GOOMERI STATE SCHOOL P - 10

P–10 Curriculum, Assessment and Reporting Plan
(The “WHAT” in a Nutshell)

Australian Curriculum
- English
- Mathematics
- Science
- Humanities & Social Sciences
- H&PE
- Technologies
- The Arts
- LOTE

QCAA

Cross-curriculum priorities
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Developed by Helen Isaac HOC Goomeri State School
With thanks to Kath McCann (Earnshaw State College)
Our School Vision
Everyone Learning and Achieving

Our School Motto
Strive To Do Better

Our School Key Priorities
Literacy & Numeracy
Academic Aspiration
Engagement & Behaviour
Early Years
Purposeful Use of Data
Student Well-Being

Our School Rules:
Be a Learner ~ Be Respectful ~ Be Safe
Adapting C2C Units

When planning, teachers consider the following elements when modifying C2C Units. THE Goomeri State School Adaptation Planner is to be used to record what will be taught.

**Curriculum Intent**
- What are the relevant Australian Curriculum Content Descriptions and parts of the Year Level Achievement Standard?
- What is the purpose (the intent) of the unit?
- Review the relevant prior curriculum to identify possible gaps between the unit content and student capabilities.

**Assessment**
- Does the assessment item align with ACARA Content Descriptors?
- What knowledge and skills will students need in order to attain the required learning to complete the assessment?
- Will students be able to complete the existing assessment piece or do you need to modify or develop new assessment items and GTMJs?
- Does the task need to be adapted to satisfy what is essential, within the time period?
- How will you differentiate the task for individual students?
- Will changes to the assessment still allow students to demonstrate an "A" level of achievement?

**Sequencing Teaching & Learning**
- How will you pre-assess to determine students’ prior knowledge and understanding?
- Will you be able to implement the teaching sequence as it is, or will you need to adapt it?
- What lessons or activities are essential for students to attain the required learning and complete the assessment?
- What are the WALT, WILF & TIB for each Teaching and Learning experience?
- How will you differentiate the learning for individual students?
- Which core resources will be used by all classes? Which can be used for consolidation or extension?

**Making Judgements**
- What criteria are relevant on the existing GTMJ?
- Do you need to change the criteria to reflect any changes to the assessment or the teaching and learning sequence?
- What are the WALT, WILF & TIB for each Teaching and Learning experience?
- How will you ensure consistency in the implementation and marking of the assessment for moderation and reporting purposes?
- If no GTMJ is supplied, do you need to write one?

**Feedback**
- How will you give feedback to students about their performance throughout the unit?
- How will you use feedback about student performance to inform implementation of this unit and the next?

**CONSIDER**
- Will any changes made affect the intent of the unit?
- Do any changes still align with Australian Curriculum content descriptions and assessment standards?
- As you make decisions around adopting and adapting the units of work, it is important that you align your assessment and reporting to what you have taught.
- Remember you can provide students with further opportunities throughout the year to cover the content descriptions and demonstrate the achievement standard.
- Record changes to the sequence and frequency of explicit teaching of content descriptors in the Year Level Overview.
- Adaptation planners are to be completed each term for each subject area. They record in detail the lesson sequences for each unit and the differentiation required for individual students.
One way teachers can provide more targeted, individualised instruction is to use the **gradual release of responsibility model** (Pearson & Gallagher, 1983). This instructional model requires that the teacher, by design, transition from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility" (Duke & Pearson, 2002).

The optimal learning model takes Vygotsky’s ideas and puts them into practice. In this research-based model, the responsibility for task completion shifts gradually over time from the teacher to the student. The following steps describe this shift:

- **Teacher Modelling:** Explain the strategy, demonstrate how to use it, and think aloud while demonstrating.
- **Guided Practice:** Practice using the strategy with students during shared lessons. Allow students to share their thinking processes. Give feedback and support. Gradually release responsibility to students.
- **Independent Practice:** Students try to apply the strategy on their own, receiving feedback from teacher and other students.
- **Application of the Strategy:** Students apply the strategy in a new format or more difficult text.

