



Geography Teachers
Association NSW & ACT

GEOGRAPHY BULLETIN

Volume 56 No3 2024

**Australian
Geography
success on
world stage**

**Using AI in the
Geography
Classroom**

**New Senior
Syllabus help**

**Big Geo Quiz:
Does your
faculty hold
the greatest
Geography
knowledge?**

IN THIS ISSUE:

- Feature article: Lesson Structure and ideas for engaging and effective Geography lessons
- Australian Geography Competition
- How to Navigate the new 7–10 Digital Syllabus
- GTA Events and Resources
- Geography Big Week Out

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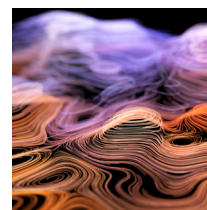
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The Geography Bulletin is a quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' at the back of this issue.

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President's Report

As we welcome the 2024-2025 Council, we look forward to another year of exciting opportunities to enhance and expand our professional learning programs and resources. This year has been filled with significant milestones, and we are thrilled to continue building on that momentum in the year ahead.

Among the highlights of 2024 was the much-anticipated release of Powerful Geography 1, and we are looking forward to the arrival of Powerful Geography 2. These resources are invaluable tools for educators navigating the new HSC Geography syllabus, and we are confident they will continue to support teaching practices as we progress.

Looking to 2025, we are planning for the implementation of the K-6 and 7-10 Geography syllabuses. This important transition will require careful planning and collaboration, and the association remains committed to providing teachers with the necessary professional learning opportunities and resources to ensure a smooth process.

This year has also seen the introduction of several important changes, including the development of our new website, set to launch in the New Year, and a move to new premises. We've also invested in upgrading our IT infrastructure to ensure we continue to meet the needs of our members in an increasingly digital world.

I would like to take this opportunity to thank Kieran Bonin for his outstanding work as Editor of this edition of the *Geography Bulletin* and Lara van der Wall for her creativity and exceptional graphic design skills. Their contributions have played a key role in bringing this edition to life. We hope you enjoy Edition 3 of the *Bulletin* and find it both informative and inspiring. Here's to another year of collaboration, learning, and progress as we continue to support and empower Geography educators across the region.

Warm regards , Katerina Stojanovski



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Editorial



Welcome to Edition 3 of the *Geography Bulletin* for 2024.

It's hard to believe we are already in the third edition of this year's *Geography Bulletin*! As we navigate through our final term of 2024, this edition celebrates the exciting achievements and milestones of the geography community across New South Wales and the ACT.

From the Geography Olympiad, Big Week Out and Australian Geography Conference it has been a busy few months in the NSW and ACT Geography Community.

Our role as geography educators is more vital than ever. This edition of the *Bulletin* is dedicated to supporting you with the latest information and resources on fieldwork, resources for the new syllabus, the integration of AI, and innovative lesson structures.

As climate change, urban development, and environmental challenges reshape our world, we aim to equip teachers with practical tools that make geography relevant and engaging for students.

Thank you for your commitment to geography education and for inspiring the next generation of global citizens. We hope this *Bulletin* serves as a valuable resource, a source of inspiration, and a celebration of the work you do every day.

Happy reading, and here's to an exciting term 4!

Warm regards,

Kieran Bonin

Vice President – GTANSW & ACT
Editor of Edition 3



We'd love to publish your success stories!

Do you have an effective teaching activity, resource, or classroom practice that you'd love to share?

The GTANSW & ACT welcomes contributions and encourages educators to submit articles to *The Geography Bulletin*.

We prefer to receive articles in Microsoft Word, with any images attached as separate files. Placing images in Word to indicate where they should appear can be helpful, however images embedded into Word become compressed and lose data, so please ALSO supply the original images as separate files.

If you have questions, or to send articles for consideration, email editor@gtanswact.org.au.



Excursions & Incursions

SENIOR GEOGRAPHY

YEAR 11



GEOGRAPHICAL INVESTIGATION

This session can be run as an incursion or excursion for Year 11 Geography, and explores the requirements of completing a Geographical Investigation and how to plan and undertake fieldwork independently.



IRON COVE - PROCESSES, CYCLES, CIRCULATIONS

Iron Cove provides a great location for study of Earth's natural systems and their interconnections. Students can undertake fieldwork to explore atmospheric, hydrological, geomorphic, and ecological systems.



BURWOOD - PLACE AND CULTURAL CHANGE

Burwood combines bustling commercial areas, high-rise residential development and low density heritage residential areas. Students can explore evidence of increased density, and cultural change, including Burwood's vibrant culinary scene at its China Town.

YEAR 12



DARLING HARBOUR PRECINCT

Explore the character and geographical processes affecting the the different parts of the Darling Harbour Precinct, as well as links and strategies for sustainability.



FASHION AND SUSTAINABILITY

Explore the nature and spatial patterns of the fashion industry, as well as current trends future directions, and sustainability strategies.

NEW NSW STAGE 6 CURRICULUM

All excursions have been newly designed to directly link with the new NSW Senior Geography syllabus

Lesson structure and ideas for engaging and effective Geography lessons


By **Jaye Dunn**, Head Teacher Teaching and Learning, Asquith Girls High School

Research suggests that teacher talk should be limited to around 20 minutes or less during a lesson to maintain student engagement and promote active learning. This concept aligns with modern pedagogical approaches that prioritise student-centred learning. Research in cognitive psychology, particularly the Cognitive Load Theory, developed by educational psychologist John Sweller in the late 1980s, suggests that learners can only absorb a limited amount of information at one time. After 15–20 minutes of continuous teacher talk, students' attention starts to wane, and their ability to process and retain information decreases. Breaking up lessons into smaller chunks, with differentiated activities, helps students manage cognitive load and stay engaged.

The **I Do, We Do, You Do** is a gradual release instructional model developed by Pearson and Gallagher (1983), that is highly effective for teaching in general, but especially in Geography. It allows for direct instruction or explicit teaching of key geographical skills and concepts, accompanied by guided practise and skill development, and independent application, including the opportunity for geographical inquiry.

To start, the teacher takes full control to introduce and model a new concept, skill, or procedure. It involves clear, direct instruction to help students understand the material before they begin guided or independent practise, on the way to mastery.

Teachers should avoid overwhelming students with too much information at once and focus on the core concepts or skills.

 During the **I Do** phase of a Geography lesson, teachers introduce the concept or skill to demonstrate key concepts and skills, and guide student understanding.

It is important to set and explain Learning Intentions, and ensure the teacher explicitly explains the learning to students. This is effective for both theoretical content and geographical skills.

Some examples include writing notes on the board to define terms or introducing topics or demonstrating specific Geography skills through examples.

This can be through note taking, such as the People, patterns and processes example, or to illustrate key features or geographical skills, such as the basic elements of a topographic map.

The increasingly integrated nature of the world

- o Including: economic activities and cultures

Economic integration is the growing interdependence of national economies. This means that goods, services and information travel freely between nations.

Cultural integration is the blending of two or more cultures. This happens when one cultural group adopts the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture.

Cultural and economic integration are connected to globalisation. This is the process of the world and its people becoming more interconnected.



Figure 1: Year 11 People, patterns and processes notes.

INTRODUCTION - TOPOGRAPHIC MAPS

- A **topographic map** displays a detailed representation of places and heights above sea level using contour lines.
- Topographic maps use lines to help us **locate places** on a map by using **grid lines**.

Lines showing height

Map to show locations of places

Do!
Copy this information into your work book, under the heading on Slide 1.


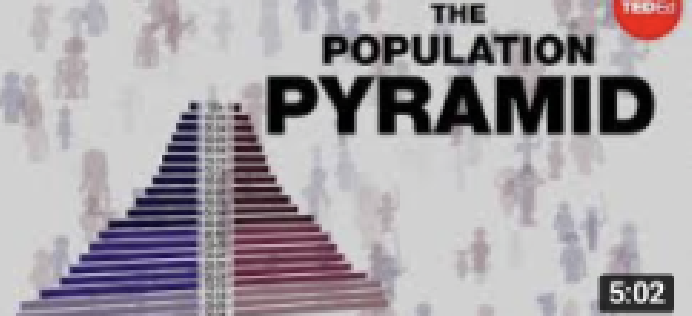


Figure 2: Explicit teaching of elements of topographic maps.

THE POPULATION PYRAMID



5:02

Figure 3: People, patterns and processes worksheet including key terms & supporting video.

... Lesson structure and ideas for engaging and effective Geography lessons

In this phase, teachers lead learning by using videos with accompanying short questions or note making tasks to differentiate learning, and help students engage with content in different formats.

The use of Cloze passage activities, such as the factors affecting liveability example in Figure 4, deconstructing paragraphs and ordering processes, such as breaking down the steps in a system or sequence, are also effective strategies for teachers illustrating complex concepts.

During **I Do**, visual aids play a crucial role in Geography education.

For instance, teachers can explain the Water Cycle through diagrams, as shown in Figure 5, to help students visualise and annotate each stage.

Additionally, picture books, other relevant texts or visual aids can provide context and enhance understanding, especially when introducing abstract or unfamiliar ideas.

For example, the use of maps, charts and graphs can be used by teachers during explicit teaching to show connections between concepts and relevance. Examples are shown in Figure 6 and 7.

What makes a place liveable?



What does perception mean?	The term perception means how a person _____ something. People have different perceptions about the liveability of a place, depending on what is _____ to them.
Environmental Factors	
The _____ of a place contributes a lot to peoples' perceptions of its liveability.	
Environmental quality affects people's physical and mental _____ as well as their _____; for instance, air or water pollution, noise, open space or traffic volume.	
_____ is another reason why people think a place is liveable. Some places enjoy better _____ and _____ patterns during the year.	
Distinctive _____ can also be a _____ feature that attracts people to a location. The _____ of a _____ of a 	
Environmental resources are _____ and are important in the liveability of a place.	
Human factors	
Culture and religion influences how people _____ to and perceive a place.	
When large concentrations of people from the same _____ and cultures live in an area they tend to have an impact on the _____ environment. 	
People's socio-economic status, for instance their type of _____ and _____ level, will dictate in which locations they can realistically choose to live.	
The crime rate contributes to one's sense of _____ and perceived liveability. People place value on their personal and public safety, making safety an important part of liveability.	
What is your perception of our local area?	Complete "fold back task"

Figure 4: Cloze passage on the factors affecting liveability.

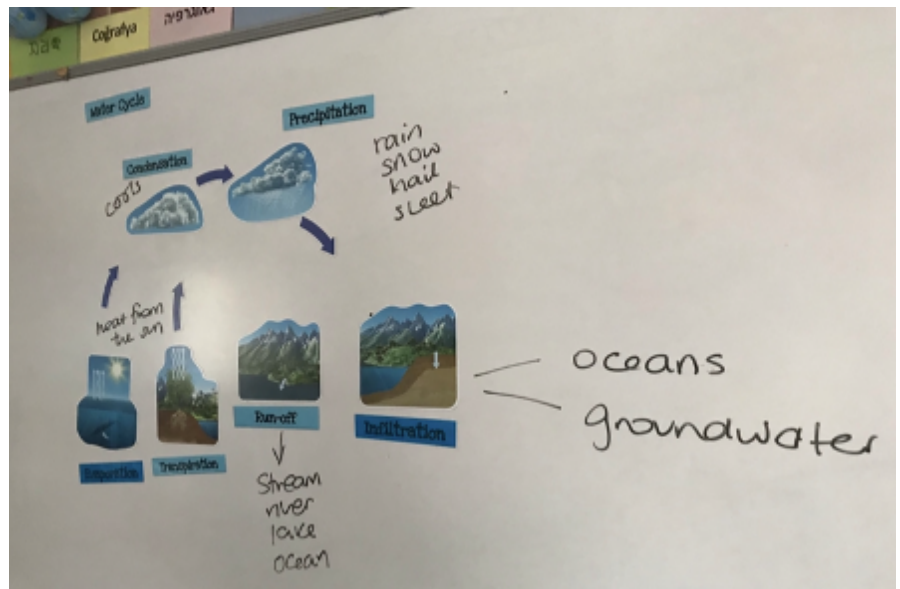


Figure 5: Large magnets used to demonstrate key processes of the Water Cycle.

THE SPATIAL DISTRIBUTION OF FLOWER PRODUCTION

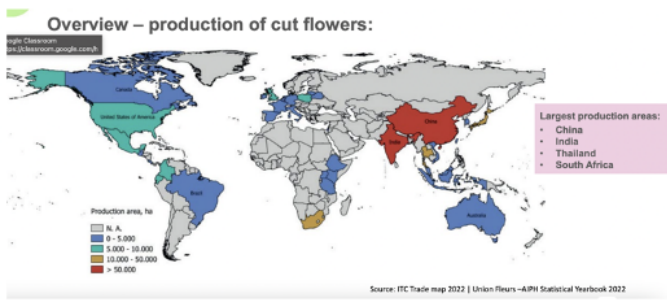


Figure 6 & 7: Visual aids to support Year 12 Global Sustainability.

... Lesson structure and ideas for engaging and effective Geography lessons

The transition from the **I Do** to the **We Do** phase in lessons is an essential shift in instructional delivery that moves students from passive observation to active engagement with teacher guidance.



During the middle portion of a lesson, the teacher should plan for the We Do phase. This sees students work together, whilst the teacher provides guidance and support to reinforce and check for understanding. It is a good time to stop and revisit the Learning Intentions to remind students of where the learning is heading, and ensuring that all are on the same page. The teacher takes a coaching role during this stage of learning and guides students, whilst simultaneously consolidating understanding through the delivery of timely and constant feedback.

