

Planning to teach
geography K-10

Presenter notes

# Presenter Notes

## How to complete this course

Course participants should work their way across the tabs at the top of each page and complete the embedded activities. On completion of the course, participants must also ensure they follow the applicable procedures under the *Wrap-up* tab.

Please ensure that the course supervisor has scheduled *Planning to Teach Geography K-10* on MyPL@Edu. The **Course deliverable** is found in the *Implementation* tab andmust be completed by participants and submitted to their supervisor for accreditation. For information on scheduling an event, see the tutorials at [Delivering professional learning](https://www.det.nsw.edu.au/proflearn/areas/plp/mypl/princdeliver.html) on My PL@Edu.

## Preparation required

Prior to delivering the course, set aside some time to familiarise yourself with the content in each tab.

You may wish to print out the activities beforehand and download the complete *Activity booklet*, which contains all the activities.

 View videos in full screen mode by clicking on the full screen icon.

 Turn captions on or off on the video by clicking the closed captions icon.

## Group organisation

This course will be best delivered with participants in small groups*.* Alternatively, participants may view the course on their own device, such as a tablet or laptop. The pace can be better controlled if the presenter delivers the course on an interactive whiteboard.

Discussion and collaboration between participants will enrich the experience of this course.

## Overview

Indicative time: 5 minutes

### What is this tab about?

This tab provides a rationale and context for participants of *Planning to Teach Geography K*–*10*. It also includes:

* objectives
* overview
* before you begin
* information for accreditation
* course materials.

### Delivery

* Click on each of the drop down headings.

### Notes

## Planning

Indicative time: 30 minutes

### What is this tab about?

Participants consider the importance of planning and its place in the teaching and learning cycle. They are urged to plan their implementation of the *Geography K*–*10 Syllabus* starting from the curriculum document and geographical inquiry process. Participants complete a reflection on how their local school context may impact the development of a curriculum plan for geography.

### Delivery

* 1. In the **Why plan?** tab, participants consider the place of planning in the teaching and learning cycle. They reflect on cultural factors in their local school context that may impact upon the development of a curriculum plan for geography.
	2. The **Best practice** tab lays the groundwork for the essential change in thinking required for a wholehearted implementation process.

Emphasise that implementation of the *Geography K*–*10 Syllabus* involves teaching:

* the geographical inquiry process
* a case study approach
* asking of geographical questions
* use of geographical tools
* geographical thinking.

Two recommendations are made:

* Geographical inquiries are framed entirely with a geography focus.
* Schools start with the *Geography K*–*10 Syllabus* and create units of learning based around the geographical inquiry process rather than reworking and adapting existing units.

Guide participants to read Inquiry learning in the HSIE KLA.

**Activity 1** asks participants to record elements in their local school context that may impact upon the implementation of the *Geography K*–*10 Syllabus*, particularly in light of the two recommendations.

Questions to reflect on include: Does our whole school planning allow us to implement the two recommendations easily? How much do we know about the geographical inquiry process, geographical tools and/or geographical thinking? How ready are we to undertake geographical inquiries centred around specific case studies?

Note: More focused thought on the inquiry process and geographical tools is required by Activities 5 and 7.

* 1. The next tab is **Scope and sequence**. Participants can download and review a sample K–6 scope and sequence. Facilitate discussion of the current state of your school’s scope and sequence for geography.

## Geography K-10

Indicative time: 45 minutes

### What is this tab about?

This tab guides participants through an examination of how their chosen stage of learning sits in the overall progression of learning K–10. (It primarily covers material found in the first half of the printed syllabus document.) Participants are required to compare syllabus material for their stage with material set for the stages before and after it. Activities 2-5 are completed throughout.

### Delivery

1. In the **Stage statements** tab, participants read the stage statement for their chosen stage.

**Activity 2** requires participates to note the knowledge, understanding, skills, values and attitudes developed during the stage. They then note differences between the stage statement for their chosen stage and the statements for the stages that precede and follow it.

1. The second tab is **Objectives and outcomes**. Highlight that the objectives are the same K–10. Guide participants as they access the K–10 Continuum of Learning as both a [Table of objectives and outcomes - continuum of learning](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/outcomes-k10/) or [table of outcomes](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/outcomes/) linked to content.

