**Leonie Brown:** Good afternoon, everyone. Welcome to this afternoon's session, which is on Introducing the Victorian Curriculum: Geography F–6. My name's Leonie Brown, and I'm the Curriculum Manager for Humanities, and Geography's the subject that I'm responsible for in the F–10 space.

**Leonie Brown:** So, before I go any further, what I'd like to do is acknowledge the many countries which we are meeting on today. So, I'd like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today. For those of you in the Melbourne metropolitan area, which would be most of you, I would imagine, we acknowledge the traditional custodians of the Kulin Nations. For myself, I acknowledge the Wadawurrung people of the Lake Burrumbeet region, near Ballarat, from where I'm working from today. When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connections to country and acknowledge their continued care of the lands and waterways over many generations, while celebrating the continuation of a living culture that has a unique role in this region. I would also like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and we hope that they will walk with us on our journey, not today, but always.

**Leonie Brown:** So, without any more of ado, I'd just like to say...give you a little bit more of a visual representation, because, after all, this is a geography session. So, I mentioned that my region was the Lake Burrumbeet region and the traditional owners are the Wadawurrung people. So, those Wadawurrung people lived fairly close to this rather shallow volcanic lake here. And, for those of you who know the region, that's fine. You might say, "Yes, Burrumbeet's near Ballarat, and I listened to Leonie and she's already said that already," But here's a map to show you. So, what I'd like to do is to use this, which is what I often use in my acknowledgement to country, but to use this as a reference point that you could use with your classes, model the same sort of voices and the same references that I'm making to the curriculum. So, you will see this slide again. I'll come back and add some more detail about how relevant it is.

**Leonie Brown:** So, this afternoon's session has several aims, and those aims the reason why you will have signed up for today. So, in this session, I'll explore, what are the aims of the curriculum? How is the F–6 Victorian Geography Curriculum structured? Where can I find the curriculum documentation, which is often a frustrating source for people to find. How can you link the curriculum to school planning and planning your individual classes? Where can I find some support resources? So, I'll get you started in that area. Lastly, but not least, how can you assess against achievement standards? And right at the end, I will include my relevant contact details. So, as usual, if you've got any questions that come up through this session or further down the track, when you're doing your planning and implementation of the Victorian Geography Curriculum F–6, please don't hesitate to be in touch with me if you've got a small query or if you've got a major drama. I can handle most of those things. As you can see, with these wrinkles and grey hair, I've been around. I've certainly helped plenty of people, and got through those sort of circumstances myself.

**Leonie Brown:** So, let's have a look at the aims of the Victorian Geography Curriculum. In looking at delivering a geography curriculum, you as a teacher will be hoping to develop a sense of wonder, curiosity and respect for places, people, cultures and environments through the world. A deep geographic knowledge of students' own locality, and then branch out to Australia, the Asian region and, more broadly, to the world. You will also be developing the ability for students to think geographically, using geographic concepts. And I realise, as primary school teachers, many of you may feel that this is an area that you really need support on. So I have kept that in mind in planning my presentation today. What makes people think geographically? What does it mean? What does it look like? And how can I incorporate those geographic concepts to ensure that I am developing students' ability to think geographically?

**Leonie Brown:** You would also be trying to develop the capacity to be competent, critical and creative users of geographic methods and skills. And I think, most of all - put all of those dot points together - you would be aiming at developing students that have the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

**Leonie Brown:** So, with those aims, I'd like to move on now to the rationale. And the resource I'm using here is what I call the Victorian Curriculum landing page. So, this is where you have a choice of a major simple structure - so, you've got the rationale and aims, which is highlighted here, and that's what's being shown here - and then you've got these other sub-sequences of structures and so forth here. So, this is the landing page, and this is a starting point for you to go to in your planning.

**Leonie Brown:** So, coupling with what are the aims of the Victorian Curriculum F–6 Geography, to give you some more detail about what that would look like in a nutshell, the Geography curriculum is a structured way of exploring, analysing and understanding the characteristics of places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal - the very local scale to where the student may live, in their individual household, or it might even be down to their individual bedroom, might be something that you're doing, so, that very local scale - all the way through the other levels of scale, to global scale, but also over different time periods, from the current to the immediate past and to a few years to thousands of years in the future. So, in that sense, it's broad and encompassing. So, it's all about students understanding their world.