In the We Do stage of Geography lessons, collaborative learning takes centre stage as students actively engage with key concepts through hands-on activities and group discussions. For example, teachers might follow a video screening by encouraging students to jot down their thoughts on Post-it notes before sharing ideas with the class. In the population pyramid example discussed earlier, the We Do activity has students working collaboratively to identify key concepts and trends in a specific nation's pyramid using Pyramid.net, as shown in Figure 8. Student groups then share their findings with the class. Other peers are encouraged to ask questions and make comparisons between the countries allocated to each group.

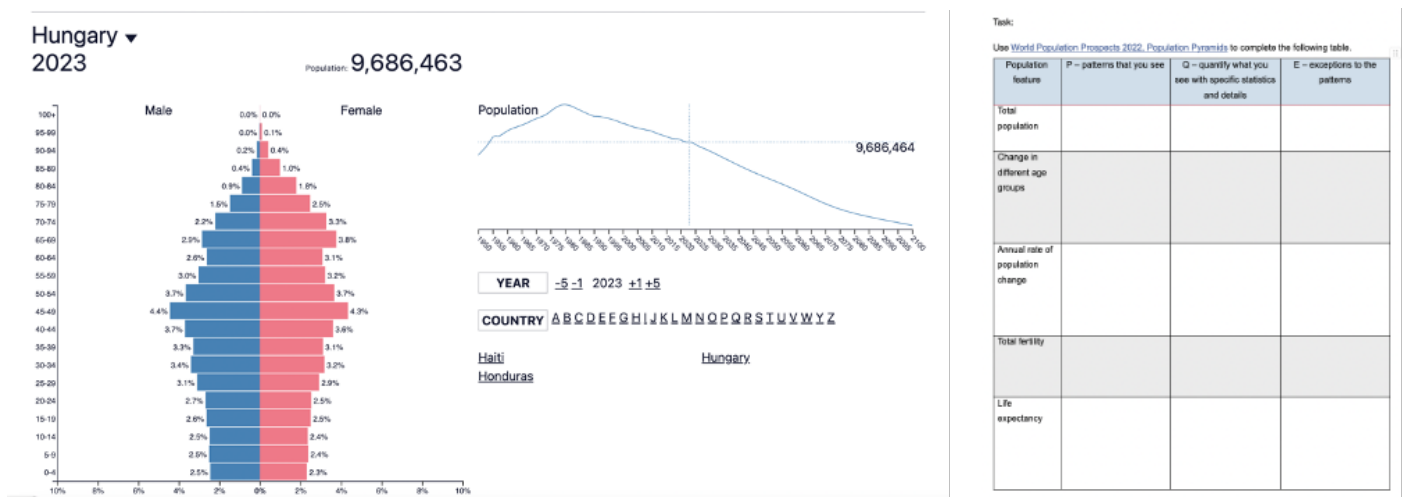


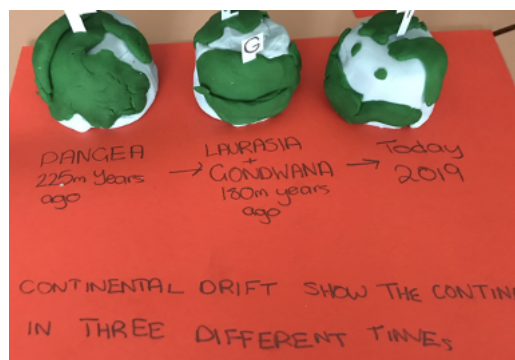
Figure 8: Pyramid.net and accompanying worksheet.

Other examples include building models to illustrate concepts, such as constructing a soil profile, global wind patterns, continental drift, mini Water Cycle in action, or visual representation of landforms, to deepen understanding. Some examples are shown in Figures 9, 10, 11, 12 and 13. These models can be made using common classroom/school resources such as Play-Doh or Lego.

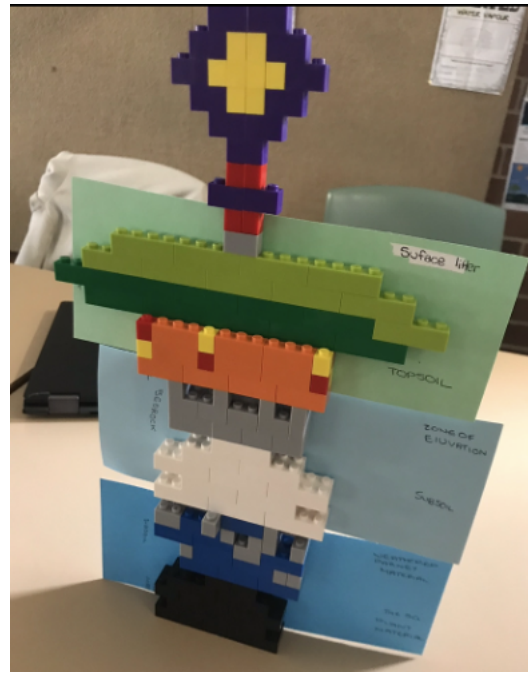
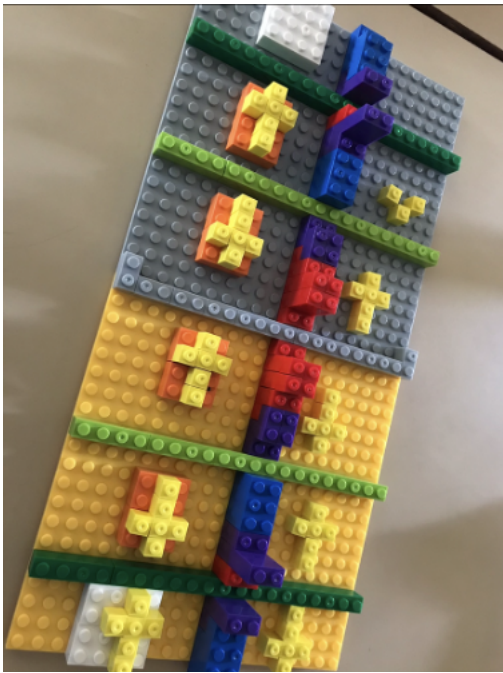


Figure 9: Play-Doh river landscape.

Figure 10: Play-Doh continental drift.



... Lesson structure and ideas for engaging and effective Geography lessons



Figures 11 and 12: using Lego to show global wind patterns and soil horizons.

Figure 13: The Water Cycle in action.



... Lesson structure and ideas for engaging and effective Geography lessons

Similarly, working through such activities as a physical demonstration of weathering, erosion and deposition using skittles and water, or Oreos to imitate plate boundaries, together allow students to grasp the process before completing any further activities independently as a You Do task.

These activities are shown in Figure 14.

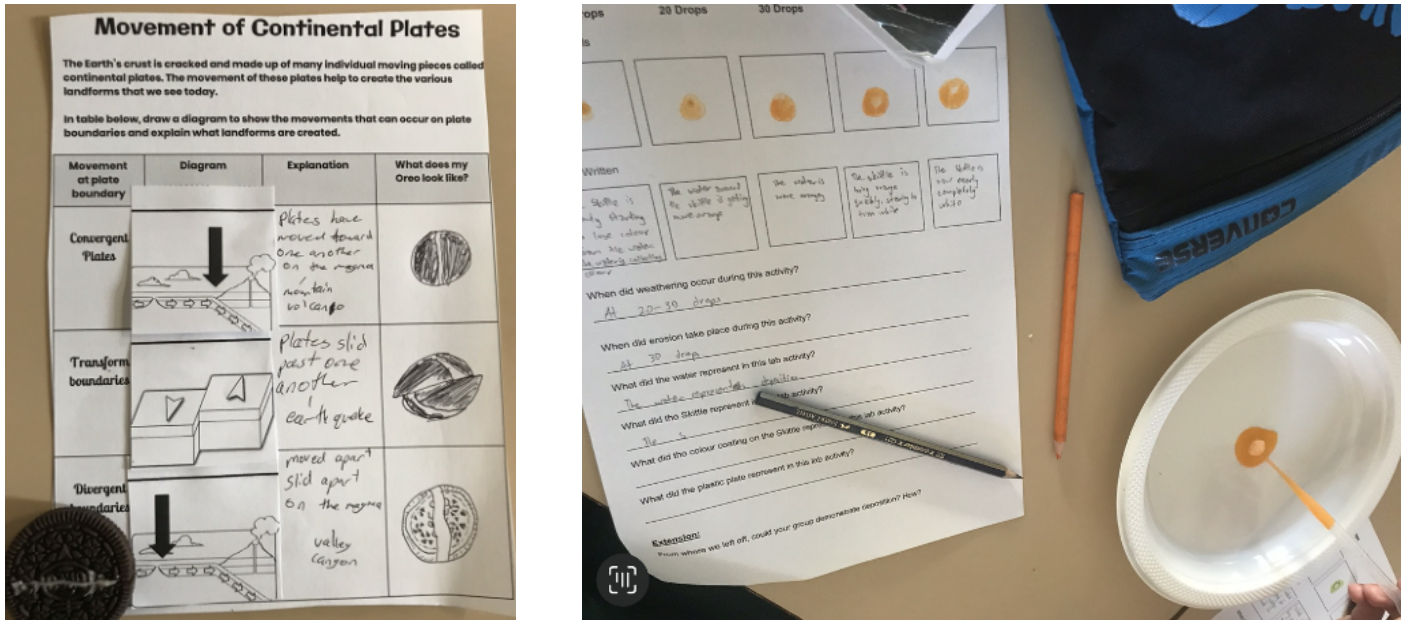


Figure 14: Practical tasks such as imitating weathering, erosion, deposition and plate tectonics.

Class discussions on local factors of liveability followed by students creating mind maps in groups, which they later present to the class, fostering critical thinking and teamwork, as shown in Figure 15.

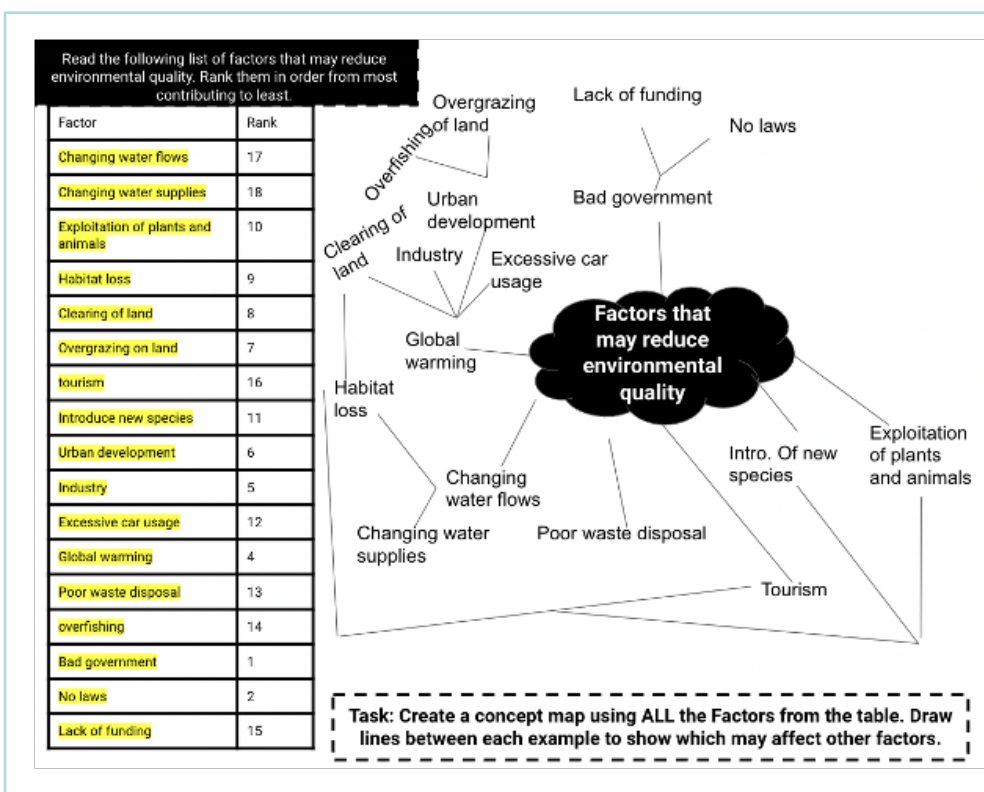
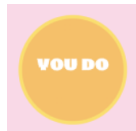


Figure 15: Mind Map on the factors affecting liveability.

... Lesson structure and ideas for engaging and effective Geography lessons

The transition between the **We Do** and **You Do** phases in lessons is a critical step in guiding students from collaborative learning to independent practise. The teacher has now gradually reduced their guidance, encouraging students to take responsibility for applying the learned concepts. The goal is to empower students to work independently, using the skills and knowledge they developed during the We Do phase, while still having access to support if needed. This gradual release ensures that students are prepared to apply what they have learned effectively in new and more complex situations.



The **You Do** stage sees students apply the skill or knowledge independently, demonstrating their mastery of the concept. This can be done via independent practise or inquiry, or through group activities that are student centered.

In the You Do stage of Geography lessons, students take on more responsibility for their learning through various interactive and practical tasks. Group work and jigsaw tasks encourage students to collaborate, each member contributing a piece of knowledge or skill to complete a larger understanding of a topic. Examples include visual essays, creating hexagons of key concepts or terminology, helping students build connections between ideas, or reinforcing their understanding of complex topics. Creative activities like writing a story from the perspective of a water droplet moving through the water cycle make abstract concepts more relatable and engaging.

For a deeper dive into topics and for students to display their learning, some examples can be found below.



