

GEOGRAPHY BULLETIN

Implementing the Australian Curriculum: Geography



The
Geography Teachers' Association
of New South Wales Inc.

Volume 45 No 4 2013

In this issue:

The time has come to make it happen – Implementing the Australian Curriculum: Geography and GeoSpace resources **9**

Geography in primary schools – the new Australian Curriculum **19**

Australian Curriculum Year 7 – Three Gorges Dam **23**

2014 Study Tours **28**

EXECUTIVE 2013

President

Susan Caldis, Castle Hill High School

Vice Presidents

Milton Brown, SurfAid International

Lorraine Chaffer, Gorokan High School

Dr Grant Kleeman, Macquarie University

Martin Pluss, Loreto Normanhurst

Honorary Secretary

Sarah Menassa-Rose, Franciscan Friars

Minute Secretary

Paul Alger, Retired

Honorary Treasurer

Dr Grant Kleeman, Macquarie University

Councillors

Dr Susan Bliss, Educational consultant

Paula Cooper

Robert Gandiaga, Casula High School

Keith Hopkins, Loreto Kirribilli

Nick Hutchinson, Macquarie University

Brett Jackson, Sydney Boys High School

Lisa Kendall, St Mary of the Sea

College, Wollongong

Grace Larobina, Hills Grammar School

David Latimer, Rosebank College

John Lewis

Kerry McEwan, Barrenjoey High School

Sharon McLean, St Ignatius College

Carol Pogson, Canberra Grammar School

Darren Tayler, ACARA

Karen Tuhan, ACT DET

Steve Weingarth, Model Farms High School

Public officer

Dr Grant Kleeman, Macquarie University

GEOGRAPHY BULLETIN

Editors

Dr Susan Bliss, Lorraine Chaffer and
Dr Grant Kleeman

Articles and letters should be sent to the editor:
Dr Grant Kleeman,
School of Education Macquarie University
Sydney NSW 2109
Email: grant.kleeman@mq.edu.au

Design and layout:
Jill Sillar, Professional Teachers' Council NSW
jill.sillar@ptc.nsw.edu.au

ISSN 0156-9236



The
Geography Teachers' Association
of New South Wales Inc.

OFFICE OF THE GEOGRAPHY TEACHERS' ASSOCIATION OF NEW SOUTH WALES

ABN 59246850128

Address: 56 Bland Street, Ashfield NSW 2131

Postal Address: PO Box 577

Leichhardt, NSW, 2040, Australia

Telephone: (02) 9716 0378, Fax: (02) 9564 2342

Website: www.gtansw.org.au

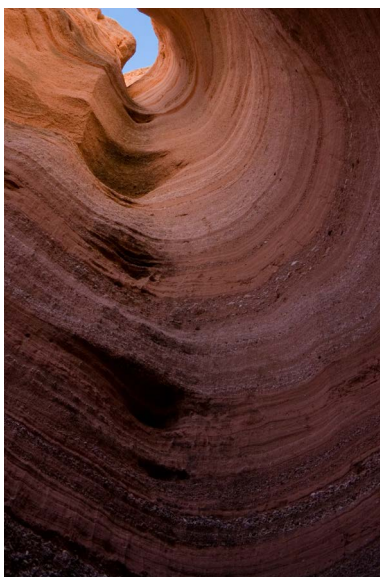
Email: gta.admin@ptc.nsw.edu.au

ANNUAL MEMBERSHIP (Subscriptions include GST)

Personal membership \$90.00

Corporate membership (school, department or business) \$180.00

Concessional membership (retiree, part-time teacher or student) \$40.00



Covers: Teepee rock formations, Arizona. Source: Wikimedia Commons

GEOGRAPHY BULLETIN



The
Geography Teachers' Association
of New South Wales Inc.

Vol 45, No4 2013

EDITOR: Dr Grant Kleeman

Editorial	2
Correspondence	5
President's Report	7
2014 HSC Mini Conference – Hunter Valley	8
The time has come to make it happen. Implementing the Australian Curriculum: Geography and the GeogSpace resources	9
Global Education Schools Network Program	18
Geography in Primary Schools – the new Australian Curriculum	19
North Korea Study Tour 2014	22
Australian Curriculum, Year 7 – Three Gorges Dam	23
2014 Study Tours	28
Benefits of GTA NSW Membership	35
Advice to Contributors	36

S
T
A
T
E
M
E
N
T
S
C
O
N
T
E
N
T
S



Dr Grant Kleeman, Editor

Welcome to the final issue of the *Geography Bulletin* for 2013. Featured articles are: Implementing the *Australian Curriculum: Geography and the GeogSpace resources*, by Malcolm McInerney, and *Geography in the Primary Curriculum – The new Australian Curriculum*, by John Butler, OAM. Susan Bliss contributes an article, *Year 7 Three Gorges Dam, China*. The GTA thanks these contributors.

As 2013 draws to a close we would like to wish you all the best for the festive season and New Year.

Martin Pluss honoured

Martin Pluss has been awarded the Macdonald Holmes Medal* for his outstanding contribution to geographical education in Australia.

The Macdonald Holmes Medal is awarded jointly by the Councils of the Geographical Society of New South Wales Inc (GSNSW Inc) and the Geography Teachers' Association of New South Wales Inc (GTANSW Inc), to persons who have made a distinguished contribution to the field of geographical education in Australia.

Upon entering university Martin's goal was to be a Geography teacher. He completed an Honours degree at the University of Sydney under the supervision of Dr Dennis Jeans on the Historical Geography of 19th Century Strathfield. Martin then completed a Masters of Education, keeping Geography close to the core of his research, completing a dissertation on Non-formal Education in South East Asia and the Pacific.

Martin participated in the Honours Conference and was given the opportunity to publish a summary of his thesis in Dr Ian Burnley and Dr James Forest's *Living in Cities*. This started the journey of publishing up to 50 articles on Geography, Geographical Education and more recently the integration of learning technologies into the teaching of Geography. Since 1984, Martin has been employed and held various positions as and Geography teacher, Head of Department and Dean of Learning Technologies in four independent schools: Oxley College (Bowral), Northholm Grammar (Arcadia), Tara School and currently, Loreto Normanhurst.

Once he returned to Sydney in 1990 Martin joined the Council of the Geography Teachers Association of NSW and soon after the Geographical Society of NSW. He has continued this association to date with a few "sabbaticals" coinciding with the birth of Nick and Ali and to enable him to settle into new schools.

The GTANSW has enabled Martin to meet wonderful teachers and to share ideas and practices in Geography consultations, publications, workshops and lectures. He created and managed the GTANSW web page for 15 years. Martin is somewhat of an "academic groupie" when it comes to his involvement with Geographical Society of NSW, enjoying the meetings and learning about the latest developments in academic Geography.

Martin believes Geography has provided him with much more than he has given Geography including lifelong friends, shared learning experiences and the ability to see the world with a geographer's eyes. His journey as a geographical educator continues in his life beyond the school gate. As a runner he explores the natural and built environments observing patterns and wondering why.

* James Macdonald Holmes was McCaughey Professor of Geography at the University of Sydney during the period of 1929-1961. To commemorate his achievements over these years, the Geographical Society together with the Geography Teachers' Association decided to award, biennially, a medal bearing his portrait and name, to a person deemed to have made a distinguished contribution in the field of geographical education in Australia.

Past recipients of the Macdonald Holmes Medal are:

1977	Edgar Ford	1995	Bruce G Thom
	James B Rowe	1997	Geoffrey K Connolly
1979	Donald Biddle		Colin Davey
1981	John Shaw	1999	Joseph M Powell
1983	Alan Tweedie	2001	Robert Fagan
1985	Sr Gonzaga Stanley	2003	Nick Hutchinson
1987	Gilbert J Butland	2005	Deirdre Dragovich
1989	Peter G Irwin	2007	John Connell
	Trevor Langford-Smith		Grant Kleeman
1991	Malcolm Barlow	2009	Susan Bliss
	John S Emery		Gordon Waitt
1993	John H Holmes	2011	Richie Howitt



Photograph: Martin receives his medal from Mr Iain Macdonald Holmes (right), son of James Macdonald Holmes.

EDITORIAL

GTA Writes to the Board of Studies seeking an acceleration of the Geography Syllabus development timeline

The GTA has written to the Board of Studies advocating an accelerated timeline for the development and implementation of the new Australian Curriculum based NSW Geography Syllabus. The GTA's letter and the Board's response is included below for your information.



**The
Geography Teachers' Association**
of New South Wales

ABN: 59 249 850 128

Mr Tom Alegounarias
President, NSW Board of Studies
GPO Box 5300, Sydney NSW 2001

At the recent Annual Conference of the Geography Teachers Association (GTA) of New South Wales the Board's Inspector for Human Society and Its Environment (Mr Lindsay Swan) outlined the Board's NSW K–10 syllabus for an Australian Curriculum in Geography development timeline.

The 350 teachers present were somewhat surprised at the length of time involved to develop and implement the document. As you might appreciate, teachers are keen to embrace the new curriculum. The existing 7–10 document, while subject to minor revision on at least two occasions, dates from 1990 and embeds a test-driven division between Global and Australian Geography. This division is not appropriate for a number of reasons, not the least of which is the abandonment of the School Certificate test. The GTA finds it disappointing that the students of NSW will be required to study a syllabus document which will be at least a quarter of a century old before it is replaced by a more contemporary study of Geography.

Additionally, the current Years 11 and 12 Geography Syllabus is now more than a decade old. We would urge the Board to put in train a revision of this document in light of the approval of the Senior Years Geography Curriculum. Developing the syllabuses in tandem makes sense both in terms of scope and sequence and resourcing.

The GTA requests that the Board expedite the development and implementation of the NSW Geography Syllabuses with a target date of 2015 for Year 7–10 and 2016 for Years 11–12.

The GTA also stands ready to assist in any way the Boards deems appropriate.

Yours sincerely

Ms Susan Caldis
President, GTA NSW

Mr Nick Hutchinson
Immediate Past President

Dr Grant Kleeman
Vice President

RECEIVED
29 NOV 2013
BY:



Our reference:
D2013/23305

Your reference:

Ms Susan Caldis
President
The Geography Teachers' Association of NSW
56 Bland Street
ASHFIELD NSW 2131

Dear Ms Caldis

I refer to your letter received on 14 November 2013 requesting that the Board of Studies expedite the development and implementation of NSW K–12 Geography syllabuses incorporating the Australian curriculum.

It is a syllabus development priority of the Board to ensure that there is an appropriate learning continuum in Geography for all students from Kindergarten to Year 10. The timeline established for the development of a new Geography K–10 syllabus reflects the experience of the Board in developing the new English, Mathematics, Science and History K–10 syllabuses for the Australian curriculum.

In order to fulfil its ongoing aim of producing syllabuses of the highest quality for NSW students, the Board will follow its proven syllabus development process in the development of the new Geography K–10 syllabus. This process includes broad consultation with the range of stakeholders in NSW.

At this stage, it is anticipated that the writing phase for the new syllabus will commence early in 2014. Planning for the development of the syllabus includes statewide consultation during 2014.

Education sectors in NSW will be consulted in determining an implementation schedule for the new syllabus that is manageable for schools. Teachers will be provided with appropriate time to familiarise themselves with the new syllabus and to develop suitable teaching programs prior to implementation.

In relation to the development of new senior courses, the Board has not yet determined how Australian curriculum content can be effectively adapted and incorporated into the NSW senior secondary curriculum structure.

2

RECEIVED
29 NOV 2013

BY:

The Geography Teachers' Association of New South Wales is a key stakeholder in the Geography K–10 syllabus development project. The Association will have a range of opportunities to provide input and feedback through the Board's established processes.

I look forward to working with the Association during the development of the K–10 Geography syllabus for the Australian curriculum.

Yours sincerely



Tom Alegounarias

President

25 / 11 / 2013



President's report

In commencing my term as President, I reflect on the significant influence the Geography Teachers Association of NSW has had and continues to have on my career. From the provision of teaching and learning resources, to the organisation and delivery of rich, relevant professional development and leadership opportunities; from enabling access to state, national and international networks of Geography experts, to encouraging a more localised group of like-minded colleagues and friends to regularly collaborate and discuss strategies that will make Geography live for their students; from the security of knowing the Council members are imminent NSW-based Geography educators who best know the needs of our Geography teachers and students, to wanting to know how one could contribute to and participate in this association – the GTANSW has a continual and evolving contribution to a journey in geographical education. This is only a snapshot of the effect the GTANSW has on me and how I believe this association benefits others. I sincerely hope all members can identify ways in which their connection to this professional association has shaped and enhanced their experience and growth as Geography educators.

