# Geography: Years F–2

## What do you observe?
Use senses to make observations through the 7 key concepts about local places in order to recognise how people feel, use and think about familiar and unfamiliar places.

## What questions do you have?
Pose questions about what places are like and how they connect to other places and people.

## What can you do to find out?
Collect and record information about what a place is like, to gather data about a place and its connection to people.

## How can you represent this?
To represent data eg numbers in tables, components of the environment as pictures, locations on labelled maps, plans and models.

## How can you make sense of this?
Interpret and draw conclusions from the inquiry.

## How can you share ideas and respond?
Present information, share ideas with others and think about responses.

### Pedagogical questions:
- What do you observe?
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- What do you notice when you go there?
What do you observe?
Make observations through the 7 key concepts about local and national places and environments in order to compare them.

What do you notice about Bob Randall's home?

What are the differences and similarities of these different Places of Aboriginal and Torres Strait Islander People (ATSI) across Australia?

What do you think are the reasons why these different Places of ATSI are similar or different?

Where are these places located?

What is the weather and climate like in these places?

What do you notice about Bob Randall’s home?

What do you observe about these different Places of ATSI across Australia?

Pedagogical questions:

• Using your senses what do you notice when comparing places? (at the local and national scale).
• What do you think the landscape looks like? How do you think the people might look?
• What else might you need to know?
• How do you think you will find this out?

Example: Year 3 Content description: Geographical knowledge and understanding

What do you notice about Bob Randall’s home?

What is this place?

What can we see in the different Countries/Places of Aboriginal and Torres Strait Islander Peoples?

What is the weather and climate like in these places?

What questions do you have?
Develop geographical questions about the similarities and differences of places and environments at local and national scales, and about resources that environments provide to sustain life.

What questions do you have about Bob Randall’s home?

What are the differences and similarities of these different Places of Aboriginal and Torres Strait Islander People (ATSI) across Australia?

What questions do you need to investigate your questions?

What other sources might be useful?

What information should you look for?

What do you think about Bob Randall’s home?

What other things like this before?

What else might you need to know?

Pedagogical questions:

• Using your senses what do you notice when comparing places? (at the local and national scale).
• What do you think the landscape looks like? How do you think the people might look?
• What else might you need to know?
• How do you think you will find this out?

Pedagogical questions:

• Can you see how people look after this place?

• What do people do here?

• How does this place make you feel?

• Where are your travelling/visiting/visits?

Pedagogical questions:

• Can you see how people look after this place?

• What do people do here?

• How does this place make you feel?

• Where are these natural and built features located?

• What is natural here?

• What are the differences?

• What are the similarities?

• What are the features and characteristics located? (eg resources). Why are the resources there rather than somewhere else?

• How is the space organised?

• What are the historical stories of this place?

• Where might have been here in the past that we can’t see now?

• What has changed over time? Has it changed?

• How might it change in the future?

• How do people use this place?

• Why is this environment important to people who live or visit here?

• What other evidence can you find?

• What other things like this before?

• What else might you need to know?

Pedagogical questions:

• Can you see how people look after this place?

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• What other things like this before?

• What else might you need to know?
The BitL tool – geography years 3–4

Where are the Yankunytjatjara lands located? How could you describe what is near? Where do they start and finish? How might you describe this? What are the important things to pay attention to in these stories about what life was like for Kaurna people before European settlement?

Is it the same or different to where you live? What is the same/different? What else is it like? How do Aboriginal people connect with their place? What stories do they tell about Place/Country? Why is Country important to the Aboriginal people? What is the same about how Yankunytjatjara people view the world to your view? What is different about how Yankunytjatjara view the world? What do other students think about the importance of their homeland? What are the historical stories of this place? How was the space organised? (eg Where did they put their homes?). Where did they get their food and water from? Why there? How did it help them to live? Is this still the same or has it changed? How? What is the role of the environment and resources now? How was this place cared for in the past? Has this changed? Why? How is this place used, cared for, protected and managed? How do people’s feelings about places influence how they act to protect places?