Figure 17: Jigsaw activity, student created Water Cycle.

YEAR 8 GEOGRAPHY - WATER IN THE WORLD

THE WATER CYCLE

TASK:

Describe (provide characteristics and features) how the **Water Cycle operates**.

- In your answer, you must include all the key vocabulary terms found below.
- You may use the word as a **plural**.
- You can use the diagram as a clue to help you.
- You must use the PEEL structure to complete your answer.

Water Cycle	evaporation	condensation	infiltration	precipitation
run-off	transpiration	move	ocean	land
river	tree	lake	animal	sky

Figure 18: Vocabulary-driven PEEL consolidation paragraph.

Figure 19: Critical analysis of water management strategies.

Figure 20: Sustainable Biomes Think Dots activity.

... Lesson structure and ideas for engaging and effective Geography lessons



Figure 23: Student-led inquiry; spatial distribution and characteristic comparison of biomes learning wall.

This reflection can be shared through a brief class discussion or written response, helping students consolidate their learning and prepare for future tasks. It is also essential for teachers and the implementation of formative assessment to check for understanding against the Success Criteria. Overall, through the range of teaching and learning ideas in this article, the I Do, We Do, You Do model can be used to help students in Geography transition from guided learning to independent mastery by providing a structured, scaffolded approach to instruction. The format also assists teachers in planning their lessons for maximum engagement and sequenced learning.

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- Centre for Education Statistics and Evaluation (2023) Cognitive load theory: Research that teachers really need to understand, Education. Available at: <https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/literature-reviews/cognitive-load-theory> (Accessed: 20 October 2024).
- Reform, C. and (2024) Gradual release of responsibility, Education. Available at: <https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching/explicit-teaching-strategies/gradual-release-of-responsibility> (Accessed: 20 October 2024).

How to Navigate the New K-6 Syllabus

By the GTA Team



Geography Teachers Association NSW & ACT

The new K-6 Syllabus is now available.



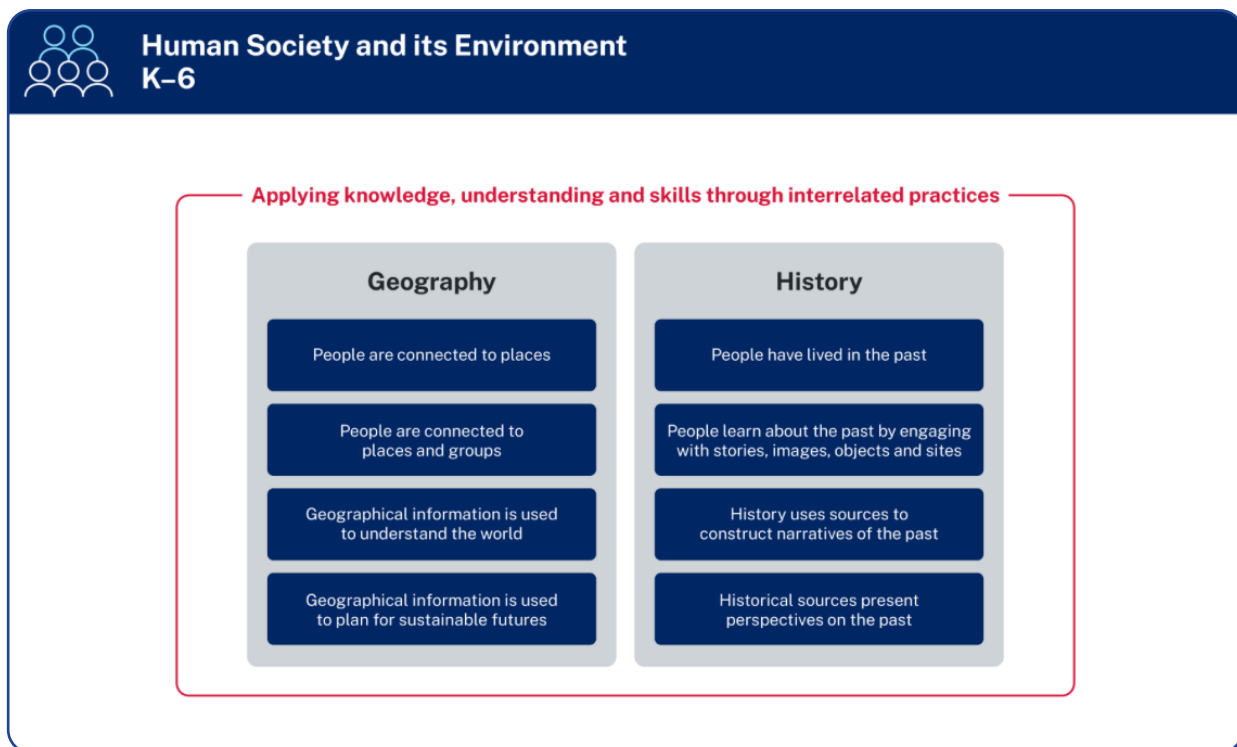
Click [here](#) to explore the new digital syllabus:

<https://curriculum.nsw.edu.au/learning-areas/hsie/hsie-k-6-2024/overview>

Here are some key points to note when planning for the new syllabus which will be implemented in 2027.

Layout Change

Primary teachers would be familiar with using other digital syllabi such as Maths or English. The new syllabus is now more like a website than the current PDF document that is the current syllabus. It is also no longer a K-10 Geography Syllabus. As seen below, the new HSIE syllabus is only K-6 Geography Syllabus and is aligned with the History Syllabus promoting the integration of both subjects.



Using the Stage 3 topics as an example, you can see that despite the syllabus now being an HSIE syllabus there is still a separation between History and Geography.

Geographical information is used to plan for sustainable futures

Historical sources present perspectives on the past

... How to Navigate the New K-6 Syllabus

Integrating History and Geography

Below is a snippet from the Stage 3 Syllabus for the respective History and Geography sections.

This highlights how teachers can create lessons or projects that can incorporate both the History and Geography Syllabi as both have similar central themes.

For example, the last dot point in each section on Aboriginal and Torres Strait Islander People could be a research task that incorporates both subjects.

Historical sources present perspectives on the past

People in Australia have democratic roles and responsibilities

- Describe the origins and values underpinning Australia's bicameral parliamentary system of government
- Explain the origin of the principle that all people are equal before the law and must obey laws
- Describe how bills are passed through Federal Parliament to make a law using Tier 2 and Tier 3 vocabulary
- Describe the roles and responsibilities of 3 levels of government in Australia
- Describe the ways people can participate in democracy in Australia
- Research how voting rights for Aboriginal and Torres Strait Islander Peoples and women were obtained in Australia using timelines to sequence key events

Geographical information is used to plan for sustainable futures

People of Australia are global citizens

- Describe and represent Australia's population using column graphs and infographics
- Explain reasons people have migrated to Australia
- Describe how diverse cultures contribute to Australian society
- Explain the ways Australia is connected to the world
- Identify the International Date Line and describe how global time zones affect communication across the globe
- Describe a significant global contribution made by an Australian individual or group in the humanities, sciences, sport or wellbeing fields
- Research the shared experiences of Aboriginal and Torres Strait Islander Peoples and international Indigenous peoples

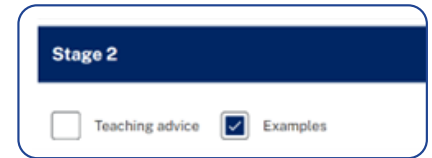
... How to Navigate the New K-6 Syllabus

Using examples for teachers not confident in Geography

When first looking at the digital syllabus, it will only show syllabus points. To unlock the extra features, you will need to select the additional box that is located at the top of the page.

Primary teachers may not feel confident in their Geography knowledge so using the examples is an effective starting point to help teachers program their lessons.

See the example below from the Stage 2 syllabus:



Aboriginal Peoples use and care for the environment sustainably

- Identify and use appropriate terminology when sharing Knowledges about Country

Example(s):

Country, Nation, Custodians, Mother's Country, Father's Country, Birth Country.

- Describe how Aboriginal Peoples sustainably use the resources of Country

Example(s):

Food, medicine, clothing, shelter, tools, weapons, trade.

Teaching Advice

Similarly to the examples box, the Teaching advice box is a helpful tool for teaching and planning. Below are the main features:

Cross-Curricular Learning

The digital syllabus helps teachers align with other subject areas which will help teachers with a more holistic approach to learning.

It can also be useful if teachers are finding it difficult to find time to fit in Geography within other larger subject areas like English and Maths.

See below the examples for the Stage 2 Syllabus:

Making connections through related content

Creative Arts:

- Visual Arts: **Appreciating: Artists convey ideas about their world in artworks which can be experienced and interpreted by audiences**

Making connections through related content

Mathematics:

- Geometric Measure A: **Position: Locate positions on grid maps**
- Geometric Measure B: **Position: Create and interpret grid maps; Position: Use directional language and describe routes with grid maps**
- Data A: **Organise and display data using tables and graphs; Interpret and compare data**
- Data B: **Construct and interpret data displays with many-to-one scales**

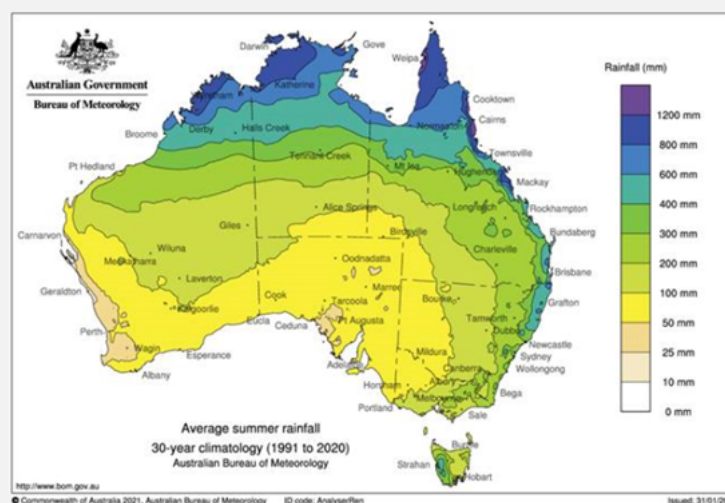
Science and Technology:

- Physical and living systems depend on energy: **Living things depend on energy and materials to survive**

Geographical Information and Stimulus

A key part of Geography is getting students to interpret Geographical Stimuli such as graphs, maps and photos. This could be completed whilst students are analysing primary or secondary historical sources. For each stage, the teaching advice also provides teachers with multiple geographical stimuli with a brief explanation. Again, these may be helpful for teachers who are not confident in Geography providing clarity for some concepts and also providing resources to be used in class.

Image long description: Map of Australia illustrating climate zones that are based on a modified Köppen climate classification system and standard 30-year climatology from 1961 to 1990. The equatorial zone covers the northern-most parts of Australia, closely followed by the tropical zone below. The centre of Australia is covered by the desert and grassland zones with the east-coast of Queensland being in the subtropical zone. The temperate zones covers Tasmania, east-coast NSW, the majority of Victoria and some parts of Southern and Western Australia.



How to Navigate the New 7–10 Syllabus

By the **GTA Team**



Geography Teachers
Association NSW & ACT

The new 7–10 Syllabus is now available.



Click [here](https://curriculum.nsw.edu.au/learning-areas/hsie/geography-7-10-2024/overview) to explore the new digital syllabus:

<https://curriculum.nsw.edu.au/learning-areas/hsie/geography-7-10-2024/overview>

Here are some key points to note when planning for the new syllabus which will be implemented in 2027.

Layout Change

For those teachers using the new 11–12 Geography Digital Syllabus, the new syllabus is now more like a website than the current PDF document that is the current syllabus. However, teachers are still able to download and print parts of the syllabus. However, this Cheat Sheet will focus on how to navigate the digital syllabus to assist teachers in their 2027 planning.

Topic Name changes

Most of the topics have kept the same name. However, two name changes are worth noting:

1. **Interconnections** is now **Interconnections and Trade**. As stated in the name, this topic has a greater focus on trade with an investigation of ONE good or service.
2. **Sustainable Biomes** is now **Biomes and Sustainable Agriculture**. This topic has been simplified with a greater focus towards agriculture and food security.

Wording changes

Despite the syllabus being new, there are some similarities between both, the central themes have mainly been kept the same. The major difference between the two is their wording.

The new syllabus has more explicit outcomes and content that indicate essential knowledge, understanding and skills. This has been achieved with a new structure that highlights core concepts and essential content.

See the example below to compare the new topic Biomes and Sustainable Agriculture with the current syllabus.

Current Syllabus:

Food security

Students:

- investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: (ACHGK064) ↕
 - assessment of the capacity of biomes to produce food into the future ↕ ⚙️
 - analysis of population projections to predict future demand for food **M GS** ⚙️ 📄 📱
 - examination of sustainable practices used to achieve food security **VR** ↕
 - discussion of the potential for Australia to contribute to global food security 🌐 🌱 ⭐

... How to Navigate the New 7-10 Syllabus

New Syllabus:

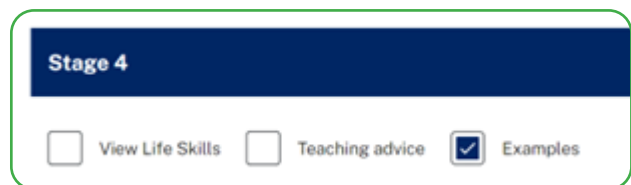
Towards food security

- The nature and spatial patterns of food security
- Factors that impact food security
- Sustainable practices for improving global food security
- Aboriginal Peoples' Knowledges and collaborative practices that can inform sustainable and resilient food systems for the future

Unlocking the examples and teaching advice features

When first looking at the digital syllabus it will only show syllabus points.