Continuing the theme of connection and expertise, an icon of the GTANSW, Nick Hutchinson, has completed his term as President and now fulfils the role of Immediate Past President and AGTA Conference Convenor. Nick has lead the Association as President on several occasions and has maintained his involvement in other capacities when not serving in the presidential role. On behalf of the GTANSW I would like to thank Nick for his leadership, considered counsel, approachability and vision for Geography in schools. He has been at the forefront of leading us in to 21st Century Geography through his research in to and passion

for personal geographies and key conceptual analysis, particularly for place, space and interconnection. The GTANSW Council acknowledges and appreciates Nick's long-term commitment to the Association and looks forward to his continual involvement in our activities throughout 2014.

Having recently returned to a school-based leadership position from leading the development of the *Australian Curriculum: Geography* at ACARA, I am acutely aware about the level of salience a professional association can have in shaping and influencing the direction of curriculum documents. To that end I would like to encourage all members to maintain their membership to the GTANSW and constructively participate in consultation opportunities that will arise as the Office of the Board of Studies NSW develops the new NSW syllabus, incorporating Australian curriculum content, for K–10 Geography. Of course the association will be in regular communication with members about the progression of the new syllabus.

It is an honour and a privilege to have been elected to this role, particularly after the era of Nick Hutchison, and I am incredibly grateful and appreciative for the opportunity to work with an experienced, diligent and enthusiastic Council in leading NSW towards and through what will be significant change in Australian geographical education.

The GTANSW is looking forward to a productive and interesting 2014.

Susan Caldis
President, GTANSW
Head Teacher HSIE, Castle Hill High School

HSC MINI CONFERENCE

Crowne Plaza Hunter Valley

Wednesday 12 –Thursday 13 March, 2014

- Curriculum updates
- Support for teachers new to teaching HSC Geography
- HSC topic updates
- HSC Examination insights
- Assessing HSC Geography
- Differentiating students in the HSC examination
- Using ICT in the Senior Geography Classroom
- GeogSpace: Professional learning and curriculum support materials
- Collecting and analysing evidence of professional practice

REGISTRATION CLOSES
One week prior to event

COSTS (inc GST)
\$195 member and **\$225** non-member
Conference dinner: **\$80**

ACCOMMODATION –
(includes a full buffet breakfast)

Twin share room \$105 or
Single occupancy \$210



I wish to attend the Hunter Valley HSC Mini Conference 2014

REGISTRATION – PLEASE PRINT CLEARLY

FIRST & SURNAME
 SCHOOL NAME
 SCHOOL ADDRESS.....
 SUBURB..... POSTCODE.....
 PHONE (W)..... FAX (W)..... MOBILE
 EMAIL NSWIT Accreditation No.....
 MEMBER OF GTANO/.....YES If Yes: ☐ Personal or ☐ Corporate
Conference dinner: ☐ Attending or ☐ Not attending
Accommodation: ☐ Required (☐ twin share ☐ single occupancy) or ☐ Not required
 Please make cheques payable to: **Geography Teachers' Association of NSW Inc**
 OR
 Charge \$...... to my credit card: ☐ Mastercard ☐ Visa
 Card Number: / / / Expiry date: /.....
 Name on card:
 Signature:.....

PLEASE MAIL YOUR REGISTRATION FORM AND CHEQUE TO:

The Geography Teachers' Association of NSW
 PO Box 577, Leichhardt NSW 2040

ENQUIRIES: T: 02 9716 0378, F: 02 9564 2342, E: gta.admin@ptc.nsw.edu.au W: www.gtansw.org.au

THIS FORM BECOMES A TAX INVOICE – ABN 59 246 850 128

GTA NSW respects your privacy. Any data collected is for the purpose of registration only.

Implementing the Australian Curriculum: Geography and the GeogSpace resources

Malcolm McInerney, AGTA Chair

From the beginning

It seems like only yesterday when the then AGTA Chair, Nick Hutchinson, set in motion the process for a National Geography Curriculum, which came to fruition on 20 May this year. To get the process underway Nick made an appointment with the then Federal Education Minister, Julie Bishop, to discuss the concern in the Australian geographical community of the declining number of students undertaking Geography in Australian schools, and the need for intervention in the diminishing place of the subject in the educational setting in Australia. The resulting February 2008 Erebus International report, *A study into the Teaching of Geography in Years 3–10*, played a crucial role in convincing the Australian Government in 2008 to include Geography as a subject in the development of the Australian Curriculum. Since the announcement by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in May 2009 that Geography was to be a Phase 2 subject of the new Australian Curriculum, life has been rather hectic for those involved in the development of the curriculum and support materials.

This article aims to:

- highlight the process of curriculum development over these four years
- unpack the curriculum and the supporting materials (GeogSpace) recently published by the Australian Geography Teachers' Association (AGTA) and Education Services Australia (ESA)
- discuss the opportunities and risks associated with the implementation stage of the curriculum.

Summary of the key stages of the development of the Australian Curriculum: Geography:

May 2009: ACARA presented with the TNGC Background Paper and Position Paper

October 2009: ACARA Geography Reference Group established to develop a draft AC: Geography Shape Paper

June 2010: draft AC: Geography Shape Paper released for online consultation

July 2010: ACARA Advisory Group appointed to produce the final AC: Geography Shape Paper

January 2011: AC: Geography Shape Paper released

March – October 2011: a group of writers and advisers worked on developing a draft scope and sequence

October 2011: draft scope and sequence released for online consultation

March – June 2012: writer and advisers respond to feedback and draft a new scope and sequence

June – July 2012: draft goes to jurisdictions and GTAs for feedback

August–September 2012: final rewrite by writers and advisers

October 2012 – April 2013: Geography curriculum to go to jurisdictions and the ACARA Board for approval

20 May 2013: on-line publication of the Australian Curriculum: Geography

31 May 2013: ESA SACOL geography site called GeogSpace (developed by AGTA) released

May – June 2013: final consultation on the senior curriculum for Geography

2013?: release of the senior curriculum for Geography.

The development of the Australian Curriculum: Geography was a complex and, at times, frustrating process. The process required considerable consultation with stakeholders such as the jurisdictions (State, Independent and Catholic) around Australia, AGTA and its affiliate geography teachers associations (GTAs), classroom teachers, university geographers represented by the Institute of Australian Geographers (IAG), Royal Geographical Societies, ACARA consultative groups on the cross-curriculum priorities (Indigenous, Asian and Sustainability), industry (spatial industry, farmers), special interest organisations (environment groups) and community groups such as emergency services. This extensive and thorough consultation, whilst deserving of respect, resulted in considerable negotiation, rewrites, compromise and delays. Despite the fact that the curriculum was published some 20 months later than originally scheduled, we have a curriculum which meets the needs of a wide range of individuals/groups, and one with the flexibility and positive intent which can be turned into quality education by the "curriculum makers", the teachers of Australia. As geographers, we look to the implementation of the curriculum as a key strategy in turning around the decline of Geography in Australian schools.

"Geography teacher professional associations have lobbied strongly to reintroduce geography as a core subject, as a strategy to reverse the significant decline in the number of students in Australia studying this subject in any depth. They rightly point

to the challenges for the discipline now and into the future if the number of teachers with sufficient knowledge and skills in the area is not significantly increased."

Excerpt from the conclusion of the 2008 Erebus Report.

The engagement of young people with Geography is of paramount importance in the development of an informed, responsible and active citizen. Further to this student-focussed aim, geographers have seen the new Geography curriculum as an opportunity to:

- evaluate courses and pedagogy in line with 21st Century learning
- integrate spatial technologies
- present Geography as a dynamic, relevant, vibrant and exciting discipline for students
- promote the "brand" of Geography in the community.

Unpacking the curriculum

The Australian Curriculum: Geography has been met with positive comments in regards to the clarity and appropriateness of the structure and content of the curriculum. In this section I wish to highlight the key components of the curriculum in an effort to provide a summary document which can be used with teachers trying to understand the new curriculum. The curriculum is available at www.australiancurriculum.edu.au/Geography/Rationale and, as a 21st Century online curriculum, is able to be modified and adapted as implementation occurs. Such adaptability is something which will add to the quality of implementation as teacher's trial and test the curriculum. Three sections which caused significant debate and consumed a great amount of time to get right were the definition, aims and concepts. These were fundamental to the development and character of the curriculum and provided the ethos and shape of what was eventually written as the core of the document.

Definition

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

Aims

Geography aims to develop:

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

Concepts

The Australian Curriculum: Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change as integral to the development of geographical understanding. These are high-level ideas or ways of thinking that can be applied across the subject.

It is important to note that the Geography curriculum is unique compared to the other learning areas. It was built around these seven concepts, which were developed before structure or content was discussed. It is a truly conceptual curriculum requiring an understanding of the concepts to unravel and interpret the content, understandings, skills

AC Australian CURRICULUM

Search

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Home F-10 Curriculum Senior Secondary Curriculum Student Diversity

Consultation Print/Download

Geography

Rationale/Aims Organisation Foundation to Year 10 Curriculum

Geographical Knowledge and Understanding
Geographical Inquiry Skills
Geographical Concepts

Print this page

Rationale

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

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental features.

and achievement standards. Another article in this edition of *Interaction* provides a detailed insight into these concepts and is required reading for those interested in exploring the richness of the Geography curriculum.

Structure

Once the definition, aims and concepts were decided upon, the task was to develop a structure to populate with content and skills and in turn to build a curriculum narrative. The writers were somewhat beholden to the History curriculum structure, requiring the Geography curriculum to have two strands, focussed on knowledge/understanding and skills. However, the Geography deviates from the History curriculum by building into the skills strand a geographical inquiry process, with the strand being called *Geographical Inquiry and Skills*.

The Australian Curriculum: Geography is divided into two strands as follows:



Geographical knowledge and understandings	Geographical inquiry and skills
Content descriptions with elaborations for each year from F–10. Geographical knowledge refers to the facts, generalisations, principles, theories and models developed in Geography. Geographical understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships.	Content descriptions with elaborations over two years, commencing with Foundation but then 1–2, 3–4, 5–6, 7–8, 9–10. However the elaborations are customised on a yearly basis in accordance with the year level themes and topics. Geographical inquiry is a process by which students learn about and deepen their understanding of Geography. Geographical skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom (formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating with appropriate geographical vocabulary). Geographical skills are described in the curriculum under five sub-headings representing the stages of a complete investigation. The stages of an inquiry are: • <i>observing, questioning and planning</i> • <i>collecting, recording, evaluating and representing</i> • <i>interpreting analysing and concluding</i> • <i>communicating</i> • <i>reflecting and responding.</i>

Using the two-strand structure, each year level is written using the following headings:

Year level description: provide a focus of study at each year level. The descriptions identify the key geographical concepts that are to be the focus for understanding and articulate how students’ geographical knowledge, understanding, skills and mental map of the world will be developed.

Key inquiry questions: provide a framework for developing students’ geographical knowledge and understanding, and inquiry and skills.

Content descriptions: knowledge, understanding and

skills that teachers are expected to teach and students are expected to learn.

Elaborations: illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive or compulsory content points that all students need to be taught.

Achievement standards: articulates the depth of conceptual understanding, the sophistication of skills and the ability to apply essential knowledge expected of students – the quality of student learning as a result of what they are taught.

Year 8

Year 8 Level Description

There are two units of study in the Year 8 curriculum for Geography: *Landforms and landscapes* and *Changing nations*.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. *Landforms and landscapes* develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 8 are articulated below.

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Year 8 Content Descriptions

Geographical Knowledge and Understanding

Unit 1: Landforms and landscapes

The different types of landscapes and their distinctive landform features (ACHGK048)



Geographical Knowledge and Understanding

Unit 2: Changing nations

The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)



Geographical Inquiry and Skills

Observing, questioning and planning

Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)



Year 8 Content Descriptions

Geography / Year 8 / Geographical Inquiry and Skills / Observing, questioning and planning

Content description	Elaborations
Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts	• developing questions on an area of focus in the Geographical Knowledge and Understanding strand, for example, about types of landforms or reasons for urban settlements • developing questions about the significance of a spatial distribution, for example, the positive and negative effects of the spatial concentration of population in Australia • planning an investigation of the processes responsible for the geographical phenomenon being studied, at a range of scales, for example, the causes and consequences of urbanisation • using a range of methods including digital technologies to plan and conduct an information search about reasons for and effects of internal migration in Australia

Code
ACHGS055

URL
<http://www.australiancurriculum.edu.au/Elements/ACHGS055>

General capabilities

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability

Resources

Discover scootle Resources

Analyse geographical data and other information

The themes and topics

Years F–6 is theme based, with five to six content descriptions being presented as the course of study. The themes are:

- Foundation Year: People live in places
- Year 1: Places have distinctive features
- Year 2: People are connected to many places
- Year 3: Places are both similar and different
- Year 4: The Earth's environment sustains all life
- Year 5: Factors that shape the human and environmental characteristics of places
- Year 6: A diverse and connected world.