Could you find other sources? (eg photographs, satellite images). How are you going to find out about the features and characteristics of these places? How will you find out about the important resources here? Could you use the Internet or Library? What type of information should you look for? How will you know if it is relevant? Who can you ask about this? (eg make use of an Aboriginal Community Education Officer or Cultural Specialist). What else might you need to know?

How can you show what the important features are? (eg the resources in these areas and where resources are located). How can you represent the space used and the way the space is organised? Which cartographic conventions might be useful? What needs to be included on your map? (eg scale, legend, title, direction). How could you describe the connections between people and their place?

How does this help you answer your questions? Why is the location of language groups important to you? To others? How is the ATSI people’s connection to Country the same as the connection other Australians have to the land? How is this connection different? Has there been a change over time? Do all ATSI people feel the same way towards Country? What effect has change had? Does everyone think and feel the same way about this place? Do the traditional owners of the land feel the same way that other groups do about their Country? How does the way people think and feel about Country influence their ideas about how to use resources, and their actions for sustainability?

What else might you need to know? Where are the Yankunytjatjara lands located? How could you describe what is near? Where do they start and finish? How might you describe this? What are the important things to pay attention to in these stories about what life was like for Kaurna people before European settlement?

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Who would be interested in this? Why? How has this changed what you think about these places? How has this changed your ideas about how other people feel about, and look after these places? How do people’s different views about places influence how they care about them? Does this change the way you might act towards the environment in your part of Australia? What might happen if you did act? What if you didn’t?
Overview

Bringing it to life – essence meets content

The BiT tool – geography years 5–6

What do you observe?

Make observations through the 7 key concepts of Place, Space, Environment, Sustainability, Scale, Change and Interconnection, about the things that change the characteristics of places and environments in order to identify and describe them.

What questions do you have?

Develop geographical questions to investigate and frame an inquiry about:

• the reasons for the diversity of people and places around the world
• how people and places of the world are interconnected and how they might change.

What can you do to find out?

Locate, collect and record relevant geographical data from both primary and secondary sources (eg people, maps, plans, photographs, satellite images, statistical sources and reports).

Use ethical protocols and evaluate sources for their usefulness.

What can you represent this?

Represent geographical information on large and small-scale maps that conform to cartographic conventions (eg border, source, scale, legend, title and direction).

Use appropriate spatial technologies.

How can you make sense of this?

Interpret the patterns, trends and distributions in order to draw conclusions about connections between the people, places and phenomena of your world.

Pedagogical questions:

• Where are these places located?
• What natural environmental features (landforms, vegetation, water bodies, animals, weather conditions) can you see and experience in these places?
• How are the natural environment features arranged in these places?
• Who lives here and uses these places?
• What has been built here? How is the built environment arranged?
• How does the natural environment influence the built environment and vice versa?
• What are the patterns in these environments?
• How is the space used here?
• What evidence can you see of the impact of people here?
• What has changed here?
• What difference and similarities exist if we look at places like this locally, nationally or globally?

Pedagogical questions:

Encourage students to think about this place considering the 7 key concepts of Place, Space, Environment, Sustainability, Scale, Change and Interconnection.

Examples of questions highlighting the concepts:

• What questions could you investigate?
• What is interesting or unexpected?
• What confuses or surprises you from your observations/data?
• Why is this place where it is?
• How did it come to be like this?
• What else is it like? (locally and globally). Is this unusual or is this the same everywhere?
• What is the same? What is different? (locally and globally).
• What are the stories about this place?
• Has it changed over time? Long and short term.
• Is it changing? Why is it changing?
• Why or what do the changes influence? How do you know?
• What might happen in the future?
• How do people and their environment rely on each other?
• What actions might you propose?