To unlock the extra features, you will need to select the additional box that is located at the top of the page.



Examples

This is an example of the initial view of the Interconnections and Trade topics.

Trade flows

- The nature and spatial patterns of trade flows
- Economic, political and environmental influences that shape trade flows
- Aboriginal and Torres Strait Islander Peoples' connections to local, national and international economies

These syllabus points when first read may seem broad, overwhelming and confusing. By selecting the examples box, it can help teachers with ideas and a starting point for their planning. Once selected, the document will change and will provide examples for some points:

Trade flows

- The nature and spatial patterns of trade flows
- Economic, political and environmental influences that shape trade flows
- Aboriginal and Torres Strait Islander Peoples' connections to local, national and international economies

Example(s):

Cultural tourism, Cultural Arts and Knowledges, Aboriginal and Torres Strait Islander Knowledges about Country and Place, the medicinal uses of plants and the use of bush foods globally.

... How to Navigate the New 7–10 Syllabus

Teaching advice

Similarly to the examples box, the Teaching advice box is a helpful tool for teaching and planning. Use the Interconnections and Trade topic to see below some of the useful sections in this section.

Key Terms

The key terms are useful for topic tests, help with finding resources, or help teachers use syllabus language throughout their program.

Key terms

- consumption
- production
- supply chain
- trade flows
- transport networks

Skills

The teaching advice also helps teachers understand which skills to use in this topic.

Maps	Data and graphs	Spatial technologies	Additional geographical representations
Cartogram maps, flowline maps	Datasets and data tables, sector, line, column and bar graphs	Virtual or digital maps	3D models and globes, posters and collages, paintings and artworks, infographics, cartoons, digital tools and photographs

For example, a teacher probably would not do topographic map skills in this topic. Again, this is useful for teachers to map out the scope and sequence for Stages 4 and 5 and for when certain Geography skills will be integrated into lessons.

Fieldwork

For teachers wanting to implement fieldwork into their programs, the teaching advice provides ideas for locations, syllabus points and tools. This is a good starting point to help teachers to develop localised fieldwork for their setting.

Fieldwork

When conducting fieldwork, ensure accessibility and participation for students with disability. Whenever possible, fieldwork should be carried out in the local area. Fieldwork locations could include:

- a local shopping centre with global retailers
- transportation hubs, such as airports, seaports, train and bus stations
- logistics and distribution centres
- the local council.





























... How to Navigate the New 7-10 Syllabus

Content group	Suggested fieldwork application
Interconnections	<ul style="list-style-type: none"> • Study the personal and cultural connections linking people in the local area. • Investigate, observe and describe different ways to connect people and places in the local community. • Participate in on-Country experiences with Traditional Custodians to learn about Aboriginal Peoples' personal and Cultural connections to Country.

Suggested fieldwork tools and techniques
<ul style="list-style-type: none"> • Observations: record features observed in the field such as the locations of shops, transport connections, aged care facilities and educational precincts. • Interviews and surveys: develop and conduct interviews or surveys on how people connect at a range of scales, and explore how to improve transport, social and cultural connectivity in the local area.

Teaching and Learning Support

The final section is also useful for teachers planning for the new syllabus. By selecting the Teaching and Learning Support tab, you will find downloadable resources such as scope and sequences. Closer to 2027 more resources will likely be added to this section of the digital syllabus such as sample assessments, task notifications and units. This should be a section to keep an eye on.

Overview	Rationale	Aim	Outcomes	Content	Assessment	Glossary	Teaching and learning support																																																
<h3>Teaching and learning support</h3> <p>Download selected  Search  Resource type  All stages </p> <table border="1"> <thead> <tr> <th>Item </th> <th>File type</th> <th>File size</th> <th>Resource Type</th> <th>Stage</th> <th></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Bibliography: Geography 7-10</td> <td>Word</td> <td>920.62 KB</td> <td>Bibliographies</td> <td>Multiple</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Introduction to the Geography 7-10 Syllabus</td> <td>Video</td> <td>-</td> <td>Other</td> <td>Multiple</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Introduction to the Geography 7-10 Syllabus: Transcript</td> <td>Word</td> <td>918.13 KB</td> <td>Other</td> <td>Multiple</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Sample scope and sequence A: Stage 4</td> <td>Word</td> <td>916.58 KB</td> <td>Sample scope and sequence</td> <td>Stage 4</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Sample scope and sequence A: Stage 5</td> <td>Word</td> <td>916.38 KB</td> <td>Sample scope and sequence</td> <td>Stage 5</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Sample scope and sequence: Geography Life Skills - Stage 5</td> <td>Word</td> <td>920.38 KB</td> <td>Sample scope and sequence</td> <td>Stage 5</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Supporting your child: Parent and carer guide - Geography 7-10</td> <td>PDF</td> <td>634.19 KB</td> <td>Parent guides</td> <td>Multiple</td> <td></td> </tr> </tbody> </table>								Item 	File type	File size	Resource Type	Stage		<input type="checkbox"/> Bibliography: Geography 7-10	Word	920.62 KB	Bibliographies	Multiple		<input type="checkbox"/> Introduction to the Geography 7-10 Syllabus	Video	-	Other	Multiple		<input type="checkbox"/> Introduction to the Geography 7-10 Syllabus: Transcript	Word	918.13 KB	Other	Multiple		<input type="checkbox"/> Sample scope and sequence A: Stage 4	Word	916.58 KB	Sample scope and sequence	Stage 4		<input type="checkbox"/> Sample scope and sequence A: Stage 5	Word	916.38 KB	Sample scope and sequence	Stage 5		<input type="checkbox"/> Sample scope and sequence: Geography Life Skills - Stage 5	Word	920.38 KB	Sample scope and sequence	Stage 5		<input type="checkbox"/> Supporting your child: Parent and carer guide - Geography 7-10	PDF	634.19 KB	Parent guides	Multiple	
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POWERFUL GEOGRAPHY 1

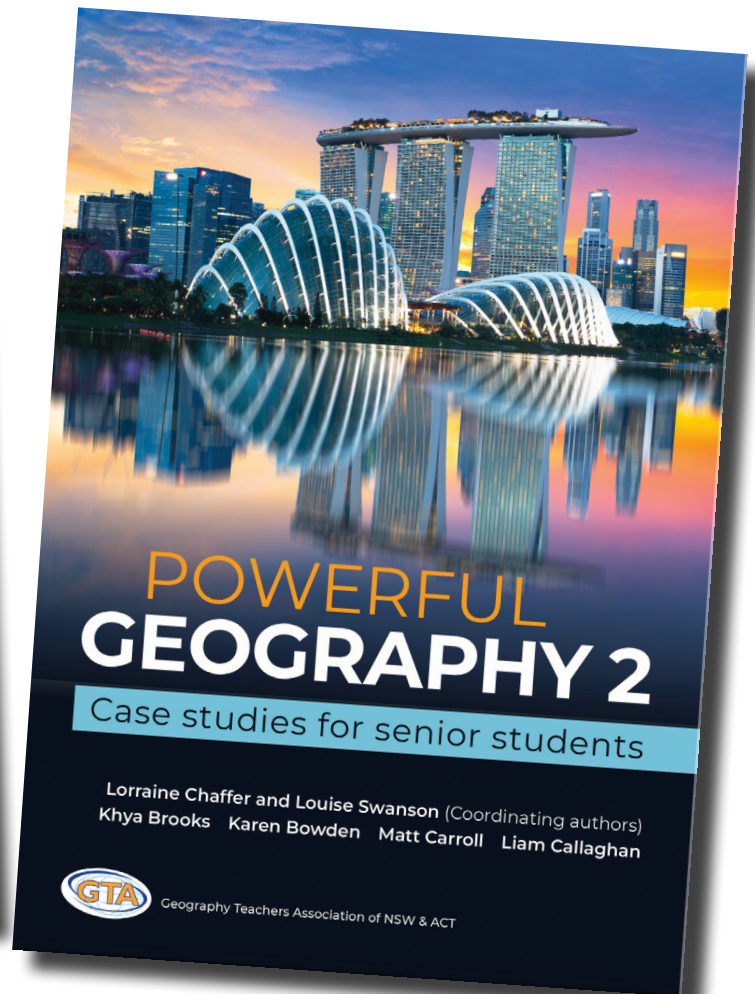
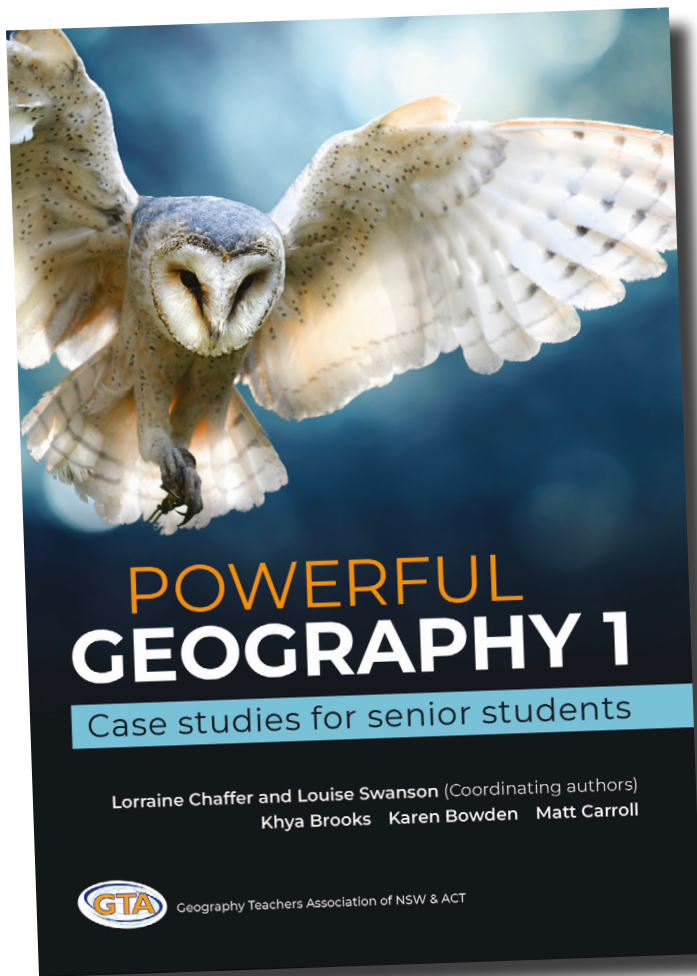
Case studies for senior students

Lorraine Chaffer and Louise Swanson (Coordinating authors)
Khya Brooks Karen Bowden Matt Carroll



Geography Teachers Association of NSW & ACT

POWERFUL GEOGRAPHY Books 1 and 2



Powerful Geography 1 was finalised and published in Term 2, several months later than anticipated due to multiple unanticipated delays across the production process. The resource has been extremely well received and the first print run of 600 copies sold out. Several schools ordered class sets after seeing the quality and depth of content in the case studies. A second print run of 400 copies are now in stock to fill demand for year 11 in 2025 - for those wanting to order single or class sets from 2025 budgets.

For new orders a link to the Google Drive of resources for Year 11 will be emailed. This currently contains teaching programs for Earth's Natural Systems, Patterns and Processes/ Population and supporting PPTs. Additional teaching programs and PPTs for other content areas will be in the drive at the beginning of 2025 now that PG2 is completed. Existing purchasers retain access to the link

[Follow this link to order online.](#) If you are ordering from a school account, a purchase order will speed the processing and delivery of your book/s.

Powerful Geography 2 will be published during Term 4. Again, delays at different stages of the production process and other demands on the writing and production team have meant the book was unable to be ready to start term 4. The cartoon below summarises nicely the reality of the journey. The author team are providing support for teachers through an Authors Blog through which teaching advice, ideas and resources are shared. For the Year 12 course this includes Teaching and Learning programs. Purchasers of the book will have access to other resources through a Year 12 Google Drive.

Details on how to order will be provided when the book is published.

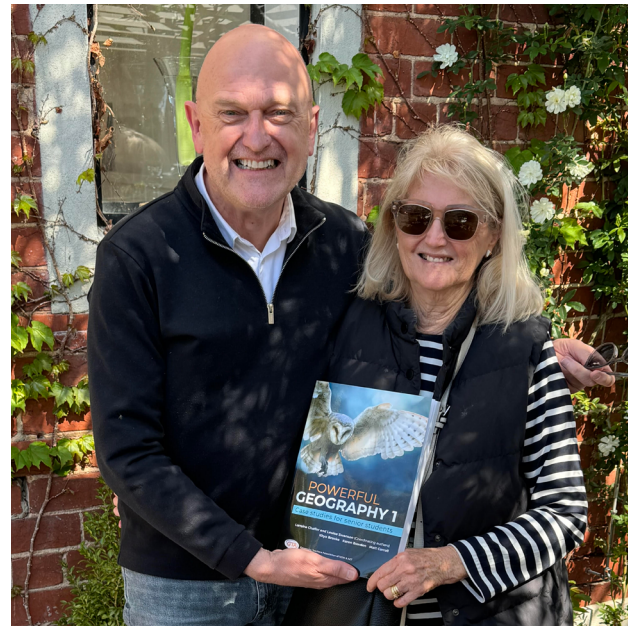
About Powerful Geography

The two Powerful Geography books are being self-published by GTANSW & ACT. Producing two books, equal in size to the main textbook in just two years has been an extraordinary effort for a small team working without the inhouse expertise and bank of resources available to commercial publishers. The production team of editor, designer and illustrator are each freelancers balancing multiple projects.