We need to enter into dialogue with a learner in such a way that "hints and prompts" are provided to move him/her through the zone of proximal development. Learning is about support, help and encouragement to reach new levels of understanding and skill. This gradual release may occur over a day, a week, or an entire unit. However, Warm-Up and Closure is part of every lesson.

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**Goomeri State School Explicit Instruction Methodology:**

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**Table: Gradual Release of Responsibility: Toward Independent Learning**

<table>
<thead>
<tr>
<th>Warm-Up</th>
<th>I DO</th>
<th>WE DO</th>
<th>YOU DO</th>
<th>Reflection</th>
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<tbody>
<tr>
<td>Teacher Explains, Student Listens</td>
<td>Teacher Does, Student Watches</td>
<td>Teacher Does, Student Helps</td>
<td>Students Do Together, Teacher Helps</td>
<td>Student Does, Teacher Watches, Teacher Questions, Student Reflects &amp; Responds</td>
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</tbody>
</table>

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**Goomeri State School Explicit Instruction Methodology (Archer & Hughes, 2011)**

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**Teacher’s Role**

- **Modelled Teaching (Focus Lessons):**
  - Explicitly explain strategies and models.
  - Model the teaching of strategies and models.
  - Model and demonstrate thinking processes.
  - Give feedback and support.
  - Gradually release responsibility to students.

**Teacher’s Questions:**

- Verbal and Visual Prompts and cues
- Active Monitoring (High Teacher Movement)
- Feedback and Questions
- Misconception analysis
- Formative assessment

**Student’s Role:**

- Listen Attentively: Identify learning goal Mates connections to previous learning
- Look, Listen and Learn: Contribute to group or class learning, Seek feedback
- Reflect on Learning: Link new learning with prior knowledge

**Student Movement:**

- **Forward:**
  - Complete tasks
  - Show high standards of work
  - Self-monitor, Apply, problem solve, self-evaluate

- **Back:**
  - Evaluate Effectiveness
  - Feed Back: Feedback
  - Re-focus: Refocus on the purpose
  - Make Connections

**Teacher’s Movement:**

- **Forward:**
  - Engage students in independent learning task
  - Clarify and verify student understanding of the task
  - Differentiate
  - Strong Questions
  - Provide immediate affirming and corrective feedback

- **Back:**
  - Develop student thinking – think aloud

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**Explicit Instruction Methodology (Archer & Hughes, 2011)**

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The gradual release of responsibility model is the intersection of several theories, including the following:

- Piaget’s (1952) work on cognitive structures and schema
- Vygotsky’s (1962, 1978) work on zones of proximal development
- Bandura’s (1965) work on attention, retention, reproduction, and motivation
- Wood, Bruner, and Ross’s (1976) work on scaffolded instruction

Tak together, these theories suggest that:

- Learning occurs through interactions with others, and
- When these interactions are intentional, specific learning occurs.

Unfortunately, most current implementation efforts of the gradual release of responsibility model limit these interactions to adult and child exchanges. A common framework for implementing the model is I do it; we do it; you do it. In other words, many current models lack a vital component: learning through collaboration with peers.
Curriculum Content 2015

YEAR LEVEL OVERVIEWS
**ENGLISH**

**Receptive modes (listening, reading and viewing):** By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

**Productive modes (speaking and creating):** Students understand that their speech can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing.

**Diagnosis:**

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**Oral Language:**

- Oral Language
- Rhythm/rhyme/alliteration
- Sound Patterns
- Segments into rhymes
- Blending onset/rimes
- Blending phonemes
- Syllables
- Isolating phonemes
- Adding phonemes
- Substituting phoneme
- Phonic awareness
- Concepts about print
- Sight Words
- Guided Reading
- Home Reading
- Concepts of Print

**Phonological awareness:**

- Phonological awareness
- Concepts about print
- Sight Words
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**Concepts of Print:**

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**Language:**

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1648)
- Deliver short oral presentations to peers (ACELY1647)
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

**Literacy:**

- Respond to texts, identifying favourite stories, authors and illustrators (ACEL1157)
- Share feelings and thoughts about the events and characters in texts (ACEL1158)
- Identify some features of texts including events and characters and retell events from a text (ACEL1159)
- Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACEL1178)
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**Creating literary:**