In terms of the F–6 curriculum narrative, the themes across the years have been designed to progressively develop student understanding and to avoid repetition, so it is vital for teachers to know what students should have learned in previous years and what they will learn in later years. There are progressions in:

- Environment: from weather to climate, vegetation and natural hazards
- Understanding of places: from features to characteristics to explaining characteristics
- Knowledge of the world: from local to global
- Understanding of space: from knowing location to managing spaces.

At Year 7, the curriculum changes from a thematic approach to a topic structure with five to six content descriptions for each topic. There are two topics for each year level with one being focussed on physical geography and the other on human geography. After many changes during the consultation periods, with topics moved between year levels and some significant changes, the following topic coverage was decided upon:

- Water in the world (7)
- Place and liveability (7)
- Landforms and landscapes (8)
- Changing nations (8)
- Biomes and food security (9)
- Geographies of interconnections (9)
- Environmental change and management (10)
- Geographies of human wellbeing (10).

Unlike the F–6, a curriculum narrative is much more difficult to articulate, though such a process is an interesting activity for faculties to undertake in an effort to deconstruct the curriculum and develop their own rationale for the curriculum progression.



The next step: GeogSpace on-line resources

Once the Geography curriculum was written, AGTA saw the need to develop resources to support it. In March 2012, AGTA was successful in tendering to undertake the development of the Geography on-line resources for the *Educational Services Australia (ESA) Supporting the Australian Curriculum On-line (SACOL)* project. AGTA commenced developing the resource, to be known as GeogSpace, in July 2012 and employed 12 writers from across Australia to write innovative and comprehensive illustrations of practice linked to the Australian Curriculum: Geography. On 31 May 2013, the GeogSpace site went live at www.geogspace.edu.au and was met with great enthusiasm from geographers around Australia who saw the resource as much needed support to the successful implementation of the new curriculum. The illustrations of practice are not just activities for students but have also been designed to provide materials for quality professional learning. GeogSpace was developed with the following in mind, to:

- be a resource to support the teaching of the Australian Curriculum: Geography
- provide the framework, content pedagogical knowledge, teaching approaches and resources to support professional learning across Australia
- have the capacity to support the delivery of professional learning to “Geography” and “non-Geography” Geography teachers
- cater for primary and secondary school implementation of the Australian Curriculum: Geography
- integrate ICTs throughout the curriculum relevant to the teaching of Geography
- reflect “world best practice” i.e. range of sources, in particular the UK Geography teaching resources have been purchased
- be a free website (open to all) containing over 60 illustrations of practice and professional learning objects
- be written and developed by Australian Geography teachers from every state of Australia – a first ever resource for Australian Geography teaching
- be a 21st Century Geography resource dedicated to the Australian Curriculum: Geography.

GeoGSpace structure



The GeoGSpace site comprises two major resource sections – **Core units** and **Support units**.

Core units comprise illustrations of practice for stages of schooling described in the Australian Curriculum: Geography. The illustrations are provided for Years F–4, Years 5–6, Years 7–8 and Years 9–10.

The illustrations are designed to provide classroom-ready ideas and resources that reflect the dynamism of Geography. Each illustration is linked to the curriculum and provides opportunities for students to actively engage in learning, whether it be through undertaking class research, practical activities, field investigations or through taking local action.

The **Core units** have three sections for each of the stages of schooling:

1. **Key understandings:** the fundamental understandings are articulated and illustrations of practice are developed to model the understandings.
2. **Inquiry and skills:** the key inquiry and skills for the stage are articulated and illustrations of practice are developed to model the skills.
3. **Exemplars:** learning activities have been designed as illustrations of practice, directly linked into the content descriptions of the curriculum.



Support units provide illustrations of practice designed to support teachers' professional learning and provide guidance, information and resources in eight areas of geographical education:

1. **Thinking geographically:** illustrations to develop and enrich the geographical imagination and exploring vocabulary to adequately express the richness of geographical concepts.
2. **Why teach Geography?:** illustrations to explore how geographical studies help students to understand the uniqueness of their own place, the world they live in and their involvement within it.
3. **Professional practice:** illustrations to explore how teachers can support students whose attitudes, abilities, cultural backgrounds and preferred learning styles vary greatly.
4. **Fieldwork:** illustrations to support the use of fieldwork as a physical activity of "exploring Geography".
5. **ICTs in Geography:** illustrations to promote the use of geospatial technologies to support spatial thinking and to make the acquisition of knowledge more efficient and engaging.
6. **Assessment in Geography:** illustrations to support teachers in understanding the standards, and how to apply them in both planning and practice.
7. **Language of Geography:** illustrations to explore how literacy learning practices that can be employed in the Geography classroom.
8. **Geographical inquiry:** illustrations to show how geographical inquiry can give students the opportunity to actively engage in understanding their own place and the world they live in.



It is anticipated GeoGSpace will continue to grow and become even more interactive and comprehensive as it reflects the dynamism of geographical education in the 21st Century. AGTA welcomes feedback about the GeoGSpace site and resources and looks forward for the resource to be used across Australia, as it is intended, to support the implementation of the curriculum. Feel free to advertise in any way possible amongst your colleagues interested in

teaching the Australian Curriculum: Geography and “learn” about modern Geography in schools (flyer below, available on the GTAV site at www.gtav.asn.au).



Other important references to the use of spatial technology is to be found throughout the Inquiry and Skills strand, in the geographical level of inquiry titled: *collecting, recording, evaluating and representing*. For example from Year 6 onwards one of the content descriptions for this inquiry level is:

“Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate.”

Foundation to Year 10 at www.australiancurriculum.edu.au/Geography/Curriculum/F-10

Such an overt reference to the use of spatial technology in the document is an important adjunct to our efforts to use the modern technology of Geography in Geography classrooms. Whilst an opportunity, for this expectation to not be a risk to the teaching of the curriculum, considerable time and effort needs to be put into building the capacity of teachers to meaningfully use spatial technology. What the curriculum has done is give a green light for such work!

Fieldwork

As have all GTAs across Australia, the GTAV has been a strong advocate of fieldwork as an important and integral part of Geography. Whilst cautious in mandating fieldwork, the curriculum does make overt reference to fieldwork as an important activity if a school intends to conduct quality geographical education.

“They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.”

From the Rationale of the curriculum at www.australiancurriculum.edu.au/Geography/Rationale

Although it is somewhat disappointing that fieldwork is not specifically mentioned in the content descriptions in the *Inquiry and Skills* strand, fieldwork is implied in year level Content Descriptions and Elaborations in most years. For example:

“Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies.”

Year 9 content description

“... interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes, for example, a bushfire management plan mapping geographical data using spatial technologies, the location of recent bushfires in Australia, or information they have collected through fieldwork.”

Year 5 elaboration

It is also worth noting that fieldwork was implicit in the 2011 Shape Paper for the curriculum with statements such as:

“The Australian Curriculum: Geography will involve field work at all stages, as this is an essential core component of geographical

Opportunities and risks

As with any new curriculum, there is a range of opportunities and risks associated with the implementation of the philosophy, ethos and content embodied in the new curriculum. During the implementation stage, it is important that we are cognisant of these opportunities and risks in order to take advantage of and address them. Here is a brief précis of just some of them.

Opportunities

Spatial technology

After years advocating for the use of spatial technology in schools, the Australian Curriculum: Geography overtly refers to the use of GIS and other spatial technologies as not only desirable but as an expectation.

“In Geography, students develop ICT capability when they locate, select, evaluate, communicate and share geographical information using digital technologies and learn to use spatial technologies.”

From the General capabilities section of the ACARA Rationale for Geography at www.australiancurriculum.edu.au/Geography/General-capabilities

learning. Field work is any study undertaken outside the classroom, and could be within the school grounds, around the neighbouring streets, or in more distant locations."

Shape of the Australian Curriculum: Geography
January 2011, page 15
www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_Geography.pdf

Inquisitive inquiry

As geographers, we are keen to nurture the inquisitiveness of students so that they can develop an understanding of the geographical world for themselves. Such inquisitiveness and questioning is an important component of the inquiry approach, an approach strongly embedded and enunciated in the curriculum through the structure and content of the Inquiry and Skills strand. As is stated in the curriculum:

"Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned."

The Rationale at
www.australiancurriculum.edu.au/Geography/Rationale

"Geography aims to ensure that students develop the capacity to be competent, critical and creative users of geographical inquiry methods and skills."

Aim Number 4 of the curriculum at
www.australiancurriculum.edu.au/Geography/Aims

Such an integrated focus on geographical inquiry, as developed in the new curriculum, lends great support to quality, student-centred geographical learning and should be a useful guide to the nature of the pedagogy employed in the teaching Geography.

Community perceptions of Geography

The curriculum also provides the opportunity to challenge a community (and educationalist to a lesser degree) perception of Geography as just about maps and studying the landscape. Whilst this is part of geographical studies, geographers know that the discipline and its concepts are much richer and all-encompassing. The study of human Geography, with all its relevance to the lives of students, is evident in the content descriptions of the curriculum and across the curriculum through the critical and creative thinking, ethical understanding, intercultural understanding and personal and social general capabilities of the curriculum. The extent of geographical learning is also enhanced by the cross-curriculum priorities of Aboriginal and Torres Strait Islanders' histories, Asia and Australia's engagement with Asia and Sustainability. As a holistic and integrated subject, the coverage of all these cross-curriculum capabilities and priorities in Geography is impressive and should be recognised as not only a strength of our subject in schools but also an opportunity to educate the community on the nature and value of Geography in the curriculum.

Engaging with primary schools and others requiring professional learning in Geography

The inclusion of Geography as a subject in the Australian Curriculum has provided the opportunity for it to be taught throughout the primary years, requiring all teachers in primary schools to engage with the discipline. Such a requirement is unprecedented and will provide the opportunity for Geography associations such as the GTAV to conduct professional learning with primary teachers – a long-time "Holy Grail" for GTAs. Already we are seeing an increase in the number of primary (and secondary) teachers attending Geography conferences and professional learning activities.

There will also be demand for professional learning from secondary teachers. Many Humanities/SOSE teachers will also need to revisit their knowledge and skills of Geography as they engage with the more discipline-based and conceptual Geography Curriculum. AGTA, and all GTAs are presently working on ways to meet the demand of providing quality professional learning. As mentioned earlier, GeogSpace has been developed to provide professional learning materials for teachers from F–10. This opportunity is quite a challenge, but one that must be met if we are to see quality Geography taught in our schools in response to the new curriculum.

Risks

Professional learning requirements

The demand for professional learning – to develop the capacity of teachers to teach the new curriculum as a discipline – needs to be met if we are to translate a theoretically good curriculum into a quality curriculum in application. All aspects of the curriculum need to be translated into practice to ensure that students receive a Geography education of the highest quality. This will involve teachers looking beyond the content descriptions as a checklist of teaching activities and to see that the curriculum has the potential to be intellectually challenging, dynamic, engaging and relevant to all students.

To do so, teachers need to be familiar and confident with the:

- concepts of the curriculum
- demands of the inquiry process and skills strands
- use of spatial technologies
- requirements to conduct fieldwork
- general capabilities
- nature of the achievement standards
- cross-curriculum priorities specific to the Geography curriculum.

Only when then these areas are addressed will teachers have the confidence to develop engaging pedagogy to motivate students to learn Geography.

Communicating with jurisdictions and schools

There is a need to work with jurisdictions and schools to ensure that the curriculum is taught with discipline rigour as Geography and not lost through the expediency of

integration with other subjects. In primary schools, it is very likely that there will be a need for connection with other learning areas. In fact, as the curriculum was developed, writers were required to “keep an eye on” the four learning areas already published. Hence, water is a topic in Year 7 Geography because water is also a topic in Year 7 Science. However, discussions are required with jurisdictions and schools to emphasise that the Australian Curriculum: Geography has been written as a discipline and that there is a requirement to engage with the knowledge, understandings, concepts, skills and inquiry processes specific to the Geography curriculum. Only through such a treatment of the curriculum can schools ensure that they are addressing the achievement standards appropriately and adequately so that they can report to parents with veracity on student achievement. Without these discussions and consideration of the issues of appropriate processes of curriculum connection and geographical pedagogy, the quality of the teaching, assessing and reporting is at the risk of being seriously compromised in schools, despite the fact that a quality curriculum has been developed.