The production of the books has been funded by GTANSW & ACT under a Memorandum of Understanding that the expenses will be re-couped by GTA through book sales over a period of 2 - 3 years. Authors were paid a small fee per case study and will not receive royalties. This has been a passion project with the Authors Blog and supporting resources created by the authors also a free service. The production team are paid according to their commercial rates and the books are printed in Sydney. Each book has cost well over \$130,000 to produce. The prices have been set to reflect the costs and whilst higher than the traditional textbook, the value lies in the quality and uniqueness of the content, the depth of analysis and never seen before illustrative material. Sales will return funds to GTA to fund other new and continuing programs during 2025 and beyond.

The books have two potential uses - they are firstly resource books designed to provide a range of photocopyable case studies that give teachers options. Secondly as potential alternative or supplementary textbooks purchased to be used as class sets or book listed for senior students to purchase.

The author team of Louise Swanson, Khya Brooks, Karen Bowden, Matt Carroll and Liam Callaghan (Book 2) and myself, can be commended for the detailed, well-resourced and compelling 'new' case studies and innovative Visualise This and GEOstory sections. The production team of Mary-Jo O'Rourke (Editor), Guy Holt (Illustrator) and Kerry Cooke (Designer) as well as Pegasus Media and Logistics Pty Ltd (Printer) are responsible for the high quality of the final publications.



It was a pleasure to meet illustrator Guy Holt in Melbourne recently and present him with a personal copy of Book 1.



'You have done an amazing job with PG2 (and PG1 as well), and it really shows in the high calibre of the books. I've edited a lot of textbooks and, while most authors do a good job within the constraints, it is obvious to the editor when they have just "phoned it in". I am proud to be associated with your project and pleased to hear you remain optimistic after these two-plus years of extraordinary hard work!' Editor

Thank you to all teachers who have supported this project by purchasing books, the first ever produced by GTANSW & ACT. My thanks also go to Louise Swanson, my co - coordinator for her wonderful work coordinating and posting the Authors Blog and social media updates.

Lorraine Chaffer, Co-ordinating and lead author.

An Instagram post that sums up my self-publication journey during 2023 and 2024 to bring two books to publication.

ChatGPT in geography education



Author: Kate Stockings

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<https://www.katestockings.com/geographycurriculum/chatgpt-geography-education>

About the author

Kate Stockings is an expert geography teacher based in the United Kingdom. Kate has successfully led Geography in schools through her previous role as Head of Department and her current position is Trust Lead for Geography at Future Academies. Kate actively promotes geography through her personal blog sharing classroom resources, curriculum thoughts and teaching reflections. Kate's resources would be useful for teachers at all stages of their career development. There are a range of resources to promote local fieldwork such as [The Simple On site Infiltration Investigation](#) which includes step by step instructions on how to investigate the flood risk of your school. I am sure all your students would enjoy learning about [Geology with chocolate](#) too. In her blog post [Navigating the complexities of department leadership](#), Kate shares her insights on having a good vision while leading and her blog post [Supporting non-specialists](#) Kate articulates her experiences of being an out-of-field teacher in History and how this helped develop programs and activities to support out-of-field Geography teachers.

Article updated October 2024

Since first publishing this blog post in June 2023, I have continually come back to it to add, update and tweak the resources discussed and signposted below. It may be the incredible power of the algorithms distorting what I see but it certainly seems like the geography teacher community are amongst those at the fore of developments in education around the potential of generative AI.

When generative AI, in particular ChatGPT, was discussed at the Geographical Association (GA) Conference in April 2023, the overall consensus seemed to be as follows:

- (a) it is imperative that we acknowledge AI's place in the classroom and don't ignore its existence
- (b) we must consider the implications for our teaching and the work of our students
- (c) we need to learn, discuss, and reflect on, how we can use it to the best possible effect.

So, if you're wondering how to get started with exploring ChatGPT as a geography teacher, hopefully you'll find the resources below useful.

1. Getting started: What is AI and ChatGPT and what can it do?

Artificial Intelligence in geography: a GA blog by [Brian Kerr](#)

The GA continues to update this [GA webpage](#) about using technology in geography teaching. It signposts many of the blogs and resources detailed below but I recommend [this blog](#) by Brian Kerr for an introductory overview of what ChatGPT is, what it can and can't do, and why it might be useful to geography teachers.

Using ChatGPT to promote and assist revision: a blog from [Paul Logue](#)

Having read Brian's overview, this blog post by Paul Logue is a natural next step. Paul discusses what he learnt when initially using the tool and what results is an invaluable blog post. In particular, it is his use of examples that means you will learn an incredible amount from this blog and definitely be inspired to try it out for yourself. [Paul's blog can be accessed here.](#)

Teaching Geography Article: Using AI for teaching and learning about climate change by Alice Griffiths

Exploring the use of AI for the teaching and learning of climate change, [Alice Griffiths' article](#) helps provide further food for thought. It is Alice's discussion of using a machine to investigate a moral issue such as climate change that makes this a great addition to the resources on ChatGPT so far. This article helped to highlight to me how valuable AI will be in helping teachers improve their subject-knowledge – particularly non-specialists. However, it also stressed to me the importance of having strong subject-knowledge to use ChatGPT well as a teaching resource or as a resource for teachers.

For an article that explores using Generative AI for model answers about Changing Places, [read this recent article in Teaching Geography by Ruth Harding](#).

How Good is AI at A-Level Geography? A blog by Alice Griffiths

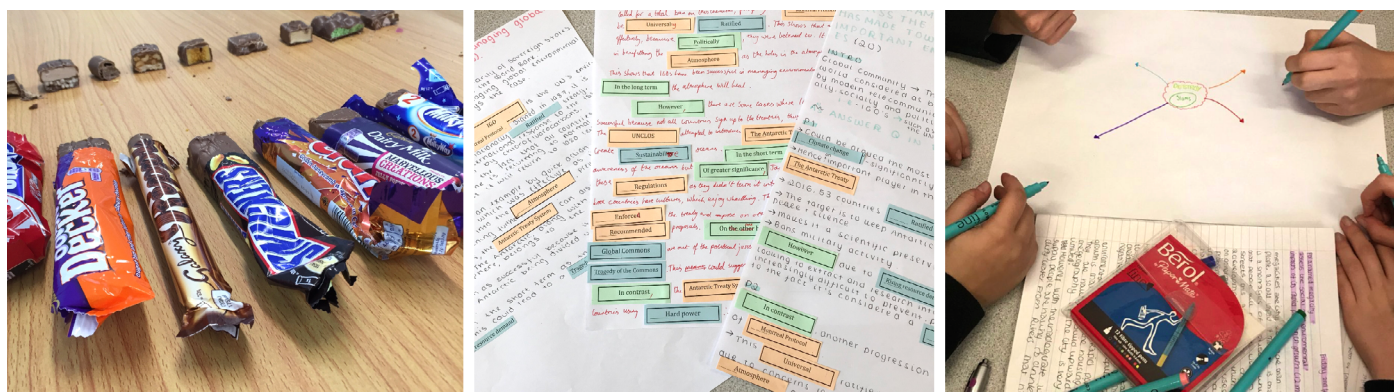
In [this blog post](#) Alice discusses how ChatGPT performs when asked some of the longer questions that are so common within A-Level geography. Alice suggests how it may be useful to use some of its answers in the classroom with students – an idea I like and will certainly be trying.

Teaching Geography Article: ChatGPT: Are geography teachers redundant? James Hickman and Rajeev Ghosh

[This Teaching Geography article](#) looks at the pros and cons of using ChatGPT for lesson planning in geography. It's a very interesting read that includes a range of different examples of lesson planning as well as examples of assessing work using a mark scheme – furthering the work of Alice Griffiths discussed above. My main takeaway from the examples given is that ChatGPT has clearly learnt from the exam boards... in Figure 1 it proposes teaching the four types of erosion and the formation of headlands and bays, cliffs, wave-cut platforms, caves, arches, stacks and stumps and more all in 20 minutes!

Teaching Geography Article: Using AI to transform adaptive teaching at A-Level by Jack Downs and Thomas Campbell

My concern around the timings given by AI in the example above are confirmed in the more [recent article by Downs and Campbell which can be accessed here](#). In this article, they talk about using AI to transform adaptive teaching at A-Level. There is lots of food for thought in this article and the authors point out that the responses of ChatGPT are far from flawless. Downs and Campbell highlight the timings given by ChatGPT as the main issue and how the timings given wouldn't allow A-Level students to tackle the topic in any real depth. However, my main concern from ChatGPT's resources shared in this article is the level of over-teaching that the response suggests. Given how much over-teaching already occurs at A-Level, this worries me. Something to think about – particularly when advocating the use of ChatGPT for lesson planning with less experienced teachers.



Some of Kate Stockings' Resources Blog Posts: Teaching Geology through Chocolate, Teaching A-Level students to evaluate, Teaching Data Skills at Key Stage 3.

2. Starting to use AI in the classroom: How can AI help me with making resources and with my lesson planning?

Where should a teacher start with ChatGPT? TES article by [Alasdair Monteith](#)

Alasdair is, in my opinion, one of those leading the way amongst geography teachers regarding the use of ChatGPT. His X, formerly known as Twitter account regularly shares articles and tips regarding the use of AI and he is certainly one to follow if you're interested in this area. [In this TES article](#), he urges teachers to give ChatGPT a go to reduce workload, freeing up time to focus on teaching and learning. Although written for a wide audience, this article is particularly useful for geographers.

Using ChatGPT to ease planning: tweets from [Joel Kenyon](#)

[This thread](#) from Joel Kenyon echoes the ideas and experience of Alasdair above. Joel shares seven ways that he has used AI to make his lesson planning more efficient and easier.

AI tools to use for resource creation: tweets from [Laura Pellegrino](#) and [Amjad Ali](#)

Whilst these tweets are not focused solely on geography resources or ChatGPT, they share incredibly useful AI tools to use to further ease workload around making or tweaking resources:

1. [Converting text to voiceover using speechify](#)
2. [Creating exportable multi-choice quizzes and creating quizzes from Youtube videos using QuizGecko](#)
3. [Creating multi-choice quizzes from text using Questionwell](#)

[In this blog post](#), Amjad Ali shares a more comprehensive list of AI tools for resource making.

3. The future of AI in the classroom: Where might we go from here?

Education's encounter with Artificial Intelligence: a blog from [David Alcock](#)

Of course, it is not long after engaging with the resources above that you begin to ponder what the growth of AI in education will mean for geography teaching, curriculum, and assessment. David's blog explores these ideas and his answer is to stress the importance of the human side of education. It will get you thinking about what it is we do that AI will (we think!) never be able to replace... [The blog can be read here](#).

Academic editorial: The rise of generative AI – challenges and opportunities for geography and environmental education

To further the points in David's blog, I recommend reading the article below. In this editorial, the authors introduce the current challenges and opportunities of generative AI in geography education and make some interesting key points. The most thought-provoking for me was around the need to think about the sorts of criticality that we want our geography students to have – owing to the risk that they may come to rely too heavily on AI-generated material and fail to acquire the skills needed to think critically. This is not a challenge unique to AI-generated material of course; we have always battled with how to ensure that students critique the information they engage with. However, the authors suggest that we need to identify the sorts of criticality that we want our children to have. Can we identify this as a geography teacher community? Do we need to? [The editorial can be read here](#).

I'm sure this selection of resources are just the start of many more to come but they're a great place to start! As someone who struggles to get their head around exactly what generative AI is, this tweet in particular caught my eye. Perhaps it is worth sharing with students as a starting point for the conversation around the opportunities and challenges of them using ChatGPT?

Resources Blog Post image - <https://www.katestockings.com/classroom-resources>

Student Exemplar HSC Response for 'Ecosystems and Global Biodiversity'

HSC Question: (Taken from NESA sample example)

Account for the differences in the management of ONE type of ecosystem at TWO different locations.

The management of ecosystems can vary significantly depending on the environmental, social, and economic factors affecting a particular region. This is evident in the mangrove ecosystem, in particular; the Sundarbans, a vast mangrove forest shared by India and Bangladesh, and Moreton Bay in Queensland, Australia. These two locations have different approaches to managing their mangroves due to their unique environmental pressures and socio-economic contexts. Including, the role of community involvement versus government regulation, the influence of socio-economic conditions on management practices, and the use of technology and scientific research in conservation efforts.

The management of the Sundarbans mangrove forest is largely driven by community involvement, as local populations are highly dependent on the forest for their livelihoods. In this region, where 4.5 million people rely on the mangroves for resources such as fish, firewood, and materials for agriculture, management practices focus on sustainability. A community-based approach has been implemented, involving local residents in conservation efforts. Programs supported by the governments of India and Bangladesh, as well as international organisations like the World Bank, focus on reforestation and reducing deforestation. This is crucial, as the region is vulnerable to climate change, particularly rising sea levels and increasing cyclone intensity. Despite these efforts, challenges such as illegal logging and the spread of shrimp farming continue to threaten the mangroves, highlighting the need for stronger law enforcement and education about sustainable practices.

In contrast, the mangroves of Moreton Bay, Australia, are primarily managed through government regulation rather than community involvement. Queensland's state government, through bodies like the Queensland Parks and Wildlife Service, oversees the protection and conservation of the mangroves, which are under threat from urbanisation, tourism, and pollution. The region's management practices focus on habitat restoration

and pollution control, with strict regulations that limit the impact of urban development on the mangroves. Unlike the Sundarbans, the management of Moreton Bay is less reliant on local communities for direct involvement. Instead, a top-down approach is employed, where government agencies are responsible for enforcing laws and monitoring the health of the mangroves. This difference reflects Australia's greater economic resources and more structured governance when compared to the Sundarbans.