**Leonie Brown:** And if you're considering ticking off on your curriculum checklist, "Have I covered the geography part of the primary curriculum?" if you have developed the concepts of place, space...those ones that I've listed, in your teaching programs, and students have had several understandings and can identify those concepts and apply them, you've done your job as a junior geography teacher. So, if you get a little bit lost down the track, and that... 'Geographically embarrassed' is what 'lost' is. If you get a little bit lost down the track, come back to the rationale and say, "Well, I've got to incorporate these concepts." So, throughout this presentation today, I will give you some ways in which you can address those and ways in which you can...resources which you can go to to get some more clarification. So, that's the rationale.

**Leonie Brown:** Then, the next part of the presentation is going to cover the structure of the F–6 Victorian Geography Curriculum. But, basically, it's in two parts, two parts. So, again, if you go back what I call the landing page, the Vic Curric Foundation–10, and then look at where those subtitles are, we've covered Rationale and Aims, and now I've got the Structure highlighted. So, the blue denotes the highlighting section of it. So, it's... The geography curriculum is in two strands, the first strand being Geographic Concepts, which I've already talked about, and Skills, which I've already mentioned. And the second strand is Geographic Knowledge. So, each of those two strands is subdivided into another subset. So, Geographic Concepts and Skills are split into the specific concepts of place, space and interconnection... So, they're what geographers consider to be the key concept of what is geography.

**Leonie Brown:** So if you take sustainability, for instance, or change, those concepts can be applied within these three main ones, so that's why they've been chosen as being a sub-strand of the Geographic Concepts and Skills strand. And the second part of that sub-strand is data and information. So, if you like, these are the concepts, and then it's the use of data and information that actually makes those concepts live, really. The second strand is Geographic Knowledge, and that's where the sub-strands of levels within the primary school sit. So, from levels...Foundation–Level 2, the concentration of the sub-strands is on places and our connection with them. So, as you'll see in a moment, it's where students start at the very, very local scale and look at what's important to them about their local places, their connections to their local places. And then, further up, the primary school, students look at diversity and significance of places and environments in Level 3 and 4 and, furthermore, look at the more complicated relationships, or interconnections, as geographers call them, factors that shape places and influence interconnections in Level 5 and 6.

**Leonie Brown:** So, they're sub-strands of the sub-strand. That's the structure. So, with that structure, where can you go to find some more information on the actual curriculum? So, again, this landing page, but this time click on not so much Learning in Geography - by all means, do that, but that gives you an outline of the actual concepts there - but click on Scope and Sequence, which is an area that you'll be well and truly used to looking at when you're finding or looking at unpacking the actual curriculum documentation. So, here, the Scope and Sequence is set out. And again, you've got some choices, so, not only in the choices... the levels that you look at here, but the format in which you would like to see them. So they can either be in .doc form or PDF form, and you also have the ability - top right-hand corner - to print this information. And that information always prints out... And I think this is a really nice little trick here that the VCAA has realised done. The print... Sorry. The print on...for that particular page always comes out as being A3, so you've got a nice, big piece of paper that you can do your work with.

**Leonie Brown:** So, again, here, you just choose whatever relevant levels you need and whatever relevant format you require - so either PDF or .doc. So, if you click on that Scope and Sequence, what comes up? What does it look like?

**Leonie Brown:** So, in this slide, what I've done is a screenshot. And I have to apologise that some of these slides will appear to be a little bit fuzzy for you, because I've actually done a snip and put them into the PowerPoint. So, my idea is to basically point you in the right direction and then you go to the appropriate places and look in more detail to what you really require. So, what I want to show here is the overall structure and the Scope and Sequence that's there. So let's have a look at what I've already talked about - Foundation–Level 2, that column there. Then we have Levels 3 and 4, which is this column here, and level 5 and 6.

**Leonie Brown:** So, if you're planning to look at your program at that 3–4 level, this is what students should be able to do, should have covered, by the time they come into your classes, and then, similarly, different at Levels 5 and 6. If you're planning for that, your students should be able to have covered both of these sort of concepts, skills and knowledge in this area. So, again, you don't have to have each of those there. That's just the primary curriculum that I've done just for the sake to make it simple.

**Leonie Brown:** So, within that strand of geographic concepts and skills, you've got place, space and interconnection, and then you've got some key dot points there about the key sorts of skills that are covered there. In the data and information, so, what sort of data to they collect? What sort of information do they...? And in this case, they're looking at collecting field work, way, way down, 'cause field work' the essence of geography, in Foundation–Level 2 here. So, that's in the data and foundation strand.