Pedagogical questions:

• How are you going to investigate your questions?
• Can you do fieldwork to investigate?
• Where can you look for data and information about this?
• What other useful sources can you find? (eg different perspectives, maps, plan, etc).
• What ideas do you and others have?
• Who can you ask?
• How can you evaluate your sources?
• What information/data should you look for?
• What is the best way to collect and record data?
• How can you find out about where places/things are positioned relative to others?
• How will you evaluate the data/units/measures used?
• Is this useful information/data? How do you know?
• Is it contestable? How?
• What do you need to consider to ensure your data collection doesn’t harm people or the environment?

Pedagogical questions:

• What type of visual representation might help to analyze the spatial data?
• How could you draw, map or model the data to visually represent it?
• What other representations can you look at and evaluate for your own use? (eg maps, population pyramids, graphs).
• What mapping conventions will you use?
• Which cartographic skills and representations are useful?
• What are the appropriate geographical words to use?
• How can you emphasise useful data using the spatial technologies? (eg Google maps, computer generated models).
• How might you show direction, location, distributions, patterns, trends, and relationships? (eg choropleth maps).

Pedagogical questions:

• What do your representations show?
• What doesn’t it show? Why is this so?
• How might you explain the patterns, distributions and trends in the data?
• How might this happen? Can you suggest a relationship or a reason for this?
• Are there other ways of looking at the same data and coming to a different conclusion?
• What impact is change having? Why?
• How do the connections between people, places and phenomena have an impact on what you have found out?

Pedagogical questions:

• How can you share what you found out?
• What other ways might you use to share this?
• What geographical tools and forms will help?
• Who is your audience?
• Who might care about this? Might need to know this?
• How might this affect your future?
• How might this affect other places?
• People? Environments?
• How might it affect them?
• How has your learning changed the way you see the future?
• What might you do differently?
• What might you keep doing the same as before?
• Why?
• What action might you propose?

Pedagogical questions:

• What action might you propose?
• How can you communicate and respond?

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Example: Year 6 Content description: Geographical knowledge and understanding

The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region. Using Geogspace website Year 6 exemplar illustration: http://www.geogspace.edu.au/ to look at diversity in the Asian region.

What do you notice about Asia?

Which direction is Asia from Australia? Which is the nearest Australian town? Which is the nearest Asian country? How could you describe the absolute location of an Asian country using latitude and longitude? What features of Asian countries stand out? Are they similar and different to Australia?

What questions could you investigate?

What is interesting or unexpected about the Asian region?

What confuses or surprises you in the data or patterns?

Why are the boundaries for Asia where they are?

What are the different cultures represented within Asia?

What issues might there be for you doing field work in Asia?

Who might have information about Asia?

What information will be the most relevant to your questions?

How is the data about Asia the same as data from your local area?

How is the data from Asia different to data from your local area?

How can you represent Asia on a map?

What type of map and spatial technologies best represent the data you have?

Would Google Earth, Google map, Mapmaker or Mapmaker online be useful to show the comparison of Asia with Australia? How?

What does the information tell us?

What are the maps and graphs of Asia showing? What does this information mean?

How can you interpret the diversity and changes in the Asian information? How can you communicate it?

What maps, graphics and digital technologies will help you communicate your ideas?
How are Asian countries similar and different to each other?
How is the space used?
What connections do you observe between Australian people and Asian people? What connections can you see between Australian people and Asian places?
How are these connections changing over time?

| What is the same about regions within Asia? What is different about them? |
| Is this unusual or is this the same everywhere? What other places is Asia like? |
| Has Asia changed over time? How is Asia changing? Why is it changing? |
| Who or what do the changes influence? How do you know? |
| What might happen in the future? |
| What connections are there between Australian people and Asian people? |
| How do people in Asia connect with, and rely on, people in other places? How are these connections similar/different between Australia and other places? |
| What changes these connections? |
| How does Asia influence and affect Australia? How does Australia influence and affect Asia? |