A significant difference between these two regions is the extent to which technology is used in managing mangroves. In Moreton Bay, scientific tools such as satellite monitoring, Geographic Information Systems (GIS), and ecological modelling are employed to track the health of the mangroves and predict future environmental threats. This allows for data-driven decisions and the early detection of issues such as pollution and coastal erosion. In contrast, the Sundarbans rely less on high-tech solutions, primarily due to limited financial and technical resources. Instead, management efforts focus more on community-led reforestation and traditional knowledge of the ecosystem. Although the Sundarbans benefit from some international support, the use of advanced technology is not as prominent as in Moreton Bay, further contributing to differences in the two regions' approaches to ecosystem management.

In conclusion, the management of mangrove ecosystems in the Sundarbans and Moreton Bay differs in several key areas, primarily due to the local socio-economic conditions and environmental pressures in each region. In the Sundarbans, community-based strategies play a central role, whereas in Moreton Bay, government regulation and the use of advanced technology dominate the management approach. These differences highlight how local contexts shape the ways in which ecosystems are managed, with both regions striving to protect their mangrove forests despite facing unique challenges.

The Hidden Truth: AI Wrote This Entire Response

Surprised? You've just read a complete essay that was entirely generated by AI, specifically ChatGPT. The essay was crafted to resemble a high-quality response to an HSC Geography question, likely similar to what you'd expect from a diligent student during an exam. The ability of AI to produce responses like this in seconds raises an important question: How can teachers ensure that students are not using AI to cheat in their assessments?

How to Mitigate AI Cheating in Geography Classrooms

As this example illustrates, AI can mimic a student's writing style well enough to potentially deceive even experienced educators. However, this challenge doesn't mean that AI should be viewed purely as a threat. In fact, there are strategies to help mitigate the risks of AI misuse:

1. Focus on Process Over Product

Instead of simply assessing final written work, incorporate stages of research, planning, and drafting into assessments. Requiring students to submit their outlines or annotated resources can help teachers verify that the work is genuinely theirs.

2. In-Class Assessments

Increasing the number of in-class writing assessments allows teachers to observe students' work in real time. This makes it more difficult for students to rely on AI-generated responses, as they'll need to produce material without external help.

AI as a Learning Tool

While AI can pose challenges in preventing academic dishonesty, it also has the potential to be an incredibly powerful tool for students to improve their skills. Teachers can use AI to help students understand what a well-structured essay looks like. For instance, students could analyse the AI-generated response at the start of this article and discuss how it could be improved.

Some areas for improvement might include:

- Adding more specific examples of local management strategies in Moreton Bay.
- Including an evaluation of the effectiveness of the management practices in both regions.
- Further integration of geographical concepts, such as the role of climate change, into the analysis.
- Highlighting improvements in language and essay structure.

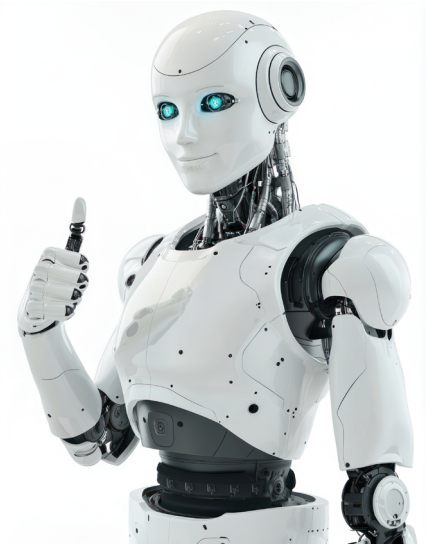
By using AI as a learning tool, students can develop their critical thinking and analytical skills. They can compare their own work to AI-generated examples and refine their responses accordingly.

The Final Reveal

And just in case you were wondering – yes, this entire article was written by AI too.

ChatGPT not only produced the sample essay, but also generated this discussion on AI in the classroom (including this Final Reveal). As we navigate the challenges and opportunities presented by this technology, teachers have an essential role in guiding students towards responsible and constructive uses of AI, rather than simply fearing it.

How will you use AI in your classroom?





How to get the answer: Section 1 2023 HSC Geography Exam.



Geography Teachers
Association NSW & ACT

Produced by the team at GTA.

1	C	Graphed data is presented in columns that are divided into sections.
2	D	Sociocultural relates to how people live = Changing lifestyles .
3	D	Source B says 32 million m ³ of waste per year; over 5 years, $32 \times 5 = \mathbf{160}$ million m ³ .
4	B	Social health benefits are related to SDG3 , ag workers to SDG8 , and waste to need for SDG12 .
5	A	Aboriginal culture demonstrates heritage values ; business tours demonstrates utility values .
6	C	The diagram shows CO ₂ in air → Olive trees , olives → Solids → Solid waste → CO₂ storage .
7	C	Source D shows street bustle for Times Square + a more traditional design in the Empire State.
8	A	Orientating photo to map, Statue of Liberty is in front of One World Trade Center, so looking NE .
9	D	Tech advancements, eg. fast Internet, mean more are working from home in regional areas.
10	B	Grids are square kilometres, so counting schools in AR 1514 gets 11 per km² .
11	B	From 15m contour line, goes <u>down</u> (barbed line) through 12m, 9m (but not 6m), so option is 8m .
12	A	Measuring (w/ string) is 15 cm around lake, $15 / 5$ (scale) = 3km, $T=D/S = \frac{3}{5} = 0.6$ hr or 35 min .
13	D	Rise = 36-9m, run = 200m; Gradient = $27/200$, but as a ratio, so flip = $1 : 200/27 = \mathbf{1 : 7.4}$.
14	B	Count <u>water</u> squares (with borrowing/lending) = 2, count <u>land</u> squares = 14; ratio = $2:14 = \mathbf{1:7}$.
15	B	Annotation shows that 1 cm : 10 million ha; for 2010-20, 5.3 minus 0.5 cm → 48 million ha.
16	C	Measuring 2015 or 2017 shows 1 cm : \$2B; growth for orange = $(3.2-1.9\text{cm}) \times \$2\text{B} = \mathbf{\$2.6B}$.
17	B	Latitude is North, so minutes are south of / less than 40°47' ie. 40°46'59"N . Longitude is West, so seconds are west of / greater than 73°57'30" ie. 73°57'51"W .
18	A	<p>Visualise Y on Source G</p>   <p>Going SSW from there</p> <p>goes over Carnegie Hall.</p>
19	D	On photo, park is 2.7cm; on map, park is 4 cm wide = 800m; so 2.7cm : 800m, or 1 : 30 000 .
20	C	Wild grass/shrub growth x2 periods with changing temp. & rainfall, so climate change . Not agriculture as that ↓ wild grass/shrub; Not deforestation, as ↓ wild veg and ↓ shrub; Not ecological invasion as succession climax communities are ↑ forests.

RESOURCE – Australia’s Defining Moments Digital Classroom

By Beth Shepherd, Manager Digital Education,
National Museum of Australia, Ngunnawal,
Ngambri –Kambri Country

What did the Gunditjmara people create at Budj Bim?

The Budj Bim Cultural Landscape is located in the traditional country of the Gunditjmara Aboriginal people in south-western Victoria. It is one of the oldest and most extensive aquaculture sites in the world.

Explore the National Museum’s free Digital Classroom resource, [budj-bim-cultural-landscape-given-world-heritage-status](#) and learn about basalt stone deposits from lava flows and the construction of stone channels.

Want to learn more?

Check out the other [Deep Time History of Australia resources](#) on our [Digital Classroom](#). You can stay in touch by following us on [Facebook](#) and [subscribe to our eNews!](#)

Australia’s Defining Moments Digital Classroom has a range of free resources suitable for the Geography classroom. <https://digital-classroom.nma.gov.au/>



The National Museum of Australia acknowledges First Australians and recognises their continuous connection to Country, community and culture. Image source - Tyson Lovett-Murray





Australian Geography Competition 2024

The Australian Geography Competition (AGC) assesses high school students' geographical skills and knowledge. The AGC endeavours to promote student interest in geography and rewards student achievement.

Geography students tested their geographical skills and knowledge against students from all around Australia in the 2024 Australian Geography Competition.

Over 54,000 students from 600 schools across Australia entered the Australian Geography Competition so the results give schools an external benchmark as to how their students are going in certain aspects of geography.

Rachel Honey, the Competition's national coordinator, said "The Competition aims to encourage student interest in geography and to reward student excellence."

"Geography is such an important subject because it develops in students a holistic understanding of the world around them, and their place in it," said Ms Honey.



Australia's team to the 2025 International Geography Olympiad in Bangkok, Thailand, will be chosen from Year 11 students who have excelled in the 2024 Australian Geography Competition.

The Competition is a joint initiative of the Australian Geography Teachers' Association and the Royal Geographical Society of Queensland. Funding to support the Competition and Australia's team in the Olympiad is provided by the Australian Department of Education, the University of Melbourne, the University of New South Wales, the Australian Institute for Disaster Resilience, and Flinders University.

The highest performing Year 11 students in each state and the combined territories are invited to the Geography's Big Week Out (GBWO) which focuses on fieldwork, spatial technologies, and analytical skills. Australia's team to the International Geography Olympiad is selected from the GBWO.

[Imagine yourself in Bangkok, Thailand!](#)

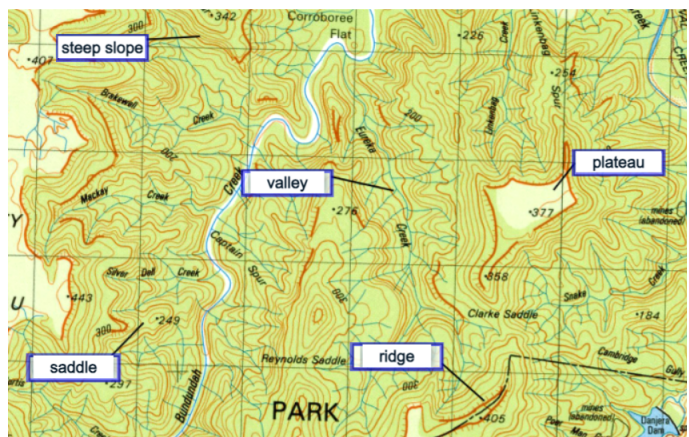
... Australian Geography Competition 2024

Here is a question that was in this year's AGC across multiple year levels that could be used for discussion and revision.

Label the landforms by dragging the correct term onto the map.



Answers:



Previous Question Booklets

PDF versions of earlier question booklets and answers are available to download from the AGC's Resources page:

<https://geographycompetition.org.au/practice-questions/>

Previous Question Booklets



2024 Questions - Year 7

[Download](#)



2024 Questions - Year 8

[Download](#)



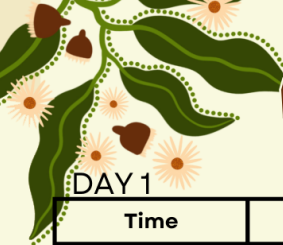
2024 Questions - Year 9

[Download](#)



2024 Questions - Year 10

[Download](#)



DAY 1

Time	Session	Brief
8:30 - 9:00 am	Conference sign in.	Please arrive before 9:00 am.
9:00am - 9:30am	Official Welcome and introductory session <i>Kieran Bonin - Vice President GTA NSW & ACT.</i>	Formal welcome to Conference delegates, overview of Conference agenda and introduction of the Geography fieldwork hierarchy.
9:30am - 10:30am	<u>Theory session 1</u> Geography is not a subject, it's a lifestyle choice. <i>Liam Callaghan - Kinross Woleroi</i>	This session is run by a local Orange teacher and demonstrates how he has implemented a "learning through doing" program at his school with links to summative assessments, Geography skills, active citizenship and gamification.
10:30am - 11:00am	Morning Tea	Networking opportunity.
11:00am - 1:00pm	<u>Practical Session 1</u> Using basic fieldwork tools in a land-based setting. <i>Kathy Jones - Fieldwork Connections</i>	This session will be run at Pinnacle Lookout which is one of Orange's best vantage points. Participants will undertake a comparative quadrat study that shows teachers how to use simple fieldwork tools and equipment.
1:00pm - 2:00pm	Lunch	Networking opportunity.
2:00pm - 3:30pm	<u>Theory Session 2</u> Fostering Climate Action – The Role of Affect in Environmental Education. <i>Dr Rodger Baars - Kyoto University</i>	This session considers the importance of affective framings used in climate change education in relation to classroom practices of teaching and learning. The session highlights the potential of affective framings and teaching practices in education to foster higher levels of climate engagement and action among youth.
3:30pm - 3:45pm	Afternoon tea	Networking opportunity.
3:45pm - 5:00pm	<u>Theory Session 3</u> Undertaking a Geographical Investigation. <i>Louise Swanson</i>	This session will unpack the "Geographical Investigation" unit (formerly Senior Geography Project) in the Preliminary course and provide teaching ideas and planning for this part of the course. This session aims to be a practical "walk-through" of the content and material in this part of the syllabus, and will give you a range of ideas on how to program this unit for your school context.
7:30pm	Regional Geography Teachers Dinner	Networking opportunity (Food provided).