**Leonie Brown:** In the geographic knowledge strand, places and our connections to them in Foundation–Level 2, diversity and significance of places and environments in 3–4 and factors that shape places and influence interconnections. So, here is the content that you take and actually design the detail of that content, what that content actually looks like, to fit the needs of your student body, your skills, your background, and maybe, you know, your location and your particular circumstances of your local community. So, regardless of whether you're coming from a tiny F–12 rural school or in an urban...where you might have several classes at Levels 5 and 6, you should be able to design a geography curriculum that covers these sorts of aspects.

**Leonie Brown:** So, to give you some more information, to actually go down a level - some people go, say...go up the detail in a level, but to give you some more information, I would suggest the easiest way to navigate our website is to actually use Google. So, what I've done here is just to give you an example - if you type in "F–10 Victorian curriculum content elaborations geography" this is what came up on my search when I did it, and this is what that looks like if you go into it further. So, again, it's the landing page, our home landing page. But this one's even more structured and more detailed and it gives you more flexibility in what you're able to take from it.

**Leonie Brown:** So, if you want it printed, same sort of thing - you can download and print here. Oh, sorry - you can download here and print here, in terms of that. If you want to look at particular levels, you can - so, you can filter 'showing all levels' and filter 'showing all strands' or whatever you would prefer to do there. And this is this... The area that I've highlighted in the centre of the page is where you designate what particular year levels you are dealing with. So, again, just to show you how it fits into a continuum, I've done Foundation–Level 2, Levels 3 and 4, and through to 5 and 6. So, again, that landing page. You don't have to have all of these things being shown. You can just...if you want to, just to the level descriptors, just the content descriptors, or just the achievement standards, or a combination of any of those. Again, as I said before, this is designed for you to actually choose what best suits you in your planning.

**Leonie Brown:** So, this is just a very simple slide saying that, if you highlight a particular level, this is what comes up, and then you can click on 'show more', and that's where you get to these sorts of things. So, this is where I'm looking at the content descriptors. And in those content descriptors, you don't have just the statements that you've seen before - you have the numerical Victorian Curriculum code. Now, again, that's quite faint, and I don't expect you to be able to necessarily pick that out in your PowerPoint that you're watching wherever you are today. But, if you go to that link... Because that's where the link is, in the Victorian Curriculum code. If you click on that, then that gives you more details again. So, that's just another step in that same area.

**Leonie Brown:** So, I'm going to actually use an example of Levels 5 and 6 here with the content description of Geographic Skills and Concepts, where you describe and explain interconnections within places and between places and the effects of these interconnections - or 087, is the content descriptor in terms of that.

**Leonie Brown:** So, if you click on that hyperlink that's on the website, up comes the elaboration. So, what sort of learning activities could you plan in your program to address describing and explaining interconnections between places and within places and the effects of those interconnections? So, here's where you'll find some very specific examples. They generally appear to be very wide-ranging. So, this one looks at connections between Australia and the Asian region, which may particularly suit your classroom environment. Or you may be looking at the impacts of fire on Australian vegetation and the significance of damage to human communities. So, that particular elaboration you may choose to do because you're close to a bushfire-affected area, but equally so, you may choose NOT to do it because you're close to a bushfire area. So, again, I stress that it's really up to you to design, to take this curriculum and design it, apply it, the way that you want to do it to best suit your school. So, that's an example of the sorts of elaborations that you can have.

**Leonie Brown:** If you click further, on the code down here, that will link you to FUSE. And for a number of these content elaborations, you will find some links from FUSE - not absolutely every single one of them, but many of them. So, again, if you're looking for some curriculum resources and support here, that's a track that you can use to get there. I will come back and mention some other areas that you can look towards to get some curriculum resources and material for support.

**Leonie Brown:** So, how can you link this curriculum, that you've discovered where to navigate and select from so forth, to your school planning and planning your individual classes? How can that happen? So, first of all, I'd like to give a plug to a resource that the VCAA has developed, and it's a Victorian Curriculum Planning Resource and it's designed to be used at a whole-school level. So, some of you will be in schools that use this resource extensively, through to some of you will be in schools that haven't even heard of it. So, this is not necessarily... And I'd strongly suggest that you don't go to it if you're doing your planning individually within your area. This is how it fits in a whole-school context So, there is this planning resource available. It's extensive. It's got lots of really worthwhile examples, and great particularly if you're starting out and doing a whole-curriculum plan for your section of the primary school or the whole primary school. So, that's a great resource that you can look at for whole-school planning.