| What other useful sources can you find? (e.g., interviewing different groups of people, using maps, plans, sourcing records from government departments and Non-Government Organisations (NGO’s). |
| What information could you look for about the people and places of Asia and Australia? |
| Is this useful information/data? How do you know? |
| How can you evaluate your sources and the data? |
| How will you consider ethics? |
| How can you ensure that collecting this information won’t harm people or the environment? |

| How can you use digital mapping technologies to show comparative population changes across Asia? |
| How might you use graphics to show patterns in the lifespan data from Asia? |
| How might you represent the average number of births per woman in the Asian region? |
| How might you show comparisons of different countries across the region? |
| Is there a relationship between the age profile and the birth-rate? |
| What other relationships can you find? |
| Which mapping conventions and terms will help others understand your map? |
| How might you show direction, location, distributions, patterns, trends, and change over time? |
| Can you do all of this on one map or graph? Do you need multiple representations? |

| How have the populations changed over time? |
| What factors affect population? What factors are affected by population? |
| Have some factors changed more rapidly than others? What might have caused the differences and changes over time? Can you suggest a relationship or a reason for this? |
| How do the patterns in other Asian countries compare to Australia? Are they similar or different to Australia? |
| Can you identify these same patterns and trends in other Asian countries? What is the impact of the patterns or trends in population? |
| Are there other ways of looking at this same data and coming to a different conclusion? What other conclusions are possible? |

| Who else needs to know about how populations are changing in Asia? |
| How might the trends influence your future? |
| What does this mean to you? |
| How has your learning changed the way you see the future of Australia in the Asian region? |
| How might this affect other places? People? Environments? |
| What action might you propose? Why? |
The BitL tool – geography years 7–8

**Overview**

Bringing it to life – essence meets content

- What geographical processes (natural and human) have changed over time?
- What impact are change having? Why?
- How might people plan for, and manage this change?
- What is happening? Which geographical processes are acting here?
- Which geographical concepts are most important for your investigation?
- Examples of questions highlighting the concepts:
  - Place, Space, Environment, Sustainability, Scale, Change and Interconnection.
  - Pedagogical questions:
    - What does the secondary data show about how this place is changing?
    - How is this place changing?
    - Why is it where it is?
    - Where do interconnections change places and environments?
    - What factors influence or impact this place or phenomena? How?
    - Which factors influence the spatial distribution?
    - Which questions arise at different scales? Locally, nationally, globally? Are there patterns or not?
    - How do interconnections affect people’s lives?

**Pedagogical questions:**

- What do you observe here?
- What tools might extend your ability to observe and/or collect data?
- What are the significant natural features and phenomena? What are the significant built features and phenomena?
- Where are the features and phenomena located?
- How do people use, and manage this place or phenomena?
- What patterns of distribution or connections can you see?
- What geographical processes (natural and human) can you see at work?
- What evidence exists of human impact or interaction?
- What evidence can you see of change?

**Pedagogical questions:**

- What does the secondary data show about how this place is changing?
- How is this place changing?
- Why is it changing?
- How might people plan for, and manage this change?
- Why is it where it is?
- What is happening? Which geographical processes are acting here?
- Which factors influence or impact this place or phenomena? How?
- Which factors influence the spatial distribution?
- Which questions arise at different scales? Locally, nationally, globally? Are there patterns or not?
- How do interconnections affect people’s lives?

**Pedagogical questions:**

- How does information/data should you look for in order to investigate your inquiry questions?
- Where can you look for relevant information?
- Who can you ask?
- How will you check for relevance, validity, reliability and contestability?
- What type of data can you access?
- How will you check for relevance, validity, reliability and contestability?
- Why is it changing?
- How might people plan for, and manage this change?
- Why is it where it is?
- What factors impact or influence this place or phenomena? How?
- Which factors influence the spatial distribution?
- What questions arise at different scales? Locally, nationally, globally? Are there patterns or not?
- How do interconnections affect people’s lives?