- Retell familiar literary texts through performance, use of illustrations and images (ACELY1580)
- Create short texts to explore, record and report ideas and events using familiar words and beginning knowledge (ACELY1653)
- Participate in shared editing of students own texts for meaning, spelling, capital letters and full stops (ACELY1652)
- Produce some lower case and upper case letters using learned letter formations (ACELY1653)
- Construct texts using software including word processing programs (ACELY1654)

**PM Benchmarks:**

- Letter/Sound
- Sight Words
- Letter/Sound
- Sight Words

**Concepts about print:**

- Concepts about print
- Sight Words
- Guided Reading
- Home Reading

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**Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)**
**MATHEMATICS**

Prep students will engage in activities across the five contexts of mathematics — Number and Algebra, Measurement and Geometry, Statistics and Probability — in the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. At this year level:

**Assessment**
- Algebra
- Place value

**Number and Algebra**
- Problem Solving
- Fluency
- Understanding
- Reasoning

**Life in Prep**
- Monitoring tasks: monitoring, investigations, active learning, real life situations, routines and transitions.

When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and Geometry, Statistics and Probability — may be addressed.

### 5 HOURS

#### S3 Term 1

**Students develop understandings of:**
- Number and place value: identify how objects are similar or different, sort objects based on similar features, identify a rule for a ‘sort’, identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences.
- Using units of measurement: sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects.
- Number and place value: recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, compare quantities, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using ‘more’, ‘less’, ‘same’, identify numbers before, after and next in a sequence, order quantities, numerals.
- Location and direction: use positional language to describe location, identify positional opposites, representing locations with models and images.

**Monitoring tasks**
- Super me: Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.
- Exploring location: Students use appropriate language to describe location.
- Exploring shape: Students use appropriate language to describe shape.

**Assessment tasks**
- Number watch: Students count to and from twenty.
- Bag sort: Compare quantities using ‘more’, ‘less’, ‘same’, identify numbers before, after and next in a sequence, order quantities, numerals.
- Students count and compare collections.

**Number and Algebra**
- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001).
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002).
- Subitise small collections of objects (ACMNA003).
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289).
- Represent practical situations to model addition and sharing (ACMNA004).

**Patterns and algebra**
- Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005).

### Term 2

**Students develop understandings of:**
- Using units of measurement: compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations.
- Shape: compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes.
- Number and place value: compare forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts.
- Location and transformation: identify and describe pathways, give and follow movement directions, represent movement paths, describe locations.
- Patterns and algebra: copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number.

**Monitoring tasks**
- Exploring equivalence: Students make connections between equal quantities.
- Beads: Students order small collections.
- School bag: Students compare objects using mass.

**Assessment tasks**
- Yes or No Work sample/Observation: Students ask a yes/no question to collect information. A week of events: Work sample/Interview. Students plan a week of events to do with a toy visitor.

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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Number and place value**
- Number watch: Students count to and from twenty.
- Bag sort: Compare quantities using ‘more’, ‘less’, ‘same’, identify numbers before, after and next in a sequence, order quantities, numerals.

**Number and measurement**
- Use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language (ACMMG006).
- Compare and order the duration of events using the everyday language of time (ACMMG007).

**Patterns and algebra**
- Describe position and movement (ACMMG010).

**Measurement**
- Develop understandings of:
  - Number and place value: represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process.
  - Using units of measurement: directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects.
  - Location and transformation: describe position, describe direction.
  - Shape: describe, name and compare shapes.
  - Data representation and interpretation: generate yes/no questions, identify and interpret data collected.

**Measuring**
- Measurement guided inquiry Portfolio.
- Students reason mathematically to solve an inquiry question.

**Students**
- Students develop understandings of:
  - Number and algebra: identify how objects are similar or different, sort objects based on similar features, identify a rule for a ‘sort’, identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences.
  - Using units of measurement: compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations.
  - Shape: compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes.
  - Number and place value: compare forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts.
  - Location and transformation: identify and describe pathways, give and follow movement directions, represent movement paths, describe locations.
  - Patterns and algebra: copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number.