**Leonie Brown:** The other part that I would go to within the area of geography is back on this landing page, in the area that I mentioned before about...titled Learning in Geography. So, this is where the basic concepts are set out here. So, this is where you've got concepts of place, space... So, this is basically a checklist of the concepts that you apply in the lower section of the primary school through to the ones that you introduce and apply in the higher levels of the school. So, where do you get the geographic concepts? Here on this landing page, with that link that's shown there.

**Leonie Brown:** In more detail, in a nutshell, this is what these look like. So, from Levels F–2, place, space, environment, interconnection and scale at the local level is what is incorporated in F–2. In Levels 3–6, all of these geographic concepts apply, along with sustainability, change and, in this instance, scale is expanded out to the broader concept of scale from local - F–2 - to regional, national and global in Levels 3–6. So they are the geographic concepts within the primary school and that's how they're actually introduced in that continuum of learning.

**Leonie Brown:** So in my introduction and my acknowledgement of country, I said what I was going to do was to actually refer back to these slides. So what I'd like to do now is to take each of those geographic concepts and outline them to you as to how they would apply in just taking a simple shot of perhaps... To me personally and many people in our region, this is a significant resource in our region, Lake Burrumbeet, so if you are a local farmer and irrigating in this area here, you may have an irrigation licence to withdraw water from this lake. If you're an avid waterskier, like I used to be in my youth, you would find that you would love to be loading up the boat with the skis and heading off to Burrumbeet as a recreational resource. Equally but ideally not at the same time, if you have a yacht or if you are an avid fisherman, particularly if you like to chase redfin, Lake Burrumbeet at the moment in this last season has had significant levels of redfin. So it's a really populate...sorry, a really populated recreational resource, but also a valuable water resource for the surrounding agricultural districts.

**Leonie Brown:** So given those sort of facts, how do you actually apply those geographically? Well, first of all, geographers always talk about the place of Lake Burrumbeet. So in this case, 'place' technically is always taken in the absolute centre of whatever feature it is. So on the satellite image from Google Maps, there's Lake Burrumbeet, so the centre of Lake Burrumbeet is literally that point, and it would be given as a longitude and latitude point. So that is the actual place of Lake Burrumbeet. The space in which Lake Burrumbeet is located within is this space around here. And probably particularly, because I'm going to talk about the physical space here, it's to the area west of here and south-west, because west of this region, a group of newer volcanoes that erupted within the last 10,000 years have spewed out rich, rich volcanic material, which has developed into rich volcanic soil. So you've got magnificent soils in that western side. So, this is part of the western district Newer Volcanic region. And so Lake Burrumbeet the place sits within, is located within the space of that western district volcanic plain.

**Leonie Brown:** If you look over here at the photo, this is actually looking towards the east, so this is looking back towards this area here. You may see a couple of fairly flat, but they are significant, volcanoes. This is Mount Hollowback here. Those volcanoes are not associated with the material that's at the bottom of Lake Burrumbeet - they actually moved more towards this direction - but this is a volcanic area, so the space is volcanic, which means that it does tend to have a flat, really rich, fertile soil background. And also those physical environments tend to develop natural depressions where water collects when it does rain and you get these rather large significant lakes forming, but they tend to be fairly shallow. So on the bottom, they have the basalt flow, which is where the volcanic flow has solidified, and that's what helps the water sit there and remain there, but it does make it really shallow. So even though Burrumbeet's looking healthy with water at the moment, it's not always that case.

**Leonie Brown:** So, the Lake Burrumbeet region is obviously a Riverina water region. It's an important native fish, native bird and a significant water source for the local area, but it's also a significant in the human environment, significant particularly for people within the ever-growing urban area of Ballarat. So this road that links Ballarat out to Lake Burrumbeet here is on these sort of days... Like, this afternoon, it will be buzzing with utes and boats heading out to Burrumbeet for a ski after work. So it's a really important place, so that environment is highly valued by these people here. And that movement between those urban areas and that lake is the interconnection. So the importance to these people of that lake, for these farmers in this region of this lake, is an example of the interconnection.