The compulsory years

In some states, it has not been compulsory to teach Geography at Years 9 and 10. Despite the best efforts of AGTA and GTAs across Australia to lobby for these years of Geography to be compulsory, it remains a decision of the jurisdiction and/or schools in most states. This situation is quite a risk for the future of senior school Geography in our schools. It is important that all students study Geography to Year 10 – a level of greater sophistication in learning – to help them make informed decisions as they select their senior school subjects. This situation is further exacerbated by the fact that if the subject is not compulsory, students will miss out on some critical geographical learning in relation to agriculture (Year 9 Biomes and Food security), development (Year 10 Geographies of human well-being) and sustainability (Year 10 Environmental change and management) by not

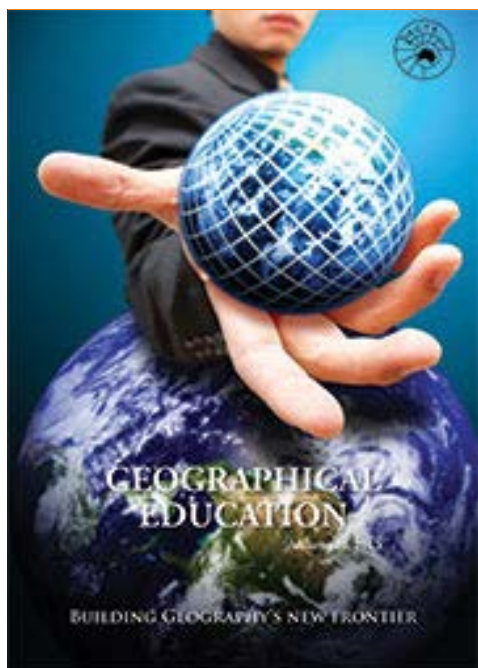
having the requirement of studying Year 9 and 10 Geography. These topics are all critical aspects of developing students to be *“as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable and socially just world”*. (Aim 5 of the curriculum).

The capacity to deliver professional learning

The final risk relates to the capacity of AGTA and GTAs to deliver professional learning. AGTA has helped ACARA write the curriculum and has developed the GeogSpace resources to support the curriculum, but how do we provide professional learning across Australia to the thousands of teachers requiring some degree of support as they engage with the curriculum? Unfortunately, over the years, jurisdictions have generally withdrawn from subject-based professional learning on the scale required. AGTA and the GTAs are actively working with jurisdictions, publishers, private providers, universities, Royal Geographical Societies and Geography-related industries to develop a strategy to deliver quality professional learning to teachers across Australia. This work is only commencing and, if not successful, there may be a risk that our goals of seeing this new curriculum reinvigorate Geography in our schools may be challenged. From my knowledge of the passion and commitment of the Geography community, I am sure this risk is minimal.

Conclusion

With the curriculum written and the resources online, AGTA and the GTAV are turning attention to providing professional learning to develop the capacity of teachers to deliver the curriculum. We are now embarking on a process commenced back in 2006 to reinvigorate and grow Geography in Australian schools – a process to enable Geography to take its rightful place as a critical subject for young people to learn. I am confident that the work of geographers across Australia during the writing of the Australian Curriculum: Geography and developing the GeogSpace resources will be truly worthwhile.



Geographical Education – Volume 26, 2013

Reports

Chair of Director's Annual Report 2013 — Malcom McInerney

Empowering the Next Generation to Make their Own World — Nick Hutchinson

Articles

World Views, A Story About how the World Works: Their Significance in the Australian Curriculum: Geography — Nick Hutchinson

Who Hung the Humanities — David Lambert

Introducing National Curriculum Geography to Australia's Primary Schools: Lessons from England's Experience — Simon Catling

Building Geography's New Frontier: Implementing the Australian Curriculum Geography — Ken Purnell

Australian Geography Teachers Association – www.agta.asn.au/Resources

PTC NSW in partnership with the Department of Foreign Affairs and Trade –
Australian Aid to support the integration of a global perspective across the curriculum



An invitation to join the Global Education Project NSW

SCHOOLS NETWORK PROGRAM

Government, Catholic and Independent schools in New South Wales are invited to join the Global Education Schools Network Program.

The Global Education Schools Network Program (GESNP) develops dynamic communities of learning. This program assists teachers to integrate a global perspective in their classroom practice to address the BOSNSW syllabuses.

Teaching with a global perspective broadens students' outlook to become active, involved citizens of the global community. There are five global education learning emphases. They are: *interdependence and globalisation; identity and cultural diversity; social justice and human rights; peace building and conflict resolution; and sustainable futures.*

Benefits of the GESNP include:

- ✓ a seeding grant for schools new to the program
- ✓ a free resource kit
- ✓ free professional learning events
- ✓ support from the school and wider school community, regional 'Hub' leaders, and the GE Project NSW team
- ✓ funding for 'Hub' leaders
- ✓ administration funding
- ✓ a strong network of cross sectoral communities of learning across NSW
- ✓ opportunities to participate in study tours to the Asia/Pacific regions
- ✓ Global Education Project Grants

Membership is free for all schools in NSW

The online application form can be located [here](#), or download a copy and forward to:

GESNP Membership Application
PO Box 577, Leichhardt NSW 2040

Global Education Project NSW – www.ptc.nsw.edu.au, click on Global Education

GEOGRAPHY IN PRIMARY SCHOOLS

– the new Australian Curriculum

John Butler, OAM

At last! We have a marvellous, new opportunity to interest young children – the Australian Curriculum: Geography has now been published. Now there is a carefully formulated curriculum for Geography from Foundation to Year 10.

The Australian Curriculum: Geography reflects a huge amount of research, analysis, consultation and imagination to produce not only a structure for teaching Geography, but also plenty of ideas and inspiration. It encourages teachers to think about methodology, learning, and standards of achievement. But, best of all, it is stimulating and exciting! It contains so much of the geography that is appropriate for younger children and taps into their interests while at the same time extending their understanding of the world.

The AGTA GeogSpace Project

To provide teachers with support with the new curriculum, the Australian Geography Teachers' Association (AGTA) has been involved in developing the GeogSpace project with Education Services Australia (ESA). It has resulted in a comprehensive set of materials available freely online as a support for implementing the new curriculum. It contains material of all kinds on teaching Geography as well as specific exemplars on every level of the curriculum from Foundation to Year 10. More details of GeogSpace are given later in this article.

Progression through the years

In the Australian Curriculum: Geography there is a clearly labelled progression through the primary years, from Foundation to Year 6. It is visible in the key ideas shown below:

Foundation Year – People live in places

Year 1 – Places have distinctive features

Year 2 – People are connected to many places

Year 3 – Places are both similar and different

Year 4 – The earth's environment sustains all life

Year 5 – Features that shape the human and environmental characteristics of places

Year 6 – A diverse and connected world.

As can be seen from these statements, there is a progression in complexity from a simple understanding of places that are close and well-known through the comparisons and contrasts of places to the consideration of the Earth's environment and the diversity within the whole world.

This does not mean that children only look at local examples in the early years. The curriculum recognises that children find fascination in far-off places, and that they want to inquire into these just as much (and sometimes more) as they want to know about the place in which they live.

A feature of the Australian Curriculum: Geography that teachers and parents will appreciate is that there is an attempt to prevent the wasteful and boring repetition of examples and case studies which has bedevilled teaching in some school situations. For example, in Year 4 there is an emphasis on Africa and South America, in Year 5 it is Europe and North America, and in Year 6 it is Asia. This does not mean that other places cannot be taught, and it does not mean that the approach to Geography is regional; it just means that there is a structure to help teachers organise their teaching.

Progressive methodology

The primary years of the Australian Curriculum: Geography are clearly based on an understanding of children's development through these years. In the supporting AGTA GeogSpace material, there is also a clear pattern of choosing exemplars which use methodology appropriate to each of the developmental levels.

In the Foundation Year, much of the children's learning is done through play-based activities. Hands-on techniques are commonly used, as are children's toys and role-play activities. The two illustrations (exemplars) in GeogSpace for this level are: ***Making a model of a place like mine*** and ***Mental maps of home and school***. Figure 1 is a photograph of a model town as in the first illustration for this level.

Fig 1: A model town made with toys



In Years 1 and 2, children can learn the basic skills of maps through drawing sketch maps and looking at maps associated with stories. They can manage simple observations and recordings of things they see in the school-yard. Globes and maps of the world should be used often. All of these can be used in simple inquiry activities. The two illustrations in GeogSpace for Year 1 are: ***My place (using sketch maps and***

Geography in primary schools – the new Australian Curriculum

taking photographs) and *Investigating the weather (using simple recording charts)*. For Year 2 they are: *Our place on the globe (using the globe creatively)* and *Mapping world interconnections (family, travel, media, possessions)*.

Fig 2: Orienting a globe to show day and night, and the length and direction of a shadow at Adelaide



By Years 3 and 4, children will be able to use maps and resources of different kinds, and make deeper inquiries into all kinds of questions. They are able to work together in groups to produce results, and have the skills of reading and writing needed to be developed in depth and breadth in all subjects. The two illustrations in GeogSpace for Year 3 are: *Making your own atlas (making a personal or group selection of maps of Australia)* and *Children in different places (a drama activity which uses 16 role cards about children in neighboring countries)*. In Year 4 they are: *Habitats for animals – an inquiry (beginning with a child's favourite animals)* and *The GeoSix and the swamp monster (an interactive story about pollution and waste)*.

Fig 3: An excerpt from 'The GeoSix and the swamp monster' in GeogSpace

The GeoSix and the swamp monster

Chapter One

'My sneakers are ruined!'

Sophie was horrified as she stared at her sneakers. They were covered in thick purple slime.

'How did that happen?' asked Antonia.

'I was walking across the vacant block where we always walk, but something has happened there. You know that there is always rubbish there, but today there seemed to be slime oozing from the ground, and the rain has turned the block into a swamp.'

'Perhaps there is a swamp monster there!' said Joshua, 'I would like to see a black speckled swamp monster with breath so poisonous that it gives off a horrible smell!'

'No,' said Hannah, 'there is no such thing as a swamp monster – at least not in our town! I wonder if somebody has dumped some horrible goo there?'

'Let's find out what has happened!' said Jonty.

The others agreed. The six cousins had already had a few adventures together, and they called themselves the GeoSix because they particularly liked adventures related to the geography of their surroundings. They were pleased to have a new challenge.

At this point you might think about the causes other than a swamp monster for the slime and the smell.

In the upper primary years of 5 and 6, fieldwork activities in the local area and further away can be done, ICT can be used as a major source of information and a method of creating maps. Children can be asked to assess current situations and suggest improvements, and group interaction can be used to promote deeper and clearer thinking. To support these methodologies, the GeogSpace illustrations for Year 5 are: *The GeoSix and the bushfire (another interactive story using children of Year 5 age)* and *Planning your local place (an issue-based activity using fieldwork and beyond)*. For Year 6 the illustrations are: *Using geography thought-provokers (a set of cards with statements which have to be evaluated for relevance)* and *Using your computer to discover an unequal world (an introduction to using Worldmapper and Gapminder)*.

Fig 4: Excerpt from a thought-provoker card in GeogSpace

Thought-provoker question 2: Why are many of my clothes made in China?

Read the following statements carefully. All of them are factually correct, but not all of them are relevant to answering the question.

When you have read the question:

- select those statements that are relevant
- put them in a logical order
- then use them to write an answer to the question.

China is the largest producer of cotton in the world.

China has about 7,500 companies producing cotton cloth.

The growing of cotton needs large amounts of irrigation water.

Xinjiang is China's largest cotton producing area.

China is Australia's largest trading partner.

Australia exports mainly coal, iron ore and natural gas to China.

Geography in primary schools – the new Australian Curriculum

*China has a long tradition of clothing manufacture.
Workers in Chinese factories are generally paid less than those in Australian factories.
Australia has good relations with China.
Many famous European and USA clothing labels use Chinese factories to make their garments.
China has a population of 1.3 billion people.
China has had a 'one-child' policy since the 1980s.
China has one of the world's fastest growing economies.
China has the world's largest number of mobile phone users.
China is a low-cost manufacturing country*

The inquiry approach

Within these examples there are many mentions of inquiry because this is one of the key approaches in the curriculum. The use of inquiry for effective learning is explained in *Teaching Primary Geography Australian Schools* (a new book commissioned and endorsed by AGTA) as:

There is good evidence that, in a number of situations, enquiry can be particularly advantageous, such as:

- in developing observation and investigative skills when working out of the classroom, particularly for very young children;
- when employing increasingly complex questions to develop children's geographical understanding;
- where the children are involved in generating an enquiry through their own questions because it is relevant and meaningful to them and their lives;
- when children are involved in real-world enquiries, linked to their own environment, involving engaging fieldwork, analysing and using the results, e.g. to run a 'public enquiry' where they work collaboratively, and express their own feelings, attitudes and views;
- being provided with opportunities to articulate their preferred future for a development and to have their say in determining what places should look like;
- using enquiry skills to investigate what is not always immediately obvious and so look for the interconnections between seemingly disparate issues and link them together to gain a more holistic and coherent understanding – this has the bonus of stimulating their curiosity and encouraging them to find out more.