**Assessment**
- Students count and compare collections.

**Students**
- Students develop understandings of:
  - Number and place value: represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process.
  - Using units of measurement: directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects.
  - Location and transformation: describe position, describe direction.
  - Shape: describe, name and compare shapes.
  - Data representation and interpretation: generate yes/no questions, identify and interpret data collected.

**Assessment**
- Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.
- Students connect number names, numerals and quantities.
- Measurement guided inquiry Portfolio.
- Students reason mathematically to solve an inquiry question.

**Students**
- Students develop understandings of:
  - Number and place value: represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process.
  - Using units of measurement: directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects.
  - Location and transformation: describe position, describe direction.
  - Shape: describe, name and compare shapes.
  - Data representation and interpretation: generate yes/no questions, identify and interpret data collected.
### SCIENCE Connections of science

<table>
<thead>
<tr>
<th>Physical sciences</th>
<th>Earth and space sciences</th>
<th>Chemical sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</td>
<td>The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</td>
<td>Objects are made of materials that have observable properties (ACSSU003)</td>
</tr>
<tr>
<td>The way objects move depends on a variety of factors, including their size and shape</td>
<td>The way objects move depends on a variety of factors, including their size and shape</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 1**

**The collection of work includes:**
- things, responses to questions about scientific observation, records of conversations with/between students, descriptions of living things.
- Students can demonstrate their knowledge and understanding in a collection of student work.
- Teachers and students organise evidence of learning through a collection of work. This evidence is an ongoing process and is used to make judgements about progression and development.
- It becomes a dynamic record of examples of a student’s learning and development.

**Portfolio**

- Our living world
  - Students use their senses to observe the needs of living things; both animals and plants.
  - They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met and there are consequences when needs are not met. Theyanalyse different types of environments and where each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about some sustainable practices that they could implement to support and protect their local living things.

- Our material world
  - Students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.

**Primary Connections Unit**

<table>
<thead>
<tr>
<th>Collection of student work Portfolio</th>
<th>Weather watch Portfolio</th>
<th>Move it, move it Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and students organise evidence of learning through a collection of work. This evidence is an ongoing process between a teacher, a student, parents/carers and other partners. It becomes a dynamic record of examples of a student’s learning and development.</td>
<td>Students use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.</td>
<td>Students engage in activities from the five contexts of learning: play, real-life situations, investigations, routines and transitions, and focused learning and teaching. This unit involves students using their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</td>
</tr>
</tbody>
</table>

**Science understanding**

<table>
<thead>
<tr>
<th>Biological sciences</th>
<th>Earth and space sciences</th>
<th>Physical sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living things have basic needs, including food and water (ACSSU002)</td>
<td>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</td>
<td>The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</td>
</tr>
<tr>
<td>Objects are made of materials that have observable properties (ACSSU003)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</td>
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</tr>
</tbody>
</table>

**Science as a human endeavour**

<table>
<thead>
<tr>
<th>Nature and development of science</th>
<th>Science understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science involves exploring and observing the world using the senses (ACSSH012)</td>
<td>Living things have basic needs, including food and water (ACSSU002)</td>
</tr>
<tr>
<td>Objects are made of materials that have observable properties (ACSSU003)</td>
<td>Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)</td>
</tr>
<tr>
<td>The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</td>
<td></td>
</tr>
</tbody>
</table>

**Science inquiry skills**

<table>
<thead>
<tr>
<th>Questioning and predicting</th>
<th>Planning and conducting</th>
<th>Processing and analysing data and information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to questions about familiar objects and events (ACSI0014)</td>
<td>Explore and make observations by using the senses (ACSI0015)</td>
<td>Engage in discussions about observations and use methods such as drawing to represent ideas (ACSI023)</td>
</tr>
</tbody>
</table>

**Move it, move it — Collection of journal entries**

- Students investigate, describe and compare the properties and movement of familiar objects.
- Assessment in this unit is ongoing and consists of observations and a collection of work gathered in students’ science journals from the various learning experiences during the unit. This format provides a variety of opportunities for students to demonstrate their knowledge and understanding over time.