**Leonie Brown:** On this scale level, on this satellite photograph, you can actually see three lakes - Lake Burrumbeet, Lake Learmonth, which is not labelled here, and Lake Wendouree here, which is in the inner urban area of Ballarat. These two are natural volcanic lakes, this is a glorified swamp. A gorgeous place, a beautiful place to walk around, and lots of people when they visit Ballarat must see Lake Wendouree, but this is actually a human-constructed lake. So, these two are natural, this one's human. But in terms of scale, even though they're all lakes, Lake Burrumbeet's a relatively larger-scale lake than Lake Learmonth, and Lake Learmonth is a relatively larger-scale than Lake Wendouree.

**Leonie Brown:** So just on that simple map with those three different scales, you can actually use examples here. In your school area, you might have similar sorts of things of local playgrounds - so you might have a small local playground, a more suburban park, and then maybe even a larger one, to demonstrate those different levels of scale.

**Leonie Brown:** So, further up, the primary school in levels 5 and...sorry, in levels 3–6 is where you start to introduce the concept of sustainability. So, with this lake area, that's highly susceptible to different water levels, depending on how much rain we've had. So, I've lived in this region for 37 years, and in that time period, this lake has been totally dry twice over that time period. So about 14 years ago, this lake was dry, so it wasn't the jet skis and the ski boats that were there, it was the motorbikes getting bogged in the mud, but quite often getting successfully from one side to the other because it was so dry. So it's very susceptible to fluctuations in rainfall, which means the sustainability for the wildlife, for the redfin and for the pelicans and the other significant bird communities that are associated with this, they're very susceptible to those water fluctuations.

**Leonie Brown:** Similarly, so are the farmers that are dependent upon that water for irrigation. So depending on the seasons, those farmers need to plan around whether they'll be able to irrigate their pasture crops to feed their stock or whether they will not have sufficient water.

**Leonie Brown:** But I've talked about environmental sustainability here, but just further to the east, in this region here of this shot, so it's on this side of the lake, on this side, is quite a cute little caravan park and a really important place for a number of people who have permanent caravans there, but also to a number of campers that bring their caravans and tents. Easter time's a really popular area, as is school holidays. So, associated with that caravan park is a little milk bar, so over time, when the lake levels are dry, though, the money supplies in that business at the caravan park, so... 14...no, sorry, 16 years ago that they looked at expanding, which they did, then 14 years ago when the lake actually dried, that caravan park literally closed. And it's leased from the local city of Ballarat and it was closed for an amount of time, and it's really only just got back economically on its feet in about the last four years. But the caravan park's back economically running, as is the milk bar.

**Leonie Brown:** So in that sense, as geographers we don't only look at the environmental sustainability, we look at the economic sustainability. But the people in Ballarat who are keen fishermen and keen waterskiers and whatever else is used in terms of... Some people just sit out here and paint. Some people sit out there and sketch because the lake is large enough for you to get away from the more noisy pursuits of the sorts of things that I've talked about. So it's socially very, very important, so that social sustainability is another aspect that you can talk about. So, many of our local waterways, with the drought that we have experienced in the last 20 years, have actually been under threat. So in terms of that, local communities have really suffered in terms that their main recreational source has been taken away. So that's an example of social sustainability.

**Leonie Brown:** The sorts of things I've been talking about are classic examples of change. So I think I've already covered an example of how you would actually talk about change. And then in terms of scale, I talked about those. But you could also talk about the importance of Lake Burrumbeet on a regional scale - in terms of, for instance, the redfin. On a Victorian scale, within important waterways within Victoria, breeding grounds for redfin, Lake Burrumbeet is up there with that. So, as far as Victoria's fisherpeople are generally concerned, they would think that Lake Burrumbeet is a really important resource.

**Leonie Brown:** So that's just a simple way that you could use a photo coupled with a very simple Google satellite image to actually incorporate those concepts that are geographic concepts in the F–6 curriculum. So hopefully that's covered the sort of areas about, "Yeah, I'm going to be more geographic." So I would like to spend a little time looking at the content descriptions and elaborations for one particular aspect of levels 5 and 6. So, "Describe and explain the diverse characteristics of places "in different locations from local to global scales" is one. And this is where you would...you may be looking at the diversity of environments and types of settlements in the Asian region and throughout Australia there.

