



GEOGRAPHY– ABLEWA STAGES A TO D SCOPE AND SEQUENCE

Stage A	Stage B	Stage C	Stage D	Pre-primary – Year 2
Geographical Concepts and Skills				
Place, space and interconnection				
Experience and react to a place and its features	Explore the features of a place and demonstrate a preference for certain features	Identify a familiar place and present findings using locational vocabulary, photos and visuals	Identify familiar places and their features, using photos and locational vocabulary	Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently
React to familiar places and activities	Explore the location of regular places and activities in school	Link activities to a location	Describe the location of a familiar place and the related activities	Describe and explain where places and activities are located
Experience places that are important for specific people and related activities	Explore the importance of places and participate in special events related to specific places	Link places to their related activities and special events	Identify personally significant places and their connection and importance	Identify how people are connected to different places
Data and information				
Experience geographical information by using their senses	Assist to collect geographical data and information	Collect geographical data and information	Reconstruct geographical data and information	Collect and record geographical data and information from the field and other sources
React to images or sensory elements which represent preferred personally significant places	Use images to identify a familiar place	Use images to match a familiar place to a significant feature	Model or draw key features of a familiar place	Represent data and the location of places and their features by constructing tables, plans and labelled maps
React to an element of a place	Respond to elements of a space using positive and negative response	Indicate how they use a space based on geographical information	Answer yes/no questions about a place based on geographical observations and information	Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far
Geographical Knowledge				
Places and our connections to them				
Experience the distance and location of familiar places	Moving to different places and recognising some features/ places on the way	Recognising and labelling familiar places in the school using a jointly constructed map	Locating familiar places and label place and purpose	Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia
Experience personal places and their features represented on large-scale maps and models	Familiar places identified through images at a variety of scales	Places are represented at a variety of scales	How places can be defined at a variety of scales	Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales
Experience their connection to a place in Australia and across the world	The connection of self to other places in Australia and across the world	The connection of their family and peers to other places in Australia and across the world	The connection of their school and local community to other places in Australia and across the world	Connections of people in Australia to other places in Australia and across the world
Experience local area dreaming stories and country/places	Experience dreaming stories of the local country/places and their features	Explore names and places of local spaces and their Dreaming stories	The Countries/Places that Aboriginal and Torres Strait Islander people belong to in the local area	Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place
Experience weather and seasons	Observe and identify major weather type	Connection of weather to seasons	Ways weather and seasons are described	Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them
Experience and react to the sensory elements of a places	The major features of a place	The major features of a place and its activities	The major features of a place and their location	Natural, managed and constructed features of places, their location and how they change
Experience the purpose of or the special event/s of a space	Experience specific activities in a place	What I do in this space	What people do in specific spaces	Reasons why some places are special and some places are important to people and how they can be looked after
React to features and activities of a familiar place	Places used regularly at school and activities I do there	Places regularly used at school and the location, and activities undertaken	Places used regularly in the community, their location, activities undertaken in this place and frequency of visits	Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places
Achievement Standard				



<p>By the end of Stage A, students recognise some personally significant places. They select preferred objects through reaching towards, accepting or rejecting actions.</p> <p>Students react to the familiar features of some personally significant places.</p>	<p>By the end of Stage B, students can identify some familiar places using photos, images or augmentative alternative communication when asked. They will select to view a multimodal text about a preferred place.</p> <p>Students experience the familiar features and purposes of places and the representation of these features, purposes and their location as words, gestures, images, pictures and photos. They begin to indicate objects and places they like from a field of two to three choices. They begin to follow everyday language related to direction and location.</p>	<p>By the end of Stage C, students label personally significant places and what they do in the place. Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place.</p> <p>Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models. They share observations about a place using simple sentences and show the people who can be found in a place.</p> <p>Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location.</p>	<p>By the end Stage D, students label familiar routine places and some of their features and the related activities undertaken in these places. They recognise places can have a special purpose or connection for some people. Students reflect on their learning to suggest ways they can care for a familiar place.</p> <p>Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models. They can identify how they travel to a place and one or two key features of the journey. They recognise that places can be represented by an image or on a map.</p> <p>They follow and use simple everyday language to describe direction and location to explain where a place is or to locate a place or object.</p>	<p>By the end of Year 2, students define place and identify and describe features of places and changes in these, at a local scale. They identify how people are connected to different places and explain the value of places to people. They describe different ways that places can be cared for.</p> <p>They collect and record geographical data and information. They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions.</p> <p>They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world.</p>
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