**Example: Year 7 – Unit 1 Water in the World**

**Content description:** Geographical knowledge and understanding

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa. Geogspace - Murray Darling Basin plan

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<table>
<thead>
<tr>
<th>What do you observe about where Australia’s water is located? Where is there plenty? Where is water scarce? What does the secondary data show about how this has changed over time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the best representations to show the location of water resources, availability, quality and quantity? (e.g. tables, graphs, population pyramids, maps and field sketches).</td>
</tr>
<tr>
<td>Students are faced with the issue of global water scarcity. What can you conclude from the patterns in the local, national and global water data? What management responses would you suggest to deal with a drought challenge?</td>
</tr>
<tr>
<td>What are the environmental, economic, and social considerations to your proposal? Who might this action affect? Why? Who might this action affect? Why? How could you draw, map or model the interaction? How might you explain this? How can you make sense of this? How might you explain the effect of change and interconnection? What data and information will be relevant to suit a particular audience and purpose? Use geographical terminology and digital technologies as appropriate. Reflect on learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal.</td>
</tr>
</tbody>
</table>

**Pedagogical questions:**

- How do you decide how much is enough water?
- What questions could frame an inquiry about drought? How, and why, does drought occur? How do we decide how much is enough water?
- How might you explain the effect of change and interconnection? What does the data indicate? How might you analyse this data? How might you explain this? How can you explain this? How can you make sense of this? How might you explain the effect of change and interconnection? What might have changed over time that you can’t see? Why is it changing? How might people plan for, and manage this change? How is it where it is? What factors impact or influence this place or phenomena? How? Which factors influence the spatial distribution? What questions arise at different scales? Locally, nationally, globally? Are there patterns or not? How do interconnections change place and environments? How do interconnections affect people’s lives?

**Pedagogical questions:**

- How will you check for relevance, validity, reliability and contestability?
- What tools might help to collect data in your fieldwork? What tools might help to collect and record data from primary and secondary sources?
- What is happening? Which geographical processes are acting here?
- Which factors influence or impact this place or phenomena? How?
- Which factors influence the spatial distribution?
- What questions arise at different scales? Locally, nationally, globally? Are there patterns or not?
- How do interconnections affect people’s lives?

**Pedagogical questions:**

- What tools might extend your ability to observe and/or collect data?
- What are the significant natural features and phenomena? What are the significant built features and phenomena?
- Where are the features and phenomena located?
- How do people use, and manage this place or phenomena?
- What patterns of distribution or connections can you see?
- What geographical processes (natural and human) can you see at work?
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- What geographical processes (natural and human) can you see at work?
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- What evidence can you see of change?
What does the local, national and global data show? What can you observe from regional and global water data? Where is water scarce in West Asia? Where is water scarce in North Africa? What patterns do you see? Which geographical processes can you observe in a time of drought? What is happening or changing here?

Which factors influence the spatial distribution of the water? How does the availability of water affect the location of towns/settlements? How does the location of people in settlements, or land use, affect the availability of water? How do people rely on, or use water, to sustain life and enrich life? How do people rely on, or use water, to sustain life and enrich life? Are there patterns in the distribution of water? How does Australia compare to other similar places? (eg West Asia and North Africa). What is the drought data at the local, national and global level? Who, and what, is drought affecting? Are there any people or industries benefiting from drought? How? Has it always been like this in Australia? West Asia? North Africa? What is the same or different now? How might people plan for, and manage, change of water availability in the future? What different views do people have about the management of drought? In what ways are places valued and perceived differently as a result?

Would photographs, interviews and surveys be of use? Where can you source secondary data about water availability? Where can you source statistics about water needs or usage? What tools might help to collect and record data from primary and secondary sources? Could you ask the authority which manages the water resources? Have there been related investigations, which might be useful to compare to this study? Locally or nationally? Recent or historical studies? How will you know the data is relevant to the current situation and location? How will you check for validity and reliability of the data? Are there any ethical concerns to consider when collecting this data? Could the collection of this data lead to harm of the environment or people?