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**P-10 Overview**

**Design & Technologies**

- Please see separate P-10 Overview — Page 75

**1 Hour Per Week**

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**Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)**
In this unit, students:

• investigate their personal history, particularly family backgrounds and relationships
• examine the nature and structure of families
• recognise similarities and differences between families
• appreciate diversity within their family and others.

Inquiry question: What is my history and how do I know?

In this unit, students:

• identify familiar ways family and friends commemorate past events that are important to them
• explore the way in which stories of families and the past can be and have been communicated
• recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museums that represent past events
• understand that stories can change over time.

Exploring families

Inquiry questions:

• What stories do other people tell about the past?
• How can stories of the past be told and shared?

In this unit, students:

• draw on studies at the personal scale, including places in which students live or other places of equal size that are familiar to them or that they are curious about
• develop questions about places they belong to
• understand that a ‘place’ has features and a boundary, that can be represented on maps or globes
• understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to
• observe the visible elements or features of the ‘place’ they live in and belong to, and record
• use maps and stories to identify the places students live in and belong to, such as, their home, neighbourhood, or rural area, and record the features of each place
• represent the location and direction of visible elements or features of their place on a pictorial map and model
• describe their observations of the features of a familiar place, its location and direction, and the reasons for living there

Tell me a story about the past

The purpose of this technique is for students to represent and describe how important family events are commemorated and then sequence the events in order. Students relate a story about a past event referring to a source.

Collection of work

The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry and research. Students use geographical methods to represent and describe places.

Guided research

The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and presentation of information to draw conclusions and propose action. Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.
### THE ARTS

**Assessment Tasks**

**I HOUR**

**Music/Dance:** Students explore The Arts within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

**Soundwaves – actions/dances**

**Visual Art:** Students explore The Arts within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

**Particular attention is given to developing creativity, exploring materials and response to artworks.**

**Drama:** Students explore The Arts within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

“Home Corner” is developed by students based on areas of study. eg: a Post Office in English Unit; a Weather Station in Science unit.

**Media:** Students explore The Arts within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

Photography Unit

**Observations**

- Reflection on own and others’ performances
- Following instructions: Step by step instructions for drawing cartoon characters
- Reflection on products created

**Assessment**

**Tasks**

- Collection of work: Children will complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.

**PE 1 HOUR**

**Let’s get moving**

In this unit students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.

**Playing with balls/Athletics**

In this unit students will develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.

**Playing together/Catch That……**

In this unit students will explore the benefits of regular participation in physical activity through active play in simple games. They will apply the safety rules and the principles of being a good team member in simple games.

**PE**

- **Health 0.5 HOUR**
  - **I am growing and changing**
    - In this unit students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity.
  - **Looking out for others**
    - In this unit, students explore how to interact with each other and express emotions appropriately.
  - **I am safe**
    - In this unit, students discuss safe and unsafe situations, road safety and safe use of medicines.

**HPE**

**Personal, Social and Community Health**

- **Identify personal strengths (ACPSPS001)**
- **Name parts of the body and describe how their body is growing and changing (ACPSPS002)**
- **Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPSPS003)**
- **Identify and describe emotional responses people may experience in different situations (ACPSPS004)**
- **Identify actions that promote health, safety and wellbeing (ACPSPS006)**
- **Participate in play that promotes engagement with outdoor settings and the natural environment (ACPSPS007)**

**Movement and Physical Activity**

- **Moving our body**
  - Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP016)
  - Participate in games with and without equipment (ACPMP019)
  - Cooperate with others in response to stimuli (ACPMP020)
  - Test possible solutions to movement challenges through trial and error (ACPMP013)
  - Follow rules when participating in physical activities (ACPMP014)

**Assessment**

- **I can do it!**
  - In this unit, students: explore information about what makes them unique and their strengths and achievements. They participate in play.

- **PE**
  - Let’s get moving
  - Assessment tasks will be recorded in an observation record and compiled to form a collection of work.

