

Australian Curriculum: Geography — Year 7

Year level plan - 2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name			Water in the World	Place and Liveability
Unit description			<p>This unit focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human—environment relationships.</p>	<p>This unit focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.</p>

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		AT1	AT2	AT3	AT4
Range and balance of summative assessment conventions	Technique			Examination	Investigation
	Type of text			Short Responses	Letter, Multimodal presentation, Photographic essay
	Mode			Written	Written/Multimodal
	Conditions			60 minutes + 10 perusal, unseen sources, individual, 400 – 600 words (50 – 75 word responses)	Written – 400 – 600 words Multimodal responses – 2 – 3 minutes

Aspects of the achievement standard - Geography				
Describe how the characteristics of places are perceived and valued differently by people.				✓
Describe the importance of environments to people.				✓
Describe the features of a distribution.			✓	
Explain the interconnections between people and places and environments, and describe how these interconnections change places or environments.			✓	
Describe a response or strategy to address a geographical phenomenon or challenge.			✓	
Develop questions about a geographical phenomenon or challenge.				✓
Collect, organise and represent relevant data and information, using primary research methods and secondary research materials.				✓
Identify similarities and differences, and describe patterns in data and information.			✓	
Draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments.			✓	
Develop a strategy for action.				✓
Use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.			✓	✓

Term 1

Term 2

Term 3

Term 4



indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Aspects that align to the Understanding texts sub-element of the Reading and viewing element of the Literacy Progression.