What are the best representations to show the location of water resources, availability, quality and quantity? (eg tables, graphs, population pyramids, maps and field sketches). How might you explain the reasons for the distribution of water? How can you explain the geographical processes at work here? Does this explanation hold true at all scales - local, national and globally? How does this help you answer your questions about drought? How does the situation in Australia compare to West Asia and North Africa? Can you make inferences about the effects of water scarcity on people and places? How might you explain the environmental, economic, and social factors that are acting? Has the drought data changed over time? Why? What impact does this have on people, and the environment? What might this mean to other people? What different viewpoints and opinions are there about drought? Why? How does this inquiry help you to explain individual and government responses to drought? What criteria might be appropriate to judge alternative management solutions in a drought? How can you explain what might happen if there are further changes?

How might people and government prepare, or manage, their future when drought is a possibility? How might economic, environmental, and social factors influence their response? What action do you suggest at a local level? Are there different approaches to this challenge at a regional, national and global level? What impact might each proposal have? What are the likely outcomes for the future? Is each proposal sustainable? How would you communicate and argue for your preferred drought response proposal? How do your ideas compare with the ideas of others, and with ideas of the past? What evidence will support your argument?
**Geography: Years 9–10**

**What do you observe?**
Observations are made using primary and secondary sources in order to identify, analyse and evaluate geographical processes through the 7 key concepts of Place, Space, Environment, Sustainability, Scale, Change and Interconnection. Consider reliability and how observations might change at different scales.

**What questions do you have?**
Use initial research to identify, develop and modify geographically significant questions, and frame an inquiry that identifies and applies geographical methodologies (evaluated for appropriateness) and concepts.

**What can you do to find out?**
Select and critically evaluate a range of primary and secondary sources. Critique information for reliability and usefulness. Collect and record relevant geographical data using ethical protocols. Ensure collection of an appropriate range of viewpoints.

**What can you represent this?**
Accurately represent multi-variable data in a range of appropriate graphic forms (eg scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies). Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate.

**How can you make sense of this?**
Evaluate data using qualitative and quantitative methods. Use the data and representations to make generalisations and inferences, propose explanations for distributions, patterns, trends, relationships and anomalies, and predict outcomes.

Apply geographical concepts to synthesise information from various sources, and draw conclusions based on the analysis of data and information, taking into account alternative points of view. Consider how geographical information systems (GIS) might be used to analyse geographical data at a more elaborate level.

**Pedagogical questions:**
- What are the characteristics of these phenomena or places?
- What geographical processes do you observe?
- What tools might extend your ability to observe with or collect data?
- What is the location and distribution of the phenomena?
- Does the data show patterns, associations or distributions?
- What evidence can you observe of the spatial change over time? Spatial variations?
- What evidence shows the interconnections between environments, places and people?
- What is the evidence of humans managing environments for sustainability?
- How does data differ from the local to the global?
- What are the secondary sources show?
- How can you be sure your observations are accurate and valid?
- What can’t you see or observe here?

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Consider how geographical information systems (GIS) might be used to infer, and compare with the current geographical thinking, and current data, and will be relevant into the future. Consider how geographical information systems (GIS) might be used to synthesise information from various sources, and draw conclusions based on the analysis of data and information, taking into account alternative points of view. Consider how geographical processes acting at the local, national and global scales?

**What questions do you have?**
Use initial research to identify, develop and modify geographically significant questions, and frame an inquiry that identifies and applies geographical methodologies (evaluated for appropriateness) and concepts.

**What can you do to find out?**
Select and critically evaluate a range of primary and secondary sources. Critique information for reliability and usefulness. Collect and record relevant geographical data using ethical protocols. Ensure collection of an appropriate range of viewpoints.