- **Assessment**
  - **Assessment of the students ability to:**
    - identify and describe the different emotions people experience
    - recognise actions that help them to be safe
    - identify different settings where they can be active and how to move and play safely.

- **HPE**
  - **I have personal and social skills to:**
    - include others in a range of activities
    - participate in games
    - apply rules and cooperate with others.

- **Personal, Social and Community Health**
  - **I have personal strengths:**
    - Identify personal strengths (ACPSPS001)
  - **I know how I am growing and changing:**
    - Name parts of the body and describe how their body is growing and changing (ACPSPS002)
  - **I keep myself safe and healthy:**
    - Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPSPS003)
  - **I can understand and express feelings:**
    - Identify and describe emotional responses people may experience in different situations (ACPSPS004)
  - **I can participate in play:**
    - Participate in play that promotes engagement with outdoor settings and the natural environment (ACPSPS007)

- **Movement and Physical Activity**
  - **I can move with my body:**
    - Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP026)
  - **I cooperate with others:**
    - Cooperate with others in response to stimuli (ACPMP020)

- **Assessment**
  - **Assessment tasks**
    - Focus on the students ability to:
    - identify and describe the different emotions people experience
    - recognise actions that help them to be safe
    - identify different settings where they can be active and how to move and play safely.

- **HPE**
  - **I can understand and express feelings:**
    - Identify and describe emotional responses people may experience in different situations (ACPSPS004)
  - **I can participate in play:**
    - Participate in play that promotes engagement with outdoor settings and the natural environment (ACPSPS007)

- **Movement and Physical Activity**
  - **I can move with my body:**
    - Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP026)
  - **I cooperate with others:**
    - Cooperate with others in response to stimuli (ACPMP020)
### YEAR 1 OVERVIEW

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

### Term 1

#### Unit 5 HOURS

**We Love Picture Books**

**Exploring and explaining stories**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>Language</td>
<td><strong>Exploring emotion in picture books</strong> Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.</td>
<td><strong>Exploring characters in stories</strong> Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</td>
<td><strong>Engaging with poetry</strong> Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</td>
</tr>
<tr>
<td><strong>Explaining how a story works</strong> Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.</td>
<td><strong>Examing the language of communication — questioning</strong> Students listen to, read, view and interpret animal words with animal characters to explore how they reflect human qualities.</td>
<td><strong>Relating cultural stories</strong> Students listen to, read and view picture books and stories from different cultures.</td>
<td>Creating digital procedural texts Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts.</td>
</tr>
</tbody>
</table>
| **Assessment** Responses to picture books Students comprehend and respond to picture books, demonstrating knowledge and understanding of text purpose, structure and elements of imaginative texts such as plot, character and setting. | **Create a character description** Students create a character description using written and images. Character descriptions/labeling characters- focus on adjectives, sequence of noun groups - (refer to criteria sheet) | **Poem Recitation Oral** Students perform a recitation or reading of a poem for a familiar audience. Retell a cultural story Multimodal presentation students create and present a retell of a traditional or cultural story Poem Recitation Oral Students perform a recitation or reading of a poem for a familiar audience. Multimodal presentation students create and present a retell of a traditional or cultural story | **Link**: Cooking Procedures – Home Ec Rooms/Home Ec ‘buddies’