**Activity 3** asks participants to note how the outcomes for their chosen stage fulfil the objectives.

1. The **Concepts** tab provides brief definitions for the seven geographical concepts in the *Geography K*–*10 Syllabus*. Guide participants as they access the [K-10 geographical concepts continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-concepts/). The staggered introduction of the concepts across K–6 may cause discussion. Reassure participants that all concepts can be addressed in a stage-appropriate manner as required.

**Activity 4** asks participants to compare the treatment of a concept in their chosen stage with the stages before and after. The staggered introduction of concepts in K–6 constrains the choice for earlier stages.

1. The **Skills** tab provides brief explanations for the three steps/skills in the geographical inquiry process. Guide participants as they access the [K-10 geographical inquiry skills continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-skills/).

**Activity 5** asks participants to consider the benefits of using an inquiry process to teach geography. Participants are also asked to consider challenges presented by their local context to embracing an inquiry process. This continues the line of thought begun in Activity 1.

1. The **Tools** tab provides brief descriptions of the five categories of geographical tools. Guide participants as they access the [K–10 geographical tools continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-tools/). Guide participants as they discuss how the skills and tools continuums can provide a useful framework for differentiating student work. Reference can be made to the [Differentiated learning](https://schoolsequella.det.nsw.edu.au/file/52861aad-4eeb-45d5-8a45-7d85edc96d99/1/differentiated-learning.zip/index.htm) course (for example, the four elements of the Tomlinson model: content, process, product and learning environment).
2. The **LAC** (Learning across the curriculum) content tab reminds participants of the cross-curriculum priorities, general capabilities and other learning across the curriculum areas. Guide participants as they access the [Learning across the curriculum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/learning-across-the-curriculum/) section of the *Geography K*–*10 Syllabus*. Participants reflect on the extent to which LAC content and geography content have similarities. Highlight that the three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia, and Sustainability) are all significant in the *Geography K*–*10 Syllabus*.
3. The last tab is **Focus Areas,** a segue to the next section of the course, which focuses on content specific to a particular stage. Guide participants as they access the [Geography K-10 content](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/content/) section of the online syllabuses. Ensure all participants are clear about their chosen stage and focus area for the next section of the course.

## Stage Content

Indicative time: 30 minutes

### What is this tab about?

This tab allows participants to begin their detailed examination of the content for their chosen stage. Participants explore the stage content summary before examining their chosen focus area. The Teaching and learning frameworks are then introduced. These frameworks have been designed to assist teachers in creating units of learning.

### Delivery

1. The **Content summary** tab guides participants through the summary material for their chosen stage. The content summary is the stage-specific material that precedes the focus area content in the printed version of the syllabus. This material is harder to access using the online interactive syllabus. Guide participants to download a PDF or Word version of the syllabus material for their chosen stage from the BOSTES [syllabus download page](http://syllabus.bos.nsw.edu.au/download/). The use of Internet Explorer may present technical difficulties; an alternative browser is recommended.

Participants read the **Overview of teaching and learning**. Note that the same text is used for K–10. Stages 4 and 5 have an additional sentence noting that fieldwork is mandatory, although this is true for K–10.

Participants read the stage-specific **concept** descriptions. **Activity 6a** invites participants to gauge the readiness of students for this learning and the extension and/or support that may be required.

Participants read the stage-specific inquiry **skill** descriptions (dot points). **Activity 6b** invites participants to gauge the readiness of students to apply these skills and the necessary extension and/or support.

Participants read the lists of geographical **tools** suggested to teach this stage content. Highlight that while these lists are examples, a comparable range of tools needs to be taught. **Activity 6c** invites participants to self-assess their readiness to teach the suggested geographical tools. Note that geographical tools are covered in depth in *Programming a geographical inquiry K*–*10*.

1. In the **Focus areas** tab, participants examine the focus area for which they will prepare an implementation plan in the final section of the course.

Participants read the **outcomes** for their chosen focus area. In **Activity 7a**, participants identify the key terms and ideas in the outcomes and consider how these outcomes might be assessed. Facilitate and/or moderate a discussion on what assessment and reporting practices might accompany the implementation of the *Geography K*–*10 Syllabus* at your school.

Participants read the **key inquiry questions** for their chosen focus area. **Activity 7b** asks participants to identify the key terms and ideas in the questions.

Participants read the **content focus** and **content** sections for their chosen focus area. Participants consider or discuss how the content focus paragraph adds value to the content description dot points.