**Leonie Brown:** So I've gone from using a really local example, but equally so in geography, particularly at that 5–6 level, you would expand it out to be covering areas within Asia and in particular North-east, South-east or South Asia with looking at particular patterns. So by all means, look at incorporating things that are local in your local community, but also as geographers, we do look at investigating other parts of the world.

**Leonie Brown:** So here's some ideas for you to find, some support resources. So, first of all, the VCAA, as part of that landing page, has got a geography glossary. So in that last example, it talked about the characteristics of places, and this is an area people who are what we call out-of-field geographers - so, not meant to be really... An out-of-field geographer, you may not necessarily... First of all, get the idea of "What's a geographic characteristic?". So, with geographic characteristics, they often fit into two particular subgroups. One subgroup is the physical environment - so things they'll be talking about like rainfall, soils, slope, that sort of thing - and the human environment, which is the built environments of roads and swamps converted into lakes and community buildings and those sorts of things.

**Leonie Brown:** So, characteristics - the definition of characteristics of places here that helps explain it a little bit more and allows you some more information so that you can choose some examples in your local area to apply to your particular circumstance. So that's just another slide back to where we actually started with the diverse characteristics and the elaborations with this FUSE link. So here's the content description, here's more detail, here's that resource with more detail. Here's another resource here if you click on the code and you go to FUSE.

**Leonie Brown:** Another area which is somewhat different but I would strongly encourage you to lean on these people, they are a group of geography teachers and other support people who have formed together to form a group called the Geography Teachers' Association of Victoria - GTAV - and they have many, many resources. Many, many free resources. But I would strongly suggest that if you're not an individual member - which you could be, with a tax-deductible aspect of it - if you're not an individual member, then I would strongly encourage that your school becomes a member, and given so that means that you get a login and so forth.

**Leonie Brown:** So, why should you be a member? Well, first of all, they offer fantastic professional learning. They have a number of resources. Some of those resources you can purchase, but some are free. They also have resources in that they have support. There's an education officer who could help you look at particular examples that you might be looking for - for instance, field work or examples of, like, if you're thinking of I just mentioned a place in North-east Asia. "Now, what would be a good case study for me to use here?" So, the education officer could help you in that sort of direction. And in that sense, the education officer - it's currently Jane Bellamy at the GTAV - and I have similar roles in that we both are there to support you as teachers implementing the geography curriculum. So, professional learning resources and so forth.

**Leonie Brown:** On this Professional Learning note, at the moment, they've got a series of short one-hour snapshot views of something that may particularly interest you, which is the implementation of geospatial technology. So it's run by Esri, which is the geospatial organisation, which actually has designed some amazing, fantastic and - the best part - free resources for teachers to implement geospatial technologies. So, they're running those currently. So if you go onto that page, click on Professional Learning, and up it'll come. So that's a reason to join the GTAV. As primary school teachers, you may be very pleased and relieved to know that they've actually got particular resources that are designed for exactly what you're looking at at the moment, those primary resources - so, again, subcategory Primary Resources here.

**Leonie Brown:** You can join a local network, which is often... In the old days it used to be face to face. It's now obviously on electronic platforms. That often sharing examples from teachers in your local area is a really worthwhile resource for you to follow through, particularly perhaps if you're looking at linking up with some secondary geography teachers. They will have some ideas - the second geography teachers always do about what would be great to be happening in the primary school in that sort of local area. So, it's there. I've made reference to the geospatial technologies and GPS available, but again, these sort of resources are the sort of resources that make the GTAV a really worthwhile organisation for you to join.

**Leonie Brown:** They do have an annual conference, which is coming up on the 15th and 16th of May this year. It's going to be online and it will cover these particular lessons in bushfires, which may be of particular interest to you. But they have a state conference in May. It's normally in August but this year in September/October, the last week in September, first week in October, the national conference, the AGTA conference is going to be held in Hobart. So, GTAV have decided to bring their annual conference forward, where they will have specific workshops on primary material that you may be interested in. So that's mid May, 15th and 16th of May. If you would like a trip to Tassie and going to Hobart, and hopefully there'll be many geography teachers that'll be able to participate in that national conference, that's at the end of September, first week in October, middle of our school holidays.

**Leonie Brown:** On that same note, talking about AGTA, which is the Australian Geography Teachers Association, a number of years ago AGTA won a very significant financial grant to set up resources to support the Australian curriculum, and they have designed this resource called GeogSpace. You've just got to be a little bit careful not to put the space between 'Geog' and 'Space' when you type it in. You'll get a much more accurate kit on your search if you do GeogSpace AGTA there. But it's the Australian Geography Teachers Association with that conference in September, October. But they've set up an extensive resource and it's been updated, and it will be updated again once ACARA has sent through their changes, which we are going through right now in terms of the Australian curriculum.