### Reading 3 HOURS

<table>
<thead>
<tr>
<th>English</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td><strong>PM Benchmark Magic 100, 200, …, Words</strong></td>
<td><strong>Inferring Synthesising</strong> Inferring meaning, visualising, self-questioning, determining importance</td>
<td><strong>PM Benchmark</strong></td>
</tr>
<tr>
<td><strong>Recognise sound letter morphemes</strong> Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’</td>
<td><strong>Comparing Scanning</strong> Comparing similarities and differences, scanning for features such as sentence structure, punctuation, and vocabulary choice.</td>
<td><strong>PM Benchmark</strong></td>
<td><strong>Sight Words</strong></td>
</tr>
<tr>
<td><strong>Phonological awareness</strong> Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’</td>
<td><strong>Summarising/Paraphrasing</strong> Summarising and paraphrasing content</td>
<td><strong>PM Benchmark</strong></td>
<td><strong>PM Benchmark</strong></td>
</tr>
<tr>
<td><strong>Sound and Letter Knowledge</strong> Manipulate sounds in spoken words including phoneme deletion and substitution (ACELY1457)</td>
<td><strong>Understand the parts of a simple sentence that represent ‘What’s happening?’ ‘Who or what is involved?’ and the main event.</strong> Understand that language is used in combination with other means of communication, for example facial expressions and gestures</td>
<td><strong>Sight Words</strong></td>
<td><strong>Sight Words</strong></td>
</tr>
<tr>
<td><strong>Identify the parts of a simple sentence that represent ‘What’s happening?’ ‘Who or what is involved?’ and the main event.</strong> Understand that language is used in combination with other means of communication, for example facial expressions and gestures</td>
<td><strong>Understand that there are different ways of asking for information, making offers and giving commands</strong> (ACELY1448)</td>
<td><strong>PM Benchmark</strong></td>
<td><strong>PM Benchmark</strong></td>
</tr>
<tr>
<td><strong>Express different ways of expressing emotions, including visual, visual, body language and facial expressions</strong> (ACELY1787)</td>
<td><strong>Complex sentence structure and organisation</strong> Understand that the purposes texts serve shape their structure in predictable ways (ACELY1447)</td>
<td><strong>Diagnostic Assessment</strong></td>
<td><strong>Diagnostic Assessment</strong></td>
</tr>
<tr>
<td><strong>Text structure and organisation</strong> Understand that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELY1449)</td>
<td><strong>Understand that the purposes texts serve shape their structure in predictable ways</strong> (ACELY1447)</td>
<td><strong>Letter/Sound Identification Sight Words</strong></td>
<td><strong>Letter/Sound Identification Sight Words</strong></td>
</tr>
<tr>
<td><strong>Identify the parts of a simple sentence that represent ‘What’s happening?’ ‘Who or what is involved?’ and the main event.</strong> Understand that there are different ways of asking for information, making offers and giving commands (ACELY1448)</td>
<td><strong>Understand that there are different types of images in narrative and informative texts and discuss how they contribute to meaning</strong> (ACELY1452)</td>
<td><strong>PM Benchmark</strong></td>
<td><strong>PM Benchmark</strong></td>
</tr>
<tr>
<td><strong>Explore differences in words that represent people, places and things (pronouns, including pronouns), happenings and states (verbs, qualities) (adjectives) and details such as when, where, why and how (adverbs) and the surrounding circumstances</strong> (ACELY1453)</td>
<td><strong>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</strong> (ACELY1452)</td>
<td><strong>PM Benchmark</strong></td>
<td><strong>PM Benchmark</strong></td>
</tr>
<tr>
<td><strong>Understand the vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts</strong> (ACELY1454)</td>
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<td><strong>PM Benchmark</strong></td>
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</tr>
<tr>
<td><strong>Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high frequency words</strong> (ACELY1457)</td>
<td><strong>Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high frequency words</strong> (ACELY1457)</td>
<td><strong>PM Benchmark</strong></td>
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<td><strong>Recognise and know how to use morphemes in word families for example ‘play’ in ‘played’ and ‘playing’</strong></td>
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### ENGLISH

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Language</strong></td>
<td><strong>Literature and content</strong> Discuss how authors create texts using language and images</td>
<td><strong>Responding to literature</strong> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences</td>
<td><strong>Examining literature</strong> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELY1784)</td>
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<tr>
<td><strong>Literature and content</strong> Discuss how authors create texts using language and images</td>
<td><strong>Responding to literature</strong> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences</td>
<td><strong>Examining literature</strong> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELY1784)</td>
<td><strong>Creating literature</strong> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELY1656)</td>
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<td><strong>Examining literature</strong> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELY1784)</td>
<td><strong>Creating literature</strong> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELY1656)</td>
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<table>
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<tr>
<th>Number and place value</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Develop confidence with number sequences to and from 100 by ones from any starting point. (ACMNA014)</td>
<td>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line. (ACMNA013)</td>
<td>Count collections to 100 by partitioning numbers using place value. (ACMNA014)</td>
<td>Represent and solve simple addition and subtraction problems using a range of strategies including counting up, partitioning and rearranging parts. (ACMNA015)</td>
</tr>
</tbody>
</table>