(extract from page 85 of *Teaching Primary Geography for Australian Schools* by Simon Catling, Tessa Willy, John Butler 2013)

In the Australian Curriculum: Geography, the inquiry approach is described as progressing through the following actions:

- observing, questioning and planning
- collecting, recording, evaluating and representing
- interpreting, analysing and concluding
- communicating
- reflecting and responding.

This process is similar to that outlined in the Australian Curriculum: Science, and Australian Curriculum: History. For the teacher of primary years, this gives a unity to connections within the curriculum as a whole.

Having fun with Geography

The world is full of amazing contrasts. It is not hard to come up with a list of dozens of spectacular landforms, city sights, weather phenomena, different cultures, and human activities. This fascinating world is what we are trying to bring into the classroom, so that each child finds particularly interesting things which stimulate further inquiry.

To achieve this, it is essential to make the Geography lessons in primary school enjoyable, so that children develop a positive attitude to them. Fortunately the learning of Geography lends itself to the incorporation of plenty of activities which are enjoyable to children as well as being effective vehicles of learning. These include games, songs, atlas and map games, quizzes, drawing pictures for a purpose, role playing, thinking games and group activities.

In addition to these, the range of methods that are common to all Geography teaching and learning can be employed as children progress through the primary years. These include all kinds of fieldwork, map drawing, map using, ICT map creation, surveys, model-making, observations, problem solving, creative thinking and decision-making. This variety of learning activities is an essential part of Geography, and is also sound pedagogy in that it caters for different learning styles.

Fig 5: Making a model of a savanna landscape, with toy animals and cut-outs



Help for the Primary Teacher

As well as the illustrations of practice described on the GeogSpace website, there are sections on teaching the key understandings, the skills and the inquiries of all levels of geography, and a more general section with help on ICT, fieldwork, assessment, and five other aspects of Geography teaching.

AGTA has also commissioned and endorsed *Teaching Primary Geography for Australian Schools*, which is based on a UK resource for teachers, but has been adapted and updated for use with the new Australian Curriculum: Geography.

No doubt there will be much more material from publishers, associations and individuals published in the next year, but clearly there are already diverse resources available to support and encourage teachers of Primary Geography.



The Geographical Society of New South Wales Study Tour to

North Korea and neighbouring areas of China

3RD TO 21ST
SEPT
2014



**THE LEAST KNOWN
THE LEAST ACCESSIBLE
THE LEAST UNDERSTOOD
COUNTRY IN THE WORLD**



When the Geographical Society of New South Wales first began to conduct study tours in the 1960s, it focussed on countries that were difficult to enter and even more difficult to understand. The Society's early tours to China during the tumultuous Cultural Revolution are now legendary.

This ground-breaking study tour to North Korea and nearby border areas in China will continue that tradition of helping curious travellers understand and appreciate places that are off the normal tourist trails.

Led by former GTA President, **Stephen Codrington**, highlights will include visits to the DMZ, a mass gymnastics performance, the 'sacred' volcanic crater of Mount Paektu, a train trip from Pyongyang to the Chinese border, the Chinese border city of Dandong, plus many rare sites seen by very few foreign visitors.

Full details of this fascinating opportunity to explore North Korea with other curious, engaged geographers can be seen at <http://goo.gl/izMsKt>

ACR
International Travel & Tours

THE GEOGRAPHICAL SOCIETY OF NSW ORGANISES ITS STUDY TOURS THROUGH ACR INTERNATIONAL TRAVEL, LOWER GROUND FLOOR, SUITE D, 280 PITT STREET, SYDNEY 2000, NEW SOUTH WALES, AUSTRALIA. TRAVEL AGENT'S LICENCE NO. 2TA 5384.

YEAR 7 – THREE GORGES DAM

Dr Susan Bliss



Three Gorges Dam Source: <http://www.asianinfrastructure.com/media/media-news/news-thumb/100728/threegorgesdamflooding.jpg>

Asia and Australia's engagement with Asia priority in the Australian Curriculum provides a regional context for learning in all areas of the Geography curriculum. It reflects Australia's extensive engagement with Asia socially, culturally, politically, and economically.

A. WHAT ENCOMPASSES ASIA?

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities.

While it includes West and Central Asia, in Australian schools studies of Asia will pay particular attention to the sub-regions of:

- **North-east Asia**, including China, Mongolia, Japan, North Korea, South Korea and Taiwan
- **South-east Asia**, including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia
- **South Asia**, including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives

Source: <http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Asia-and-Australias-engagement-with-Asia>

B. BACKGROUND INFORMATION

The AEF website provides students with a variety of online data display software to investigate and present information about countries of the Asia region. Country-specific data and interactive maps and graphs aim to achieve an appreciation for the diversity of the countries that make up Asia.

www.asiaeducation.edu.au

Geographical skills such as maps, photographs, satellite images, graphs, tables and statistics helps students develop an understanding of Asia using digital software to research and present information on the diversity of the Asia region.

Inquiry process

- Where is Asia?
- What countries make up Asia?
- How has Asia changed over time?
- What are the connections between Australia and Asia?

YEAR 7 – THREE GORGES DAM

Resources

- **Satellite map** of countries in Asia Was Asia bigger than you thought?
http://www.asiaeducation.edu.au/curriculum_resources/geography/year_6_seeing_beyond_asia/location_of_countries_in_asia.html
- **Worldmapper** Compare the regions that comprise Asia on this map and the countries on your hard copy map of Asia. <http://sasi.group.shef.ac.uk/worldmapper/display.php?selected=1>.
- Watch the **video** by Hans Rosling called 200 Countries, 200 Years, 4 Minutes. Watch the rise of Asia
http://www.asiaeducation.edu.au/curriculum_resources/geography/year_6_seeing_beyond_asia/200_countries_200_years_4_minutes.html

Activities

1. **Draw mind maps.** Draw a mind map of Asia. This website provides examples of mind maps
<http://learningfundamentals.com.au/resources/How-to-speed-your-mind-mapping-Tricks-of-the-trade>
<http://learningfundamentals.com.au/blog/how-to-speed-up-your-mind-mapping-tricks-of-the-trade/>
2. **Design an infographic** Infographics collate information that is visually pleasing and understandable. It could be used to assess a topic <http://www.schrockguide.net/infographics-as-an-assessment.html>

C. YEAR 7 DAMMING THE YANGTSE AT THREE GORGES

Asia Education Foundation website

http://www.asiaeducation.edu.au/curriculum_resources/geography/year_7_damming_the_yangtze_at_three_gorges/year_7_damming_the_yangtze_landing_page.html

Key focus questions:

- What impact has the Three Gorges Dam had on the people and the environment?
- What are the most significant human and environmental impacts of the Three Gorges Dam?
- How can information be visually presented to effectively communicate your ideas?

Teacher notes

http://www.asiaeducation.edu.au/curriculum_resources/geography/year_7_damming_the_yangtze_at_three_gorges/year_7_damming_the_yangtze_teacher_notes.html

Photo: Three Gorges Dam

– http://commons.wikimedia.org/wiki/File:Three_Gorges_Dam_09.jpg



Three Gorges Dam during construction..

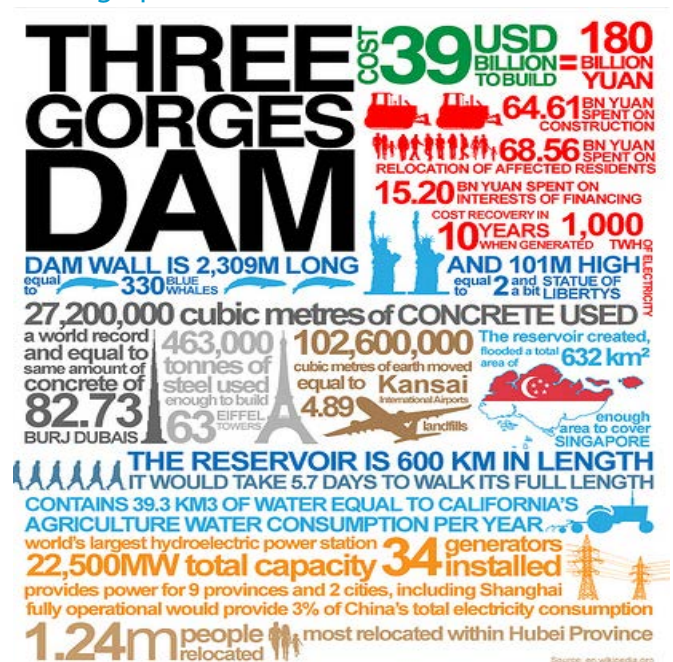
Source: http://commons.wikimedia.org/wiki/File:Three_Gorges_dam.jpg

Introduction

The Watchers website contain articles on watching the world evolve and transform. The article noted that the 'The Three Gorges Dam is a hydroelectric dam that spans the Yangtze River by the town of Sandouping, located in the Yiling District of Yichang, in Hubei province, China. The Three Gorges Dam is the world's largest capacity hydroelectric power station with a total generating capacity of 18,200 MW'

Source: <http://thewatchers.adorraeli.com/2011/06/03/china-admits-three-gorges-dam-has-urgent-problems-as-drought-persists/>

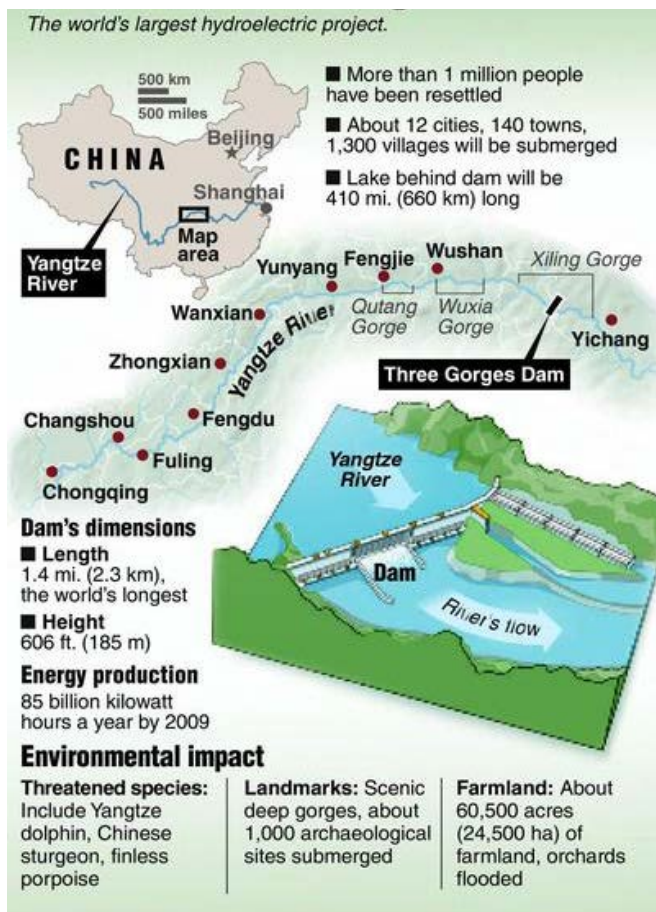
1. Infographic



Source: http://www.asiaeducation.edu.au/verve/_resources/4015688799_6a0cf3f9d2.jpg

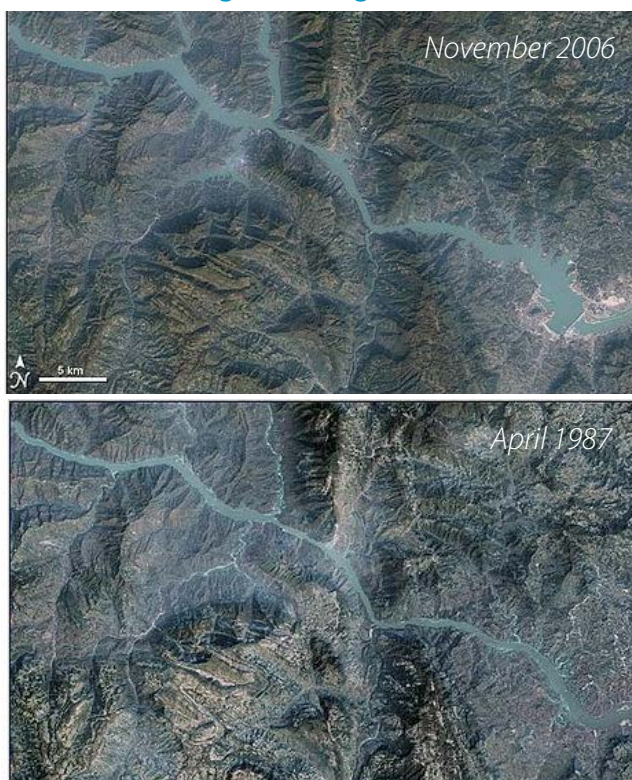
YEAR 7 – THREE GORGES DAM

2. China's Three Gorges Dam



Source: http://media.mcclatchydc.com/smed/ia/2007/10/11/17/723-20060518_CHINADAM-153.large.prod_affiliate.91.jpg