**Leonie Brown:** But what's this got to offer that the GTAV don't necessarily have to offer? First of all, they have similar things. They have what they call "core units", which cover very similar things. The Victorian geography curriculum is, of course, better, but it is...it's our version designed for our particular context, but it does have the essence of the Australian curriculum there, so whatever is found in these sections here is relevant to you in your primary planning. The other thing that they have are core units, and this section down here, the exemplars, which may be something that you could be particularly interested in. A number of teachers often chase exemplars. They like to look at where their students end up. Like, what does the work look like? And then work back from that work in their planning. And that's fair enough. People plan in different ways. But the VCAA haven't got any exemplars available for you in geography. It's not the sort of thing that we have done to support geography F–6. But the AGTA has got exemplars there, so you may like to go there and visit that. The AGTA website is free and open to all, in terms of that.

**Leonie Brown:** So, the last aspect that I would like to address is looking at how do you assess against the achievement standards. Once you've done all your planning, once you've got your resources, how do you assess it? So within that primary school, the key assessment landing points are Foundation to level 2, end of level 4, and end of level 6. So in that sense, the VCAA curriculum documentation follows that structure. Again, these columns - Foundation to Level 2, Levels 3 and 4, Levels 5 and 6. So on that landing page, if you click on the assessment standards, you'll find that you've got the other relevant material place...space interconnection data and information here, and then the achievement standards are found here in towards the bottom of the document. These are the achievement standards that you would assess your students against at the end of level 2, end of level 4, end of level 6. Oh, sorry - you need to have them all done by that time period, but you wouldn't have all of your assessment going on in that last. So over levels F–2, this is where you would actually be assessing their work against those achievement standards. Not all, actually just at the end of level 2, 4, and 6.

**Leonie Brown:** So, those details there are given... they are the achievement standards. They're designed on a learning continuum, so these skills and knowledge build on THESE skills and knowledge build on THESE skills and knowledge. And again, like the curriculum itself, it's up to you to take and...what those sort of assessment items look like, when they occur, what are they, what particular aspects do you zoom in on, what aspects do you want emphasised, what aspects do you want to just give superficial - that's all up to your own school planning in terms of things. But it is mandatory for you in government schools in the Catholic sector to actually report back on these here. So in that sense, that's very important.

**Leonie Brown:** So in more detail, this is what those achievement standards look like. So, here they collect and record geographic data, they represent geographic data in tables and so forth. Here is where they look at drawing more...well, more sophisticated, but still simple graphs and maps of appropriate scale to conform to geographic conventions. And then here at levels 5 and 6, they do incorporate those same sort of skills, where you're looking at things in field sketches, and might even do a little field work report, because kids always love doing field work reports. But they are the achievement standards that you need to report upon in your particular context.

**Leonie Brown:** So if you have got any questions, as I said before, that came up today from the presentation or that come up while you're planning and delivering your curric geography, please don't hesitate to be in touch with me. So at the moment, because I am mainly working from home, the mobile number is the best, but if you use this, which looks like a landline but it's a Skype number, you can use that number, it's diverted through to my mobile. The only thing at the moment is that you need to stipulate your name and number because I don't actually have any identification that comes up. I can't actually just click the number back. It's something to do with our messages. So please say where you come from and what number I can get back to you on, but by all means, leave me a message. Or if you would like to, and by all means do so, contact me by email - so it's Leonie.Brown4 - yes, there are four Leonie Browns that work in the area of Victorian education - so, Leonie.Brown4@education.vic.gov.au. Now, that's where you can get some more support for me, which might take a couple of minutes, it might take longer. I'm more than happy to help you in any shape or form that you require in terms of that.

**Leonie Brown:** Another avenue that we suggest that you follow up is if you would like further advice about the implementation of the F–10 curriculum in Victorian schools, including developments, resources, professional learning opportunities like what you participated in today, please subscribe to the update that you will find at the bottom of that page there. But please don't hesitate to put your name down on that list. So here ends my presentation on a very quick but hopefully a really useful session on helping you unpack, plan and live the Victorian curriculum F–6 Geography.

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