normally $194)
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Australian Curriculum: Geography

Following the meeting of Standing Council on School Education and Early Childhood on 10 May 2013, ACARA has released the Foundation to Year 10 Australian Curriculum: Geography. The Australian Geography Teachers Association (AGTA) expresses its sincere thanks to everyone who has contributed to the development of this new curriculum.

>> The Hon Peter Garrett MP's press release “Geography joins the new Australian Curriculum landscape”

Mapping out the world

“We need to give young people the opportunity to form images of the world, of the interactions between people and places that are accurate, realistic and empowering. The next generation will make their own world. We need to give them the power to do it well. Having a substantial and really engaging geography
The purpose of this blog is to provide a resource for teachers interested in engaging with professional learning in Geography. The blog aims to be a repository of professional learning activities, presentations, resources and discussions to support the introduction of high quality Geography teaching and learning into our classrooms.

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