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- What are the secondary sources show?
- How can you be sure your observations are accurate and valid?
- What can’t you see or observe here?
Overview  Bringing it to life – essence meets content

The BitL tool – geography years 9–10

Example: Year 10 - Unit 2 Geographies of human wellbeing  Content description: Geographical knowledge and understanding

<table>
<thead>
<tr>
<th>Can data show geographical processes that impact on wellbeing? (eg. Death rates, birth rates etc.)</th>
<th>What do you already know about human wellbeing? How is human wellbeing described or defined by the United Nations (UN)? Is this universal, or are there different views? What questions might you investigate relating to the spatial distribution of wellbeing? What are the associations, patterns and distributions that are significant? Is the diversity within countries as broad as the diversity between countries? What questions arise from the primary and secondary sources? What is the diversity of wellbeing measurements within a country or region? How do wellbeing measurements compare at the local, national and global scale? How is wellbeing perceived at these scales? What changes are occurring over time in the countries you have investigated? How is wellbeing changing in developing countries vs developed countries? Why is it changing? What are the outcomes and consequences of change? Where is wellbeing staying constant? Why? How do the interconnections between people, places and environments influence wellbeing? How do the interconnections between people and environments influence factors like life expectancy? What might happen in the future? How does wellbeing affect demographics, town planning, and future planning for use of resources? Nationally and globally? What are the options or strategies for management of wellbeing? Are the options sustainable? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What relevant demographic data can you find, and where will you look for it?</td>
<td>What relevant demographic data can you find, and where will you look for it? How can you find relevant geographical data and information? How will you evaluate the relevance of data to your study? Where will you find population, census, and economic data? How can you ensure spatial distributions, patterns and associations are identified from the type of data you collect? What background information and historical data would be of use to this study? What information can be sourced from governments or Non-government organisations in the area of wellbeing? (eg World Vision). Whose opinions are of value in this inquiry? Why? Could interviewing recent migrants be useful? Is it ethical to gather this data and information? Why? Why not? How will you check for validity and reliability of the primary and secondary sources?</td>
</tr>
<tr>
<td>How can you best represent data to show similarities and differences in wellbeing? How can you show patterns and distributions of wellbeing factors? How can you best represent the age/sex demographic of a place? How can you represent population density? (eg choropleth map). What conventions and terminology are required when representing wellbeing data? How might the scale that you use influence the representation or interpretation of this data? Which technology aids representation? How could you use spatial technology? (eg Geographical Information Systems (GIS) to represent the distribution, patterns and trends of human wellbeing. How is the data configured to be comparable? (eg crude birth and death rates, infant mortality rates).</td>
<td></td>
</tr>
<tr>
<td>What explanations might account for the variations in wellbeing indicators between countries? Are social, economic and environmental factors equally important? What evidence led to your explanation? Are alternative conclusions plausible? Are the global variations in human wellbeing sustainable? What does this mean to you? How will it affect you and others locally, nationally and globally? Is it possible to generalise and infer from the data collected or sourced to other situations? What strategies are currently in place to aid developing countries and promote improvements in wellbeing? Why? How would you analyse and evaluate alternative strategies to the geographical challenge of worldwide variation in human wellbeing? What additional questions do you have? How valid is the data, and the methodology you used to collect it, or represent it? What are the limitations of your investigation? How could you improve your inquiry next time? Is the economic and social data equally important? Why? Why not?</td>
<td></td>
</tr>
<tr>
<td>How can you share your conclusions about the global challenges found in variations of human wellbeing indicators? How can you share your conclusions, and make proposals for a preferred future? How might you present findings, arguments and explanations appropriately for the audience and purpose? Who needs to know about what you have learned? How will this knowledge and understanding change how you and others think, and act in the future? How will you acknowledge multiple perspectives and sources? How might you consider economic, social and environmental outcomes and consequences that might result from the proposal? Who might benefit from your proposal? Who might be disadvantaged? What is the cost? To whom? What are the possible outcomes and consequences of your proposal? Who decides which proposal is enacted?</td>
<td></td>
</tr>
</tbody>
</table>