1. The **Frameworks** tab invites participants to download the frameworks from the [Human society and its environment](http://www.hsiensw.com/k-10-teaching-and-learning-framework.html) website before preparing their implementation plan. (Please note this is an interim website. It will be replaced by a Department of Education site during term 3, 2016.) Schools can decide the extent to which the frameworks are used. In **Activity 7c**, participants record how the frameworks differ from fully complete units of learning.

## Implementation

Indicative time: 60 minutes

### What is this tab about?

In this tab, participants are guided step-by-step through the completion of the course deliverable – an implementation plan for one focus area of the *Geography K*–*10 Syllabus*.

### Delivery

1. The **Deliverable** tab outlines what is required to complete the course. Participants can download the [Geography K-10 planning template](Geog-K-10-plan-template.docx) and print an A3 version for their chosen focus area. Presenters may choose to print these templates beforehand.
2. The **Inquiries** tab requires participants to select case studies for the geographical inquiries that their students will undertake. The organisation of content into inquiries is done concurrently with choosing case studies. Help participants to absorb the following observations:
	1. Units of learning may include more than one inquiry. The teaching and learning frameworks, for example, contain up to four inquiries.
	2. Each inquiry will usually involve at least one case study.
	3. Case studies need to be contemporary and relevant to students.
	4. The starting point is:

 *one content heading = one inquiry = one case study*

The planning template layout reflects this assumption. In practice, it will be more complicated. Content headings can be split or combined, and inquiries may require more than one case study (for example, if two settings are being compared).

**Deliverable task a** asks participants to complete the *Case Study* column on the implementation template. This is the most crucial step in preparing the deliverable. All the other elements will fall into place relatively easily once this has been resolved.

1. The **Questions** tab involves participants drafting the overarching inquiry question for each inquiry. These need to be high order questions that are framed to invite action as a response. The model ‘What is where? Why there? Why care?’ is touched upon, but this is more helpful when formulating subsidiary questions than for the overarching inquiry question. The teaching and learning frameworks provide questions on which participants can draw.

**Deliverable task b** asks participants to complete the *Inquiry question(s)* column on the implementation template. Highlight that this task entails formulating a main inquiry question for each inquiry. Additional, subsidiary questions that may facilitate the inquiry process can be also noted. Subsidiary questions will be explored more in the course *Programming a geographical inquiry K*–*10*.

1. The **Learning experiences** tab requires participants to specify the main learning experiences involved in each inquiry. This will include the ways students acquire data and information, including fieldwork, online research and through literary or other texts. Guide participants also to consider learning experiences in the Processing and Communicating steps of the inquiry process. Remind participants to use Learning across the curriculum icons as prompts to make connections with other learning.

**Deliverable task c** asks participants to complete the *Learning experiences* column of the template.

1. The **Details** tab guides participants to complete the last two columns of their implementation plan.

**Deliverable task d (K**–**6)** asks K–6 teachers to use the [K-10 geographical tools continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-tools/) to fill in the *Tools* column. Guide participants to include a wide range of tools from each of the five categories and to consider each step of the inquiry process.

**Deliverable task d (7**–**10)** asks secondary teachers to use the [K-10 geographical tools continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-tools/), [K-10 geographical inquiry skills continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-skills/) and [K-10 geographical concepts continuum](http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/continuum-of-concepts/) to fill in the *Tools/Skills/Concepts* column. Guide participants to consider each step of the inquiry process.

**Deliverable task e** asks participants to specify the scheduling and duration of each inquiry. The completion of this step is dependent on scope and sequence documents and planning for other geography focus areas. Completion of the final column is consequently not required before submitting the deliverable.

1. The completed implementation plan template represents the course deliverable.

## Wrap up

Indicative time: 10 minutes

### What is this tab about?

This tab provides information about how to complete the course for accreditation.

### Delivery

1. Remind participants that the deliverable has to be signed off by the supervisor using the
*Course completion checklist*.
2. Guide participants to complete the *Reflect on your learning* activity in their activity booklet.
3. Participants complete the online evaluation forms in [MyPL@Edu](http://www.google.com.au/url?q=https://www.det.nsw.edu.au/proflearn/areas/plp/mypl/index.htm&sa=U&ei=oqkwT7mgMOmWiQeIwajzBA&ved=0CBEQFjAA&usg=AFQjCNFfiYcfyekX5Rps0MchLc5HOpmAqQ).
4. Participants should complete the online evaluation forms from BOSTES (if applicable) to ensure appropriate accreditation.

### Notes