3. Satellite: Changes to Yangtse River 1987–2006



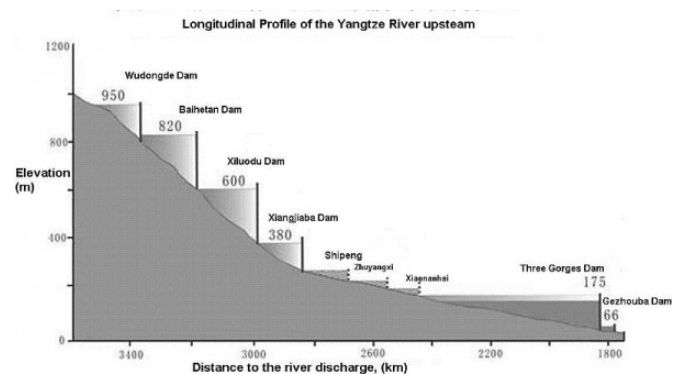
Source: <http://thewatchers.adorraeli.com/2011/06/03/china-admits-three-gorges-dam-has-urgent-problems-as-drought-persists/>

4. Aerial photographs illustrating change over time



Source: <http://www1.american.edu/ted/ICE/china-dam-impact.html>

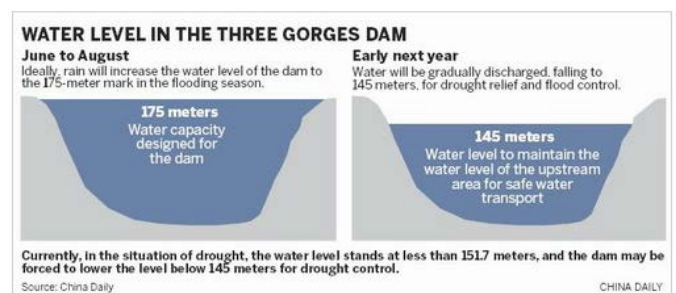
5. Longitudinal profile of the Yangtse River upstream



source: <http://thewatchers.adorraeli.com/2011/06/03/china-admits-three-gorges-dam-has-urgent-problems-as-drought-persists/>

6. Diagram: Changes in water levels during drought of 2011

The Three Gorges Dam, the world's largest hydropower project, hit by worst drought in Central China in 50 years. Water was discharged from the dam to ease the drought.



Source: <http://thewatchers.adorraeli.com/2011/06/03/china-admits-three-gorges-dam-has-urgent-problems-as-drought-persists/>

7. Photograph 2011 Drought

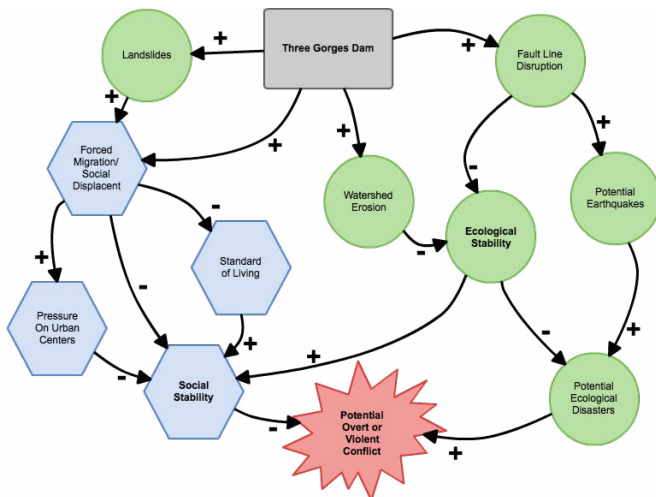
'A man walks on a river shoal, which appeared after the water level of the Yangtze River declined, as the city of Wuhan is seen in the background, in Wuhan, Hubei province May 26, 2011. The worst drought to hit central China in half a century has brought water levels in some of the country's biggest hydropower producing regions to critical levels and could exacerbate electricity shortages over the summer. (REUTERS)'



Source: <http://www.theglobeandmail.com/news/world/three-gorges-and-a-myrriad-of-doubts/article546562/>

8. Environmental-conflict link dynamics

The image provides a visual simplified representation of the complex issues surround the Three Gorges Dam



Source: <http://www1.american.edu/ted/ICE/china-dam-impact.html>

9. Infographic – When dams pollute

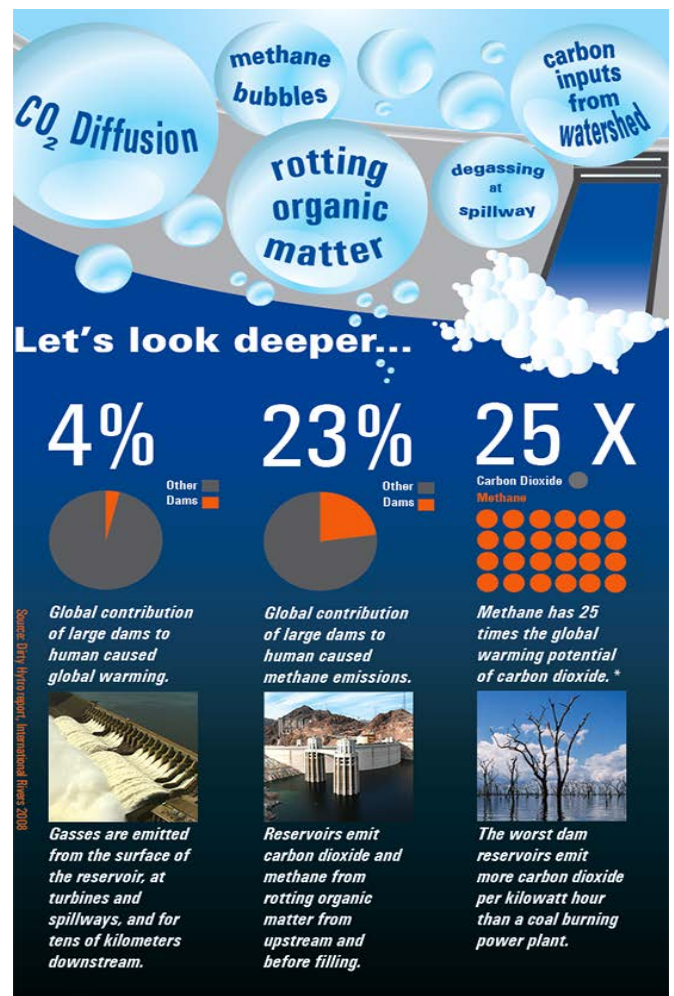
WHEN DAMS POLLUTE

What makes big dams so dirty?

Dam reservoirs are a significant source of global greenhouse gas pollution, including the very dirty gas, methane.

The warming impact of tropical reservoirs can be much higher than even the dirtiest fossil-fuel power plants.

Source <http://www.internationalrivers.org/blogs/252/infographic-when-dams-pollute>



Source <http://www.internationalrivers.org/blogs/252/infographic-when-dams-pollute>



Three Gorges Dam during construction. Source: Wikimedia Commons

YEAR 7 – THREE GORGES DAM

Activities

Refer to 1

Describe the Three Gorges Dam story. Explain why the infographic is a simplification

Refer to 2

- Where is the Dam located?
- What were the effects of the dam on people?
- How has the dam changed the landscape?
- What were the environmental impacts?

Refer to 3 and 4

Discuss changes to the Yangtze River

Refer to 5

- How many dams on the Yangtze upstream from the Three Gorges Dam
- How do dams impact on aquatic species?

Refer to 6 and 7

Read The Watcher's article on *China admits Three Gorges*

Dam has 'urgent problems' as drought persists – <http://thewatchers.adorraeli.com/2011/06/03/china-admits-three-gorges-dam-has-urgent-problems-as-drought-persists/>

- Explain the problems of drought on the Three Gorges Dam
- Describe the changes on the water level in Three Gorges Dam
- Discuss the problems of sedimentation
- Explain the problems of the dam located on a seismic fault and area prevalent to landslides

Refer to 8

Describe the positive and negative effects of the Three Gorges Dam. Refer to environmental and social issues – <http://www1.american.edu/ted/ICE/china-dam-impact.html>

Refer to 9

Discuss environmental problems generated by dams. Present findings as a word!

The image shows the cover of the AGTA News December 2013. The background is a photograph of a rocky, reddish-brown hillside with sparse green vegetation under a clear blue sky. The word 'geographia' is written in a large, orange, sans-serif font in the upper left. In the upper right, there is a blue rectangular box with a white dashed border containing the AGTA logo (a circle with a map of Australia and the letters AGTA) and the text 'AGTA News December 2013'. In the lower right, there is another blue rectangular box with a white dashed border containing three orange squares and the following text: 'AGTA Conference', 'GeoCareers', and 'State Association Reports see what's happening around the country...'.

December Issue of the AGTA News is now available – www.agta.asn.au

THE GEOGRAPHICAL SOCIETY OF NEW SOUTH WALES, Inc.
presents a study tour to

SOUTH KOREA & MONGOLIA

THURSDAY 19 JUNE to TUESDAY 15 JULY, 2014 - 28 DAYS, 26 NIGHTS

TWIN-SHARE COST: \$11,660 Single Supplement Cost: \$1,630



TOUR OPERATOR

ACR International Travel & Tours

Lower Ground, Suite D
280 Pitt St

Sydney, NSW 2000

Travel Agents Licence No.: 2TA 5384



THE GEOGRAPHICAL SOCIETY OF NSW SOUTH KOREA AND MONGOLIA STUDY TOUR, 2014 ITINERARY

Day 1. Thu. June 19, 2014 Sydney to Seoul, South Korea. Depart Sydney 07:55, arrive at Incheon International Airport 17:25, meet guide and transfer to the hotel. 2 nights: Hotel.

Day 2. Fri. June 20. Seoul city tour, evening cultural show.

Visit includes Gyeongbokgung Palace, National folklore museum, Insa-dong (famous for antiques and art) and Gwangjang market (try some tasty local snacks for lunch) and the view from Namsan Tower. In addition, take in the view of the bustling city from the bus - Gwanghwamun Plaza, Cheonggyecheon stream, city hall, Seoul plaza, East Gate and Dongdaemun market complex, etc. Evening is dinner and traditional dance and music at Korea House. (B,D)



Day 3 Sat. June 21. Seoul - Ganseong - Goseong - Hwajinpo - Geojin - Seoraksan (310km). An early morning start. Drive past small farming villages, mountains and valleys to the east coast of Korea. Tour the Unification observatory looking over North Korea. Travel on to Hwajinpo a charming coastal town, for a visit of Kim Il-sung Villa, then to Geojin fishing village. Arrive at Seoraksan National Park. 2 nights: Hotel. (B)

Day 4. Sun. June 22. Seoraksan National Park. The word of the day is hiking. The rugged peaks, fantastic cliffs, numerous waterfalls, unique rock formations, and scenic valleys altogether make this park and surrounding area some of the best scenery on the Korean peninsula. A cable car takes you from the valley floor to enjoy the panoramic view across to the Pacific Ocean. There are many well-signposted, graded trails to choose from. Or simply visit the huge Unification Buddha and Sinheungsa, Korea's oldest Zen temple. (B)



Day 5. Mon. June 23. Seoraksan - Gangneung - Jeongdongjin - Punggi - Andong (340km). Drive past a North Korean submarine wrecked in 1996 and stop at Jeongdongjin, a tiny fishing village. Enjoy morning tea at a surreal cruise liner hotel - on a cliff top. Travel to Sosu Seowon, the first private institute in Korea, established in 1543. Then on to Punggi, a small town famous for its ginseng market, and stop at Jebiwon Buddha at the northern entrance way to Andong. 1 night: Hotel. (B)