DAY 2

Time	Presentation	Brief
8:30am - 9:30am	<u>Theory Session 4</u> Linking fieldwork to Geography skills. <i>Dr Susan Caldis - AGTA Chair, Macquarie University.</i>	This session looks at the integration of fieldwork and key geographic skills with a focus on topographic maps. Examples will be drawn upon from the 7-10 Geography Syllabus.
9:30am - 10:30am	<u>Theory session 5</u> Fieldwork for the Human Geographer. <i>Lorraine Chaffer - GTA NSW/ACT Councillor</i>	During this session the value of, and techniques for, collecting quantitative and qualitative data for topics based in human geography will be examined. An assessment task that embeds fieldwork, the use of simple spatial technologies and geographical tools and skills (including literacy and numeracy) will be modelled. While the focus is on liveability and urban places, the model can also be applied to topics with a physical geography focus. References will also be made to the integration of fieldwork into senior geography topics using examples from the Powerful Geography series of books. Supporting resources will be shared.
10:30am - 11:00am	Morning Tea	Networking Opportunity.
11:00am - 12:00pm	<u>Practical Session 3</u> Fieldwork inside the school. <i>Kathy Jones - Fieldwork Connections</i>	During this session teachers will be trained to undertake a simple fieldwork investigation that they can run with their class at school. The investigation will have links to the NSW syllabus content and skills.
12:00pm - 1pm	<u>Theory session 6</u> The boring side of fieldwork. Admin. <i>Kieran Bonin - Orange High School</i>	The admin behind fieldwork is one of the largest barriers for schools. This session walks through ways in which these barriers can be mitigated to implement the fieldwork learnt in previous session
1:00pm - 1:45pm	Lunch	Networking opportunity.
2:00pm - 3:00pm	<u>Practical Session 4</u> Implementing fieldwork in a water based setting. <i>GTA NSW/ACT Team</i>	This session will be run at Ploughmans Swamp - a world class stormwater harvesting system. Participants will undertake a transect study that shows teachers how to use simple fieldwork tools and equipment.
3:00 pm - 3:15 pm	Afternoon Tea	Networking Opportunity.
3:15pm - 4:00pm	<u>Collaboration Session</u> Implementing fieldwork throughout the stages. <i>All Presenters</i>	This session allows participants to collaborate with other attendees and facilitators to share ideas and stories regarding fieldwork in their regional setting. Participants will be given time to map out their fieldwork plan to implement after the conference.
4:00 pm - 4:05 pm	Evaluation and farewell.	Enjoy Orange and the surrounds before you leave.



MEET THE PRESENTERS



Liam Callaghan - Kinross Wolaroi

Liam is an experienced teacher of HSC Geography in NSW. He has found that fieldwork has enabled students to develop a deeper understanding of the environment in which they live. He strongly believes that as teachers we need to challenge the constraints of the traditional classroom and through fieldwork it gives us the opportunity to not only expose students to different environments but also provide them with the opportunity to develop other transferable skills enabling them to broaden their learning experience. Liam has presented at GTA NSW & ACT and AGTA conferences on the benefits of fieldwork and “learning through doing”. Liam has over 10 years HSC marking experience.



Kathy Jones - Fieldwork Connections

Kathy Jones is a Geography teacher and the director and founder of Fieldwork Connections, which aims to bring a deeper understanding of physical and human Geography to students and teachers of Geography in Australian schools through fieldwork. Prior to becoming a teacher, she worked in the environmental industry, which equipped her with many skills which she has integrated into geographical fieldwork. Kathy currently teaches Geography part time at schools in Sydney and also travels regionally for fieldwork opportunities. For enquiries, please contact kathy@fieldworkconnections.com.au

Dr Rodger Baars - Kyoto University

Dr Rodger Baars is from Kyoto University, Graduate School of Global Environmental Studies. His cross-disciplinary research investigates the relationships between theories of social change and transformative teaching and learning, particularly as they relate to social orders, values, and practices. His research agenda is organised along the three interrelated themes of disaster preparedness, climate change education, and sustainable lifestyles and examines the complex processes of societal reproduction and transformation. More broadly, his work is informed by a strong interest in environmental ethics and activism, as well as inclusive and empowering approaches to research and teaching.



Dr Susan Caldis - AGTA Chair, Macquarie University.

Dr Susan Caldis is a Lecturer, Secondary Social Science and Course Director MTeach in the Macquarie School of Education, Macquarie University. She is deeply involved in the leadership of professional associations. Currently, she holds the roles of Chair, Australian Geography Teachers' Association; Vice President, Geography Teachers Association NSW & ACT; and Ex-Officio Member of the National Committee for Geographical Sciences. Her research and teaching expertise is within geography education across secondary and initial teacher education contexts. Currently, her research focuses on understanding how the experience of transitioning into the teaching profession influences professional practice; also, how pre-service and early-career teachers manage and respond to teaching out-of-field

Lorraine Chaffer - GTANSW & ACT Councillor

Lorraine Chaffer has many years of experience teaching Geography in NSW schools and is passionate about resource development and professional learning. She is the lead author and coordinator of the GTANSW & ACT Powerful Geography Series for 11 and 12 Geography, co-authored Macmillan GeoWorld textbooks for 7-10 and the *Global Atlas* 5th Edition, and is currently writing for Matilda Education for the new revised 7 – 10 Geography Syllabus. Lorraine has been President and Vice President of the GTANSW & ACT. Lorraine has been involved in NESAs syllabus development, School Certificate and HSC marking and examination committees. She has received many awards for her contribution to Geography Education in NSW including the MacDonald Holmes Medal and Professor Dame Marie Bashir Medal awarded to a member of the teaching profession who has shown outstanding leadership in the field of education.



[CLICK HERE TO REGISTER](#)



The Big GEO Quiz!

Which Geography faculty across the NSW and ACT has the greatest “pub trivia” geography knowledge? We want to find out!

We encourage you as a faculty to come together and complete this quiz.

Scan the QR code to submit your final score and we will post the highest scorers in the next Bulletin.



What do you win?
Bragging rights of course!

Yes, we know you could Google the answers but we are using the geographer’s code of honour for this one.

Good luck!

(Answers are on the back page of this Bulletin – No cheating!)

1. Name the two observer states of the United Nations.
2. In which state or territory would you find Ben Lomond National Park?
3. Name the two countries in the world that have an X in their name.
4. “The Dish” released in 2000, is a film based in which Australian town?
5. What is the name of the only sea that does not have a coast?
6. Is San Marino older or younger than Italy?
7. What is the most linguistically diverse country in the world?
8. Name FIVE countries that only have one syllable.
9. How many time zones does Russia have: 1, 4, 11 or 20?
10. What is the easternmost US state?
11. What is the official language of Brazil?
12. What is the smallest country in Asia by land size?
13. What is the currency of Nigeria?
14. What is the demonym for someone from Laos?
15. Which continent is Iran in?
16. Where can you find the historic site of Machu Picchu?
17. Which country is known as the “Land of Fire and Ice”?
18. Kingston is the capital city of which country?
19. Name the three colours on the Lithuanian flag from top to bottom.
20. Which country has the most caves?

The Geography Big Week Out

By Michael da Roza, GTANSW&ACT Committee Member and ACT Representative

The Geography Big Week Out (GBWO) commenced in Canberra this year with fieldwork taking place in both Kosciuszko National Park and in the Nation's Capital.

After flying into Canberra Airport on Sunday afternoon the team headed to Jindabyne our base for the next two nights. Data capture commenced on the second day at the Perisher Resort, the first of four sites, where students were asked in teams of four to assess each sites engagement with Youth Tourism and sustainability.

A talk by the Ranger (Pic 1) and taking on the spectacular 5.6 km Porcupine Rocks Track (Pic 2) provided us all with amazing views (Pic 3) and, for a number of the students, an opportunity to build a small snowperson in a snow drift (Pic 4) with views of snow-covered peaks across the length of the main range.

Blue skies continued into the afternoon, with lunch and a data sharing session back in Jindabyne followed by a round of Frisbee Golf for some and basketball for others. Dinner at the Jindabyne Bowling Club was followed by student led games at the accommodation, which were very entertaining.



Pic 1

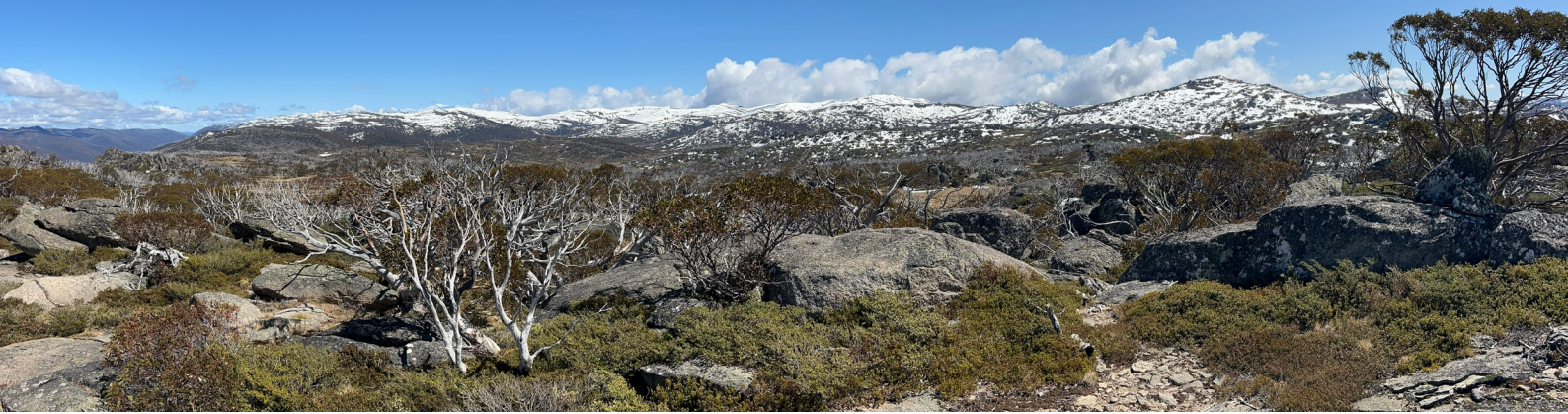


Pic 3



Pic 4





Pic 5



Data collection on the third day took place in Thredbo. A chairlift ride to the top of the range provided the group with ever expanding vistas, while the return journey gave them a birds-eye view of Thredbo Village (Pic 5) and its setting

The group also took on the newly installed Alpine Coaster, a spectacular downhill rush of twists and turns at speed through the alpine landscape (Pic 6). Lunch in Thredbo and a final opportunity to gather data before heading up to Canberra.

Pic 6



However, due to a closure of the Monaro Highway in both directions, the group had to spend an unscheduled night in Cooma. In the late afternoon, Cooma McDonald's fast became "Geography HQ" as students kept warm and shared data as we waited for further information on the highway. John in the van with our luggage was ahead of us traveling to Canberra Airport with Rachel, on the Canberra side of the accident when it occurred.

Thanks to great teamwork and many text and phone calls, overnight accommodation was secured for us all in Cooma. John, and Rachel's sub, Ella who had driven down from Sydney that day, appeared with our luggage at about 10pm having taken on the unsealed back road, whose condition was considered to pose an unnecessary risk if taken by the bus. With the focus on student well-being adjustments were made to the day four program.

"Geography HQ" at Cooma McDonald's



... The Geography Big Week Out

With the drive from Cooma instead of Canberra, data collection at the National Arboretum started with an engaging Indigenous officer talk (Pic 7 & 8), orienteering exercise and a visit to the amazing National Bonsai and Penjing Collection (Pic 9).



Pic 7



Pic 8



Pic 9

A visit to the The National Zoo and Aquarium (NZA) in the afternoon was a highlight of the week, where the group was given a tour of Jamala Lodge (Pic 10) including one of the unique bungalows (Pic 11) within the zoo and riding in open vehicles, ending with talks addressing the NZA's sustainability practices and opportunities that are on offer for Geography related careers.



Pic 10



Pic 11

Dinner at the accommodation was followed by an Acknowledgement of Country prepared by the Canberra participants who reminded us that we were meeting on Ngunnawal land as we paid our respects to Elders past, present and emerging. The "charity shop" geography themed item swap was entertaining and provided everyone with an item and accompanying story as a memento of our time on GBWO24. Students were also presented with their GBWO participation certificates, and had time to complete their data sharing in preparation for their assessment task the following morning.

... The Geography Big Week Out

In an open forum following the assessment task (Pic 12), the organising and attending team received valuable, well considered feedback from the students on the GTANSW&ACT led GBWO. The feedback was positive and the suggestions constructive from a great group of young people who worked so well together. With new friendships formed, a final group photo and last goodbyes the GBWO24 group dispersed to await the announcement of the four individuals who will represent Australia in 2025 at the IGO in Thailand.



Pic 12

Thanks to the GTANSW&ACT team of Alex Pentz and James Harte, along with the AGC team of Rachel Honey and John Tasker, and all those involved in making this a success across two jurisdictions. To Kosciuszko Ranger, Kylie at Perisher resort, Indigenous Officer Richard at the National Arboretum, to Chara and Renee at the National Zoo and Aquarium, along with the staff at the Adventist Alpine Accommodation, Jindabyne, and Sundown Motel, Canberra; thank you. To Ella, thank you for stepping in due to unforeseen circumstances. To Katerina, GTANSW&ACT President, along with Susan and the AGTA executive, and the AGC Committee, thank you for your support and the decision to arrange unexpected accommodation for us in Cooma.

For now, I'll let the students have the final say.

"All experiences went well, were great, fun and good for collecting data."

"Talks were relevant to hypothesis with a good balance between geographical work and experiences."

"Bring Michael next year."

"Interesting geographical activities, well thought out."

"Downtime/data sharing; good balance."

