

TEAC 5010 GEOGRAPHY CURRICULUM 2

Credit Points 10

Legacy Code 102872

Coordinator Khya Brooks ([https://directory.westernsydney.edu.au/search/name/Khya Brooks/](https://directory.westernsydney.edu.au/search/name/Khya%20Brooks/))

Description The subject will build on Geography Curriculum 1 and examine and model effective innovative classroom practice in teaching senior Geography in Stage 6. The subject will provide opportunities to engage with the inquiry pedagogy and historical thinking. The specifics of the relevant NSW Education Standards Authority Years stage 6 Syllabuses will be analysed and critiqued as will current Australian and NSW educational/curriculum policies and priorities. Emphasis will be placed on the principles underlying Geography teaching to develop innovative lessons and subject planning, choose relevant geographical tools, create authentic assessment tasks and apply consistent feedback for student learning. Opportunities for investigation and discussion of current research particularly related to the development of senior geographical inquiry, and subject specific concepts will be presented. This subject is included in the Development Phase of the Master of Teaching program.

School Education

Discipline Teacher Education: Secondary

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 5 subject

Pre-requisite(s) TEAC 7004 OR TEAC 7161 AND

TEAC 7032 AND

TEAC 7027 OR TEAC 7160

Restrictions

Students in program 1714 or 1914 must have Geography Curriculum Area applied to their student record before they can enrol in this subject. Students can view their Curriculum Areas on DegreeWorks in MySR.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Demonstrate understanding of NSW Education Standards Authority Stage 6 Geography syllabuses and the effect upon syllabus implementation of current NSW and Australian educational policies and priorities.
2. Demonstrate understanding of inquiry pedagogical theories and approaches used in teaching senior Geography such as Civics and Citizenship, Sustainability, Aboriginal and Torres Strait Islander perspectives and cultural capacity.
3. Present well-constructed, innovative and coherent student-centred lessons that include literacy (including key metalanguage) and numeracy, enhance thinking and ICT skills and which take into account the full range of students' abilities and school-based and system data.
4. Prepare a suitable range of senior assessment instruments that use valid, reliable and consistent judgements of student learning.

5. Design and select innovative teaching resources that apply a critically reflective approach to teaching senior Geography and include opportunities to develop students' inquiry skills.
6. Use a variety of teaching and learning strategies and resources, including ICT and a range of sources in teaching lessons and programs.
7. Reflect and research professional learning to develop the discipline of Geography teaching.

Subject Content

1. What is the nature of the subject in the senior years of secondary education? How is the subject linked to what is taught in the junior and middle years of secondary education?
2. How are current educational policies and priorities addressed with particular reference to Aboriginal and Torres Strait Islander education, literacy and numeracy and ICT, in the teaching of the subject?
3. In what ways do active and engaging, student-centred teaching practices characterise the subject? Why is an understanding of socio-cultural and pedagogical theories and approaches important to quality teaching in the subject?
4. How are lessons planned, units written and learning scoped and sequenced in the subject?
5. Why is it necessary to continue to differentiate teaching in the subject in the senior years of secondary education? How do teachers go about differentiation?
6. How do teachers keep students safe during teaching in the subject?
7. How may the incorporation of visionary and innovative uses of ICT, critical and creative thinking and problem solving support the achievement of quality learning outcomes in the subject?
8. How can assessment of learning, assessment for learning and assessment as learning be reconciled in teaching the subject?
9. What records do teachers keep? How are those records used in reporting student performance at the HSC and for the awarding of the Record of Student Achievement (ROSA)?
10. In what ways has educational research contributed to the teaching and student learning of the subject?
11. What options are open to pre-service teachers to continue to learn about the subject?

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Professional Task	2000 words	50	N	Individual	Y
Portfolio	2000 words	50	N	Individual	Y

Prescribed Texts

New South Wales Standards Authority [NESA]. (2022) Geography Stage 6 Syllabus <https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview> (<https://curriculum.nsw.edu.au/learning-areas/hsie/geography-11-12-2022/overview/>)

Teaching Periods

Spring (2025)

Penrith (Kingswood)

On-site

Subject Contact Khya Brooks ([https://directory.westernsydney.edu.au/search/name/Khya Brooks/](https://directory.westernsydney.edu.au/search/name/Khya%20Brooks/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC5010_25-SPR_KW_1#subjects)