Day 6. Tue. June 24. Andong - Songnisan (140km). Visit Hahoe Folk Village, a UNESCO World Heritage site. Nestled in a bend of the Nakdong River, it is the best-preserved traditional village from the Joseon Dynasty (1392-1910). Some 480 Korean traditional houses, large and small, are still fully functioning. The village is also known for famous Hahoe Mask Dance and we will visit the Mask Museum. Stop off at a traditional paper-making workshop. Travel two hours to Songnisan National Park. See Beopjusa temple dating back to AD 553 and the Dharma bell striking ceremony at sunset. 1 night: Hotel (B)



Day 7. Wed. June 25. Songnisan - Gaysan - Goryeong - Gyeongju (290km). Travel through scenic countryside to Gaysan National Park to see a magnificent Haeinsa temple, one of the most important temples in Korea dating from the 9th century. It houses the world's oldest collection of Buddhist sutras. (Unfortunately the 15th cent. Janggyeong Panjeon, housing 81,258 wood-blocks, is currently closed to visitors.) Travel to the Goryeong Tumuli Museum to see a replica of an early tomb. The nearby Daegaya Museum exhibits a huge collection of artefacts excavated in Goryeong. Travel on to Gyeongju. 2 nights: Hotel (B)

Day 8. Thu. June 26. Gyeongju. Full day tour in Gyeongju, ancient capital of Silla (BC57-AD935) often dubbed the 'Museum without Walls'. Explore two UNESCO World Heritage Sites, Seokguram Grotto, home of the serene, 8th century stone Buddha, reached by a 10-minute walk through a lovely wood, and the Bulguksa temple. Visit the modern Gyeongju National Museum, which contains thousands of priceless archaeological and historical artefacts. See Anapji, the royal pleasure garden and pond with lotus blossoms, followed by a relaxed walk through the ruins of Banwolseong or Half Moon Fortress. There is a Seokbinggo, a freezer made of stones, built half underground. Stop at Cheomseongdae, the world's oldest existing astronomical observatory. Nearby Tumuli Park encompasses 23 huge tomb mounds where Silla rulers were buried. One tomb is open to the public. See Poseokjeong, a summer pavilion for the later Silla kings, and Bunhwangsa temple with 10m-high three-storied rectangular pagoda. A Western style dinner is planned in the hotel. (B D)



Day 9. Fri. June 27. Gyeongju – Gampo – Busan (150km) Travel to Gampo to see the ancient twin pagodas of Gameunsa Temple, and unusual underwater Tomb of King Munmu, about 200 metres off the coast. Journey to Busan, Korea's second largest city. Make a photo stop at Haeundae beach, then on to the UN memorial cemetery where 2,300 deceased soldiers from 16 Korean War allies rest, including 281 Australians. Explore the fascinating and bustling Jagalchi fish market located on the downtown docks. The market offers a huge variety of fish. Visit BIFF square packed with trendy shops, movie theatres and even a Walk of Fame, and nearby Gukjesang where thousands of shops spill out into the busiest districts of Busan. 1 night: Hotel (B)

Day 10. Sat. June 28. Busan – Jeju (340km). After breakfast, go to Gimhae airport. An hour flight takes you to the most famous of the 3,300 Korean islands. Once a place of exile, Jeju has become a popular tourist destination. Stop at Gwandeokjeong, the oldest building in Jeju. Visit Jeju Folklore and Natural History Museum with indoor and outdoor exhibitions covering the history, geology and culture of Jeju. A short walk from the museum is Samseonghyeol, a very symbolic spot for the islanders. Enjoy an evening performance of 'NANTA', a combination of traditional Korean rhythms with comedy. 3 nights: Hotel. (B)

Day 11. Sun. June 29. Full day tour of western Jeju (140km). Visit Bunjae Artpia to see the Korea's only park specialising in bonsai with more than 2000 bonsai trees of 100 different species. Visit Sanbangan, a magnificent cone abruptly rising 395 metres from the sea, with lovely temples on the lower grounds, or take the short steep climb up to the tiny cave with pool and stone Buddha. Tide permitting, explore Yongmeori Coast, a tuff outcrop with fascinating views of seaside cliffs and sea caves. A replica of Dutch East India Company ship, The Sperwer, wrecked in 1653 is nearby. View the spectacular 1km stretch of coastline with hexagonal rock columns, formed by the rapid cooling of lava, at nearby Jisatgae. In the afternoon, a possible hike to Oedolgae, a needle rock standing alone off the cliffy coast. The trail features scenic ocean vistas and abundant wild flowers. Later walk through subtropical woods, home to more than 400 individual species of plants and animals to Cheonjiyeon waterfall. (B)

Day 12. Mon. June 30. Full day tour of eastern Jeju. (120km). Explore the UNESCO World Natural Heritage Site of Manjang Cave, the world's longest lava tube (13.4km). Prepared for the cool and damp, you can easily cover up to 1km on foot, exploring weirdly shaped stalactites, stalagmites, flow ledges and lava stone pillar. Then visit Haenyeo Museum featuring the harsh work and life of women divers. After lunch tour Seongsan Ilchulbong (Sunrise Peak), another UNESCO site. It is the island's largest tuff cone surrounded on three sides by the ocean rising 182 meters straight from the water. You may wish to climb up to the spectacular crater. See Seongeup Folk Village from the Goryeo dynasty (918-1392) and where nearly 400 traditional thatched houses are still fully functioning. Stop at spectacular Sangumburi to enjoy an easy walk in this volcanic crater in which grows at least 420 species of sub-tropical, temperate and alpine zone plants. Views in every direction are breathtaking: stunning panoramas of the ocean, and volcanic cones dotting the island's landscape. (B)

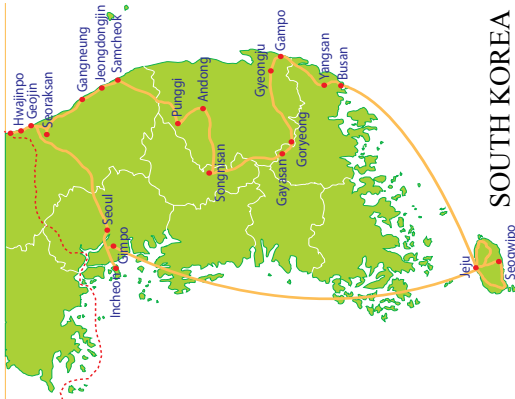
Day 13. Tue. July 1. Jeju – Ulaanbaatar, Mongolia. Relax in the morning, before our early afternoon flight to Seoul (Gimpo). Transfer to Incheon International Airport for the 19.55 flight to Mongolia. Arrive Ulaanbaatar 22.30. Transfer to the hotel. 2 nights: Hotel (B)

Day 14. Wed. July 2. Ulaanbaatar and City tour. Visit the National Museum of Mongolian History, the Museum of Natural History (see the fossilised skeleton of Tyrannosaurus Baatar, recently returned to Mongolia), and Sukhbaatar Square, the city's central square in front of the Mongolian Parliament building. Here we will provide you with some basic information about Mongolia and our capital, Ulaanbaatar. (B, L, D)



Day 15. Thurs. July 3. Fly to the Gobi – Yoliin Am Strictly Protected Area - Bearded Eagle Canyon. Drive to airport and take a flight to Dalanzadgad, centre of South Gobi province. Visit Yoliin Am – 'Bearded Eagle Canyon'. Yoliin Am has been a strictly protected area since 1965 and it is located in the Gobi Three Beauties National Park. Yoliin Am is famous for its high & narrow canyons, frozen summer stream and wild life such as bearded eagles, wild Argali sheep, ibex, and Mongolian mice. The stream remains frozen even in July, the hottest month of the year. Visit a small museum of the Gobi Three Beauties National Park and enjoy the picturesque Bearded Eagle Canyon, its wildlife and frozen summer stream. Overnight in a traditional Mongolian ger. 1 night: Ger camp (B, L, D)

Day 16. Fri. July 4. Khongor Sand Dunes. Drive west to Khongor Sand Dunes, one of the largest sand dunes in Mongolia. Its height reaches to 300 meters and extends from the northwest to the southeast over 180 km. The place is famous for its magnificent sand dunes, 'Singing Dune', the highest, Green Oasis and beautiful sunsets. Visit and enjoy the hospitality of a camel breeder's family, learn about Mongolia's traditional nomadic way of the life and experience a ride on a camel. Visit the highest sand dune. Climb the 'Singing Dune' and enjoy the amazing view of the Gobi sand dunes and the Green Oasis from the top of the dune. Enjoy taking pictures, relaxing or trekking by the dunes and admire the Gobi beauty. Enjoy the beautiful Gobi sunset in the evening. 1 night: Ger camp (B, L, D)



SOUTH KOREA

Day 17. Sat. July 5. Bayanzag Flaming Cliffs – Ancient Dinosaur Land. Drive to Bayanzag – 'Flaming Cliffs' via Western Beauty mountain range. This place is famous for its dinosaur fossils, eggs and the special Gobi tree, the saxaul. In 1922 American explorer Roy Chapman Andrews and his expedition members found the first dinosaur eggs as well as numerous fossil skeletons of dinosaurs that lived 70-80 million years ago. Visit the Flaming Cliffs and walk in the Gobi saxaul forest and enjoy its natural beauty. 1 night: Ger camp (B, L, D)



Day 18. Sun. July 6. Ongi Temple and monastery ruin. Experience an early morning Gobi sunrise. After breakfast we will drive north to the Ongi Monastery ruins over the vast 80 km long Ongi Steppe. Visit the Ongi Monastery ruins. The monastery was established in the 1760s by Bari Yonzon Khamba. During its peak use, the monastery had over 1000 monks and a complex of around 30 temples. The Ongi Monastery is still active but now only a few monks perform its functions. 1 night: Ger camp (B, L, D)

Day 19. Mon. July 7. Kharkhorin – Ancient capital of Great Mongolian Empire of Genghis Khan. In the morning drive to Kharkhorin, the ancient capital of Mongolia. Kharkhorin (Karakorum) was the capital of Great Mongolian Empire of Chinggis Khan in the 13-14th Centuries. Visit Museum of Kharkhorin and surrounding sites of Kharkhorin: the Great Khan's monument, the legendary Turtle of Kharkhorin and the Phallic Rock statue. 3 nights: Ger camp (B, L, D)

Day 20. Tues. July 8. Enjoy Local Naadam Festival in Kharkhorin. Today is the Naadam Festival day. After having breakfast we will drive to the Naadam field of Kharkhorin to see the Naadam Festival. Enjoy seeing the Mongols' Three Manly Games: wrestling, archery and glorious horse races with young jockeys. See how locals celebrate the Naadam and what they like to eat during the Naadam time. Great photo opportunities. (B, L, D)



Day 21. Wed. July 9. Tuvkhun Monastery or Ugii Lake - Kharkhorin. A choice of activities: Group 1: Drive and hike to Tuvkhun Monastery, located on top of the 2312 metre Undur Shireet Mountain. The monastery was established by the first Mongolian Buddhist saint, Zanabazar in 1654. There are 14 small temples, a hermit's cave and several pilgrimage sites. Enjoy amazing views of the natural surroundings from the peak. Have packed lunch on the way. Drive back to Kharkhorin. Group 2: Drive to Ugii Lake. The lake covers 25 square km and is rich in perch and pike. Crane, duck and other species migrate to this area beginning in May. Enjoy bird watching and walking by the lake shore. Have packed lunch on the way. Visit Khushuu Tsaidam – Ancient Turkic inscribed monument. Drive back to Kharkhorin. (B, L, D)

Day 22. Thurs. July 10. Kharkhorin – Ulaanbaatar. In the morning visit one of Mongolia's two largest monasteries, Erdenezuu. This monastery has a complex of 108 stupas and over 10 temples that contain rich displays of Mongolian Buddhism. The Erdenezuu Monastery and ruins of Kharkhorin were registered as UNESCO World Heritage Sites in 1996. Then drive back to Ulaanbaatar. Have packed lunch on the way. Arrive in Ulaanbaatar and check in to a hotel. Refresh and relax. 2 nights: Hotel (B, L, D)

Day 23. Fri. July 11. Enjoy Naadam Festival in Ulaanbaatar. Today is the day of State Naadam Festival. After breakfast we will drive to the central stadium of Ulaanbaatar to see the delightful opening ceremony of the Naadam Festival. Enjoy seeing the traditional archery and anklebone shooting competitions before the opening ceremony. After the opening ceremony we will enjoy seeing the Mongolian traditional wrestling which is one of the Three Manly Games of the Mongols. Have lunch. Then free time and enjoy the Naadam evening (evening fireworks etc) near Sukhbaatar square. (B, L, D)



Day 24. Sat. July 12. Ulaanbaatar – Tereij National Park. After breakfast we will drive to the beautiful Tereij National Park and giant Statue of Chinggis Khaan. First we will visit the Chinggis King's Statue and enjoy the view of the surrounding area from the open balcony on Chinggis Khaan's horse's head. Then continue driving to Tereij National Park. Tereij National Park is a picturesque place with high granite cliffs eroded by natural forces creating a wonderful landscape of granite tors as if carved by some giant sculptor. Visit the Turtle Rock formation, the symbol of the national park and Aryabal meditation temple where you will enjoy the best view of the park. 2 nights: Ger camp (B, L, D)



Day 25. Sun. July 13. Tereij National Park and return to Ulaanbaatar. A full day to explore the park: horse-riding (optional, you will pay directly to the ger camp or horse owner), hiking, writing up the diary, or just 'chilling out' with a good book amid beautiful scenery. (B, L, D)



Day 26. Mon. July 14. Return to Ulaanbaatar and city tour. After breakfast we will drive back to Ulaanbaatar. Visit the Bogd Khaan Palace Museum, the last Mongolian king's winter palace; Buddha Park, featuring a 23 meter tall statue of Buddha, and the Zaisan Hill War Memorial. The huge monument on the top of the hill was created as a memorial to soldiers who died in WWII. Zaisan Hill overlooks the city and offers the best panoramic view of Ulaanbaatar and its surrounding sacred mountains. Later we will go shopping at a cashmere factory outlet store, a souvenir shop or whatever else you want to do. Enjoy a traditional Mongolian folklore performance of song (including the amazing throat singing), dance, music and contortionists at 18:00. Farewell dinner at a fine Mongolian restaurant. 1 night: Hotel (B, L, D)



Day 27. Tues. July 15. Departure. Meet at the hotel and transfer to the airport for 08:45 flight. Arrive Seoul (Incheon International airport) 12:50. In transit until 19:10 departure. Plenty of time for souvenir shopping and lunch at the airport.