Looking forward to hosting again in 2025 and welcoming the GAWA representatives who will join us on the GBWO before they host in 2026/2027.

Michael da Roza

GTANSW&ACT Committee Member and ACT Representative



**AUSTRALIAN
GEOGRAPHY
COMPETITION**

2025 Australian Geography Competition 7 – 21 May

Australian Team achieves second place at International Geography Olympiad

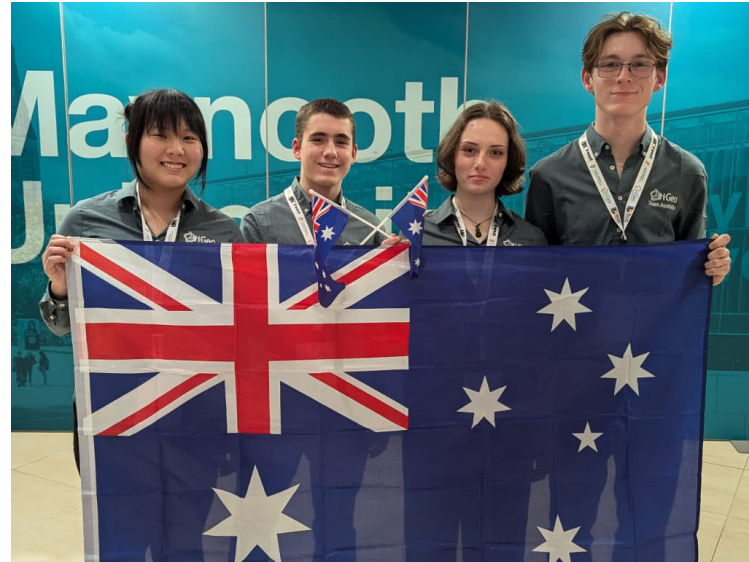
Australia's team of four geography students achieved an outstanding second place at the International Geography Olympiad (iGeo) held in Maynooth and Dublin, Ireland, from 19 to 24 August.

In addition to their second place overall, the team achieved first place in the Fieldwork component of the Olympiad. The Olympiad is organised under the auspices of the International Geographical Union.

The Australian team members were selected through their exceptional performances in last year's Australian Geography Competition and Geography's Big Week Out, a five-day training/selection event held at Litchfield National Park, NT. The team members are:

- Drew Davison, Hale School, WA,
- Oliver Walsh, Barker College, NSW,
- Isla Moore, Canberra Grammar School, ACT,
- Sophie Chang, Camberwell Girls Grammar School, VIC.

All four students earned medals. Isla and Oliver achieved silver medals, while Drew and Sophie achieved gold medals, ranking 7th and 12th respectively from 183 students. Sophie was the only female student to win a gold medal.



Australia's iGeo team at Maynooth University in Dublin, L-R: Sophie Chang, Drew Davison, Isla Moore, and Oliver Walsh.

Australian team, L-R: John Tasker (team leader), Sophie Chang, Drew Davison, Isla Moore, Oliver Walsh, and Julie Hearnden (team leader)



... Australian Team achieves second place at International Geography Olympiad

Sophie Chang described her experience: "For me, the real highlight of this event was meeting so many like-minded students from around the globe. It was incredible to connect with many students who also shared a passion for Geography – the conversations were endless! Another memorable aspect of iGeo was the Cultural Night, where I was able to learn about the many different identities and life experiences each student held. Overall, it was so rewarding to learn so much from my fellow iGeo participants – both Geography and non-Geography related things!"

The International Geography Olympiad is an annual contest for the highest achieving 16 to 19-year-old geography students from around the world. Forty-six countries took part in this year's competition, with the USA achieving the top team ranking, Australia achieving second place only one point behind them, and third was Indonesia.

The iGeo programme involves three academic challenges over the course of a week: a written response test, a multimedia test, and a fieldwork exercise. The programme also includes a presentation from each team in which they showcase a geographic challenge faced by their country, and events where students share cultural traditions and practices.



Australian team visit Google Ireland. L-R: John Tasker and Julie Hearnden (team leaders), Isla Moore, Drew Davison, Sophie Chang, and Oliver Walsh.

John Tasker, Australian Team Leader, commented: "The iGeo is a prestigious and very rigorous international contest. We are so proud of our students. Two gold and two silver medals is the best individual medal result Australia has ever achieved. But more important than the results is the opportunity to foster greater intercultural understanding through the friendships developed between students, and leaders, from different countries."

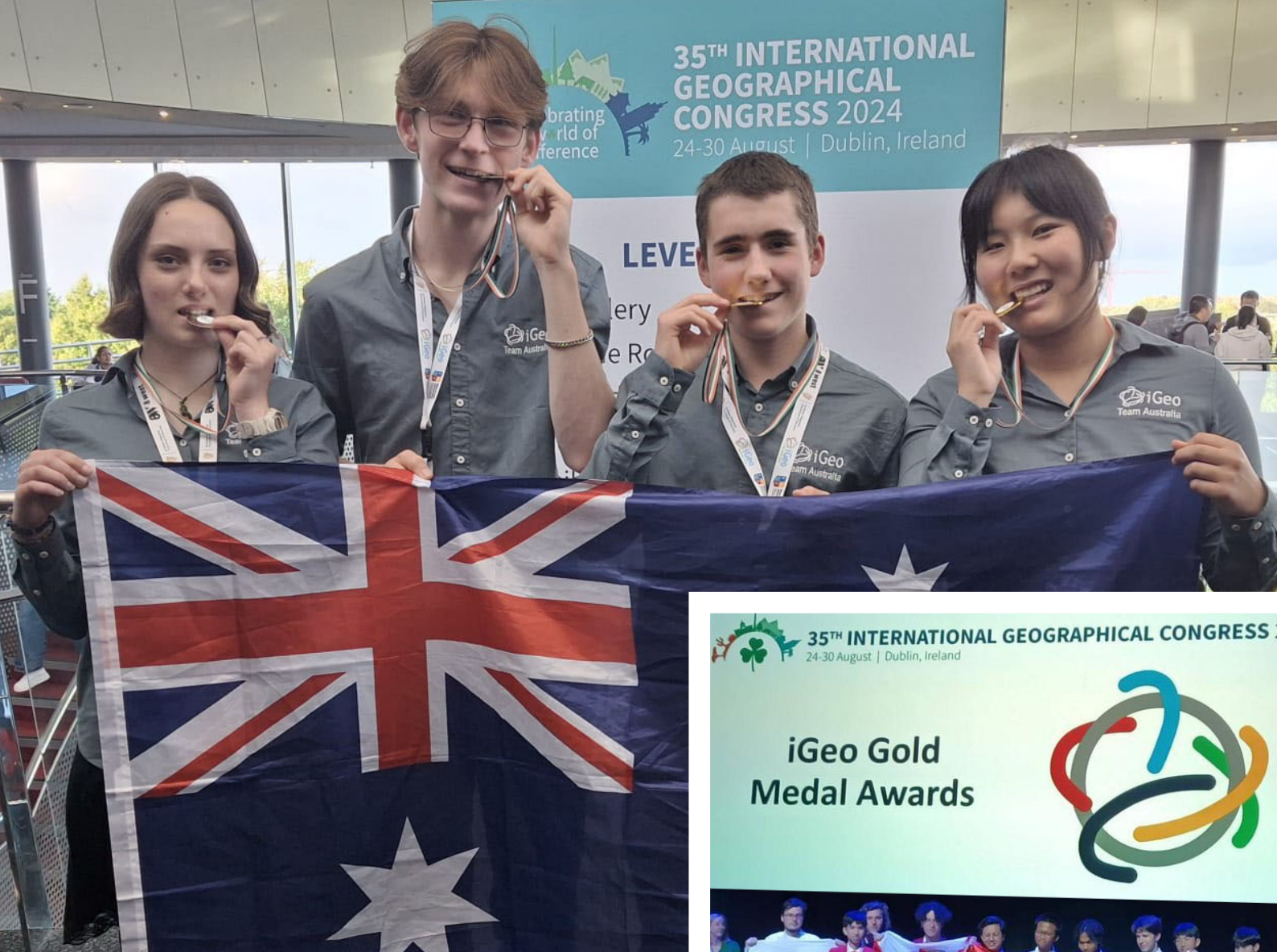
The selection of the team that will represent Australia at the 2025 iGeo in Bangkok, Thailand, will take place in September this year. Sixteen high-achieving Year 11 students from the 2024 Australian Geography Competition will take part in Geography's Big Week Out, to be held in Canberra and Jindabyne, NSW.

Costs of participating in the International Geography Olympiad are met by the Australian Geography Competition with support from the Australian Government Department of Education, the University of Melbourne, University of New South Wales, the Australian Institute for Disaster Resilience, and Flinders University.

The Australian Geography Competition, with its associated events, is a joint initiative of the Royal Geographical Society of Queensland and the Australian Geography Teachers' Association.

For more information about the Competition visit www.geographycompetition.org.au. To find out more about the International Geography Olympiads, visit www.geoolympiad.org.



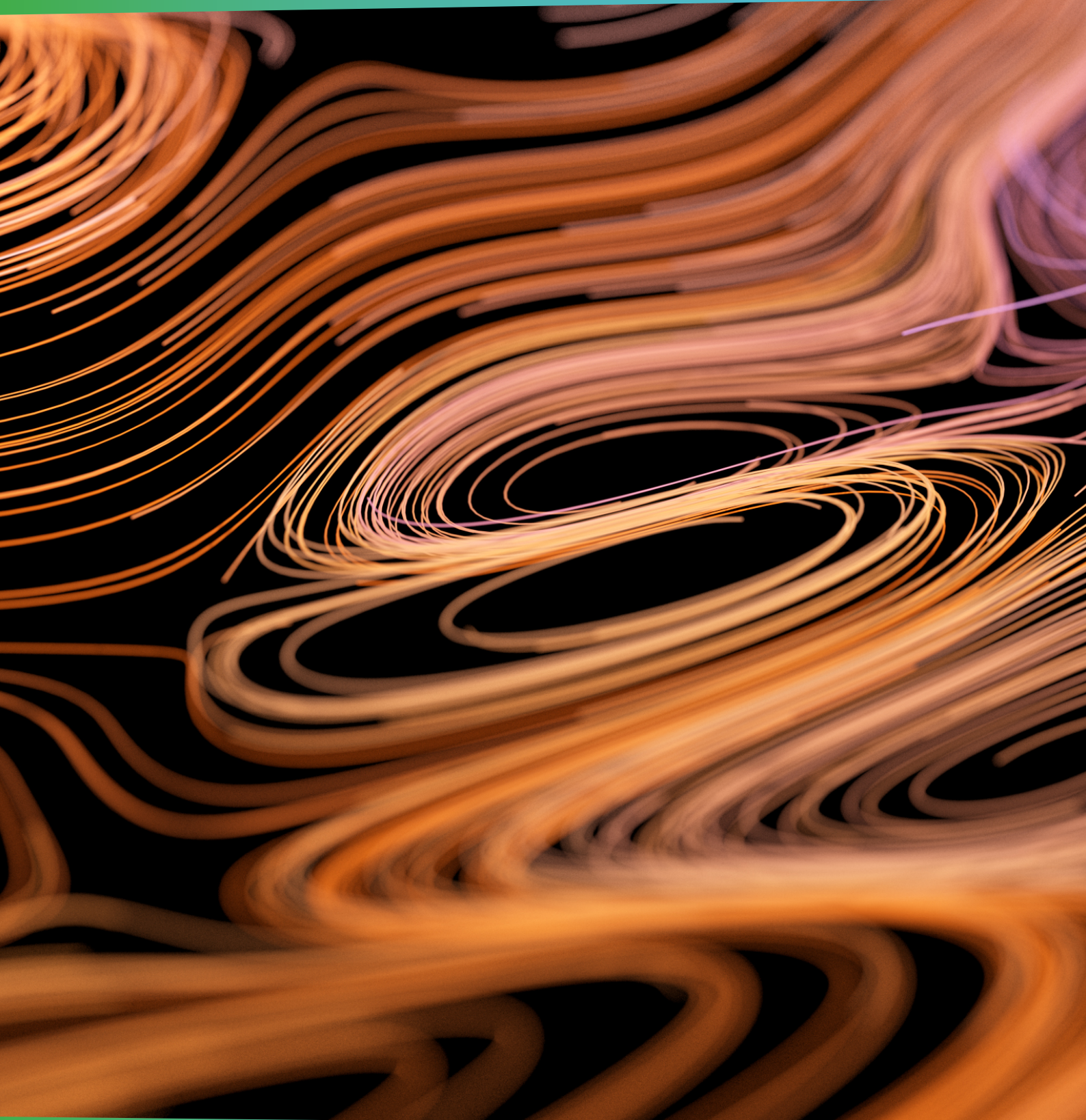


Australian team checking their medals are real Gold, L-R: Isla Moore, Oliver Walsh, Drew Davison, and Sophie Chang.



iGeo students and teachers from 46 countries, together in Ireland, 19 - 24 August 2024.





Geography Teachers
Association NSW & ACT

GEOGRAPHY BULLETIN

Big Geo Quiz Answers: 1. State of Palestine and Vatican City; 2. Tasmania; 3. Luxembourg and Mexico City; 4. Parkes, NSW; 5. Sargasso Sea; 6. Older; 7. Papua New Guinea; 8. Chad, France, Greece, Spain, Laos; 9. Eleven; 10. Alaska; 11. Portugues; 12. Maldives; 13. Nairo; 14. Laotian; 15. Asia; 16. Peru; 17. Iceland; 18. Jamaica; 19. Yellow, Green & Red; 20. United States.