Day 28. Wed. July 16. Arrive Sydney at 06:25.

MONGOLIA



All photos: Sandy Smith. Cover: Man at Korean Folk Village; local man at Kharkhorin Naadam Festival. P2: Seoul city buildings; Mt. Seoraksan; Hahoe folk mask. P3: Royal Pavilion, Anapji, Gyeongju; United Nations Memorial Cemetery, Busan. P4: Ulaanbaatar city skyline; P5: Tarbosaurus Bataar; Horse racing (2) and wrestler, Kharkhorin Naadam Festival. P6: Archery, opening ceremony (2), spectators at ankle bone shooting, Ulaanbaatar Naadam Festival; Fireworks, Ulaanbaatar; Terelj National Park (2), Traditional dancers, Ulaanbaatar. P7: Tsenkher steppes; Wrestling at Kharkhorin; Archery, Naadam Festival, Ulaanbaatar; Erdene Monastery, Kharkhorin. P8: Mitsubishi 4WD Minivan, Guru Travel Ger Camp, Terelj National Park.

STUDY TOUR ARRANGEMENTS

Transport: The party will travel with Korean Air and Aero Mongolia. Land transport will be by coach (South Korea) and comfortable 4WD mini-vans (Mongolia).

Accommodation:

South Korea: 3 & 4 star hotels (twin/double share). Mongolia: 4 star hotels in Ulaanbaatar; tourist ger camps (twin/triple share). Ger camps have separate tents (rooms) with basic facilities, an amenities block and dining room.



Tour Leader: The Study Tour will be led by Sandy Smith. She has travelled with Colin Sale on about 20 Geographical Society Study Tours in addition to her other travels, and has visited about 100 countries on all 7 continents. Sandy undertook a reconnaissance tour to South Korea and Mongolia in July 2013. As a part-time newspaper photographer and retired teacher, Sandy is keen to assist others to improve their photographic skills, and to be able to capture the best images of their travels.

Included in tour price: All transport, transfers, admissions, and performances as itemised; meals as specified (all breakfasts and some dinners in South Korea; all meals in Mongolia); accommodation in good quality hotels and tourist ger camps; sight-seeing with English-speaking guides; baggage handling at each hotel (one bag per person), and applicable taxes. **Not included in tour price:** Single room cost (if required), passport charges, visa (required for Mongolia only), meals not specified in the itinerary, photography and video fees, & all personal items eg. beverages, phone, laundry, insurance, medical expenses, excess baggage, gratuities to drivers and guides.

APPLICATION: A tour application form may be obtained from ACR Travel, or by contacting Sandy at sandy@acrtravel.com.au. Return the completed form with a deposit of \$250 per person, to the ACR Travel office: Lower Ground, Suite D, 280 Pitt St Sydney 2000.



**TOUR ORGANISED ON BEHALF OF
THE GEOGRAPHICAL SOCIETY
OF NEW SOUTH WALES, Inc.**

School of Social Sciences,
University of Western Sydney
<http://www.geogsoc.org.au>

Sandy's Tours

Newsletter 1
November 2013



Hi Travellers,

Welcome to the first newsletter for Sandy's Tours!

As many of you will know, I am stepping into the large shoes (in more ways than one) of Colin Sale, who has led more than 50 tours over 25 years for the Geographical Society of NSW. Having travelled with Colin on many of these tours, I have come to know many of you, and hope that I will be able to continue to offer interesting and affordable tours to less visited parts of the world.

Our first tour will be to **South Korea and Mongolia in June/July 2014**. This tour will take in the bustling capital Seoul, then cross to the east coast to Mount Seoraksan National Park and the North Korean border before turning inland to travel through the highlands with their natural beauty and heritage sites. Then it's on to Busan where our visit will include the UN Memorial Cemetery before spending several days exploring Jeju Island with its amazing volcanic landscapes. In complete contrast, travel in Mongolia will include Gobi desert landscapes (sand dunes, canyons and cliffs), as well as the wide, open steppes. The tour highlight will be the colourful Mongolian Naadam Festival. We will see traditional Mongolian wrestling and horse racing close up in the small town of Kharkhorin in the beautiful Orkhon Valley; then return to Ulaanbaatar for the State Naadam Festival opening ceremony at the Central Stadium and view archery and wrestling. We will complete the tour with some relaxation in the picturesque Terelj National Park.





There are still some places available on this tour. If you would like a brochure, please go to either of the websites listed at the end of this newsletter to download it, or email me.

More photos from my reconnaissance trip to Mongolia and some from South Korea are available at: <http://www.sandysmithphotos.com/apps/photos/>. (Sorry, but this trip is not on the blogsite.)

Ethiopia and Oman in September/October 2014 will be our second tour. Following the success of Colin's tour to Ethiopia this year, we are keen to offer this again, however we will follow the 18 days in Ethiopia with 10 days in Oman with the theme: 'In Search of the Queen of Sheba'.

- Northern Ethiopia is rich in history and culture with amazing churches, hewn from solid rock.
- Our travel into Southern Ethiopia will take us to the tribal heartland of the country.
- In the capital, Addis Ababa, we will visit the famous Fistula Hospital run by Australian Dr Catherine Hamlin, and end with the colourful Meskel Festival in the main city square.



During this year's tour of Ethiopia we maintained a blog with text (by Heather) and photos (by me). If you would like to see more, go to www.sanheath.blogspot.com. Next year's tour will follow a similar itinerary.

Oman, the 'Jewel of Arabia', presents a blend of Arabian cultures. Rather than describing in words, take 13 minutes to watch this YouTube video from Oman: http://www.youtube.com/watch?v=le_cda57tjk

Highlights of our tour will include:

- Muscat, Oman's capital, a modern city with beautiful gardens, fascinating souqs and ancient forts.
- a 4WD safari to scenic wadis with sunset views and overnight in a desert camp
- a day cruise from Khasab into Oman's fiords (yes, fiords!!)
- travel extending from the northernmost tip to the southern coast of the country

The brochure for this will be available in March, after my visit to Oman in February. However I have a draft version of the itinerary. If you would like me to send it to you, then please email me.

Plans for 2015:

- **West Coast Africa cruise (April 2015)**

At about 5 weeks it will be our longest tour yet. Starting from Cape Town, we will make day trips into a dozen or more west coast African countries. We will travel on a small cruise ship - just over 100 passengers. Warning: It will be expensive - but what a tour! Start putting aside for it now!

- **Japan in Autumn (October/November 2015)**

We all know about Japan's cherry blossoms but following my year living in Japan I know that it's autumn that presents the most stunning scenery and colour.

- **Eastern Europe: Romania, Moldova and Ukraine (2015 or 2016)**

Explore the least known corner of Europe.

Blogsite update:

Many of you will be familiar with our blogsite which has documented in words and images our travels since 2006. Most of these tours have been Geographical Society of NSW tours led by Colin. We are currently updating the website, in particular to make it easier to navigate through past travel diaries. To view the travel diary for any of these tours please visit our blog at www.sanheath.blogspot.com.

Endnotes:

- On Monday December 2nd, I will be attending the Annual Dinner of the Geographical Society of NSW. I hope to meet many of the members of the Society but also look forward to seeing Colin Sale awarded his well-earned Life Membership.
- Where's Heather?, I hear you ask. Right here, working quietly and efficiently, as always! She will be travelling with us as my assistant.
- Happy to hear from you regarding your ideas for future tours or with expressions of interest for those mentioned above, or any other comments.
- Please forward this newsletter to your friends who might like to join our tours.

Contact:	Sandy Smith Tours Manager, ACR Travel Email: sandy@acrtravel.com.au
----------	---

Tours organised on behalf of:



**The Geographical
Society of New South Wales**
Advancing geography in New South Wales and throughout Australia.

<http://www.geogsoc.org.au>

Travel Agent:



AUSTRALIAN COMMERCIAL RESOURCES PTY LTD (T/AS) ABN 62 065 794 452

www.acrtravel.com.au

BENEFITS OF GTA NSW MEMBERSHIP

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

- online publication of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across the state.

For further information about GTA NSW activities and events go to: www.gtansw.org.au



MEMBERSHIP RENEWAL/APPLICATION FORM 2014

ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

Please select **ONE** of the following membership options and complete the details

☐ Personal membership \$90.00

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other:

Surname: Given Name(s):

Home address: Postcode:

Phone: (Mob) (Home) (Work)

Fax: Email:

☐ Corporate membership \$180.00

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School:

School address: Postcode:

School phone: School fax:

☐ Concessional membership \$40.00 ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other:

Surname: Given Name(s):

Home address: Postcode:

Phone: (Mob) (Home) (Work)

Fax: Email:

School:

PAYMENT:

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of *Geography Bulletin* will be forwarded. A membership reminder will be sent in December.

Please make cheques payable to: Geography Teachers' Association of NSW Inc

OR

Charge \$..... to my credit card: ☐ Mastercard ☐ Visa

Card Number: / / / Expiry: /

Name on card: Signature:

Post this form and your payment to: GTA NSW, PO Box 577 Leichhardt, NSW 2040

ADVICE TO CONTRIBUTORS

Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

Mr John Lewis, Review Editor,
The GTA NSW Office
PO Box 577
Leichhardt NSW 2040

Deadlines for articles and advertising

Issue 1 – 1 December	Issue 2 – 1 March
Issue 3 – 1 May	Issue 4 – 1 August

Notice to Advertisers

'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50
Special issues \$649.00

HALF PAGE (18 x 13cm or 26 x 8.5cm) – \$214.50
Special Issues \$382.80

QUARTER PAGE (13 x 8.5cm or 18 x 6.5cm) – \$132.00
Special issues \$242.00

INSERTS (A4 supplied) – \$374.00
All prices include GST

Advertising bookings should be directed to:

GTA NSW Office
Telephone: (02) 9716 0378
Fax: (02) 9564 2342
Email: gta.admin@ptc.nsw.edu.au

1. **Objective:** The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.

2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:

PO Box 577, Leichhardt, NSW, 2040

Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.

3. **Format:** Original in Word format on disk (or forwarded electronically via email attachment) plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for reproduction. Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption. Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.

4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.

5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.

7. **References:** References should follow the conventional author-date format:

Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.

Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)

Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.

O'Donovan, M. J., *et. al.* (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography* (Vol. 2), Sydney: Williams and Sons.

8. **Italics** should be indicated by underlining.

9. **Spelling** should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.



The Geography Bulletin is a quarterly journal of the Geography Teachers' Association of New South Wales. 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 particular emphasis on the area of the Pacific basin and its near neighbours and 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' page of this Bulletin. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.

Contributors to the GTA NSW Bulletin waive their right to any CAL related payment.

© Copyright 2013 Geography Teachers' Association of New South Wales Inc.

Unless otherwise indicated in an article, non-profit organisations such as schools and universities may make up to 30 photocopies of any article in this journal without obtaining further permission.



The
Geography Teachers' Association
of New South Wales Inc.