### Fractions and decimals

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### Money and financial mathematics

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### Patterns and algebra

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### Science

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<th>Term 4</th>
</tr>
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<tbody>
<tr>
<td><strong>Primary Connections Unit</strong></td>
<td><strong>Schoolyard safari (ACSSU017/211)</strong></td>
<td><strong>Living things live in different places where their needs are met</strong></td>
<td><strong>Up, down and all around (ACSSU019)</strong></td>
<td><strong>Look! Listen! (ACSSU020)</strong></td>
</tr>
</tbody>
</table>

**Collection of Student Work/Portfolio — A Better place:**

- Students participate in a range of activities examining habitats, and considering the changes needed to make an unhealthy habitat a "better place" for living things.

**Collection of Student Work / portfolio — Don’t Rock The Boat**

- Students share observations about materials and their properties, and describe the effects of physical changes on materials. They consider how physical changes can make a material better or worse for a given purpose.

**Collection of Student Work/Portfolio Changes Around Me**

- Students will describe features of, and observable changes to, a sky and landscape, and describe the effect on everyday lives of the change from day to night.

**Collection of Student Work**

- Students investigate, describe and compare sources of light and sound. Assessment in this unit is ongoing and consists of observations and a collection of work gathered in students’ science journals from the various learning experiences during the unit.

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### Science Understanding

<table>
<thead>
<tr>
<th>Biological sciences</th>
<th>Living things have a variety of external features (ACSSU017)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
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<tr>
<td>Living things live in different places where their needs are met (ACSSU211)</td>
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<tr>
<td>Chemical sciences</td>
<td>Everyday materials can be physically changed in a variety of ways (ACSSU018)</td>
<td>1</td>
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</tr>
<tr>
<td>Earth and space sciences</td>
<td>Observable changes occur in the sky and landscape (ACSSU019)</td>
<td></td>
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</tr>
<tr>
<td>Physical sciences</td>
<td>Light and sound are produced by a range of sources and can be sensed (ACSSU020)</td>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>Science as a human endeavour</td>
<td>Science involves asking questions about, and describing changes in, objects and events (ACSH021)</td>
<td></td>
<td>1</td>
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</tr>
<tr>
<td>Use and influence of science</td>
<td>People use science in their daily lives, including when caring for their environment and living things (ACSH022)</td>
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</tr>
</tbody>
</table>

### Science Inquiry Skills

<table>
<thead>
<tr>
<th>Questioning and predicting</th>
<th>Respond to and pose questions, and make predictions about familiar objects and events (ACSI024)</th>
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<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and conducting</td>
<td>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSI025)</td>
<td></td>
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<tr>
<td>Processing and analysing data and information</td>
<td>Use a range of methods to sort information, including drawings and provided tables (ACSI027)</td>
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</tbody>
</table>

### Collection of Student Work/Portfolio

- Notes of conversations with and between children
- Anecdotal records (e.g., observations of oral questioning)
- Images or recordings — photographs, video or audio recordings
- Objects or artefacts that children develop or make (e.g., drawings, models and labels)
- Observations of oral questioning
- Science journal.

---

**1 I Hour**

- Material madness
  - Students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. Students recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. They respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations. Students sort and record their observations and share these with others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.

- Changes around me
  - Students will describe the observable features of a variety of types of landscapes and skies. They will consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.

- Light and sound
  - Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understandings in a variety of ways.

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**Science Journal**

- Suggestion of conversations with and between children
- Anecdotal records (e.g., observations of oral questioning)
- Images or recordings — photographs, video or audio recordings
- Objects or artefacts that children develop or make (e.g., drawings, models and labels)
- Observations of oral questioning
- Science journal.

---

**Notes of conversations with and between children**

**Anecdotal records (e.g., observations of oral questioning)**

**Images or recordings — photographs, video or audio recordings**

**Objects or artefacts that children develop or make (e.g., drawings, models and labels)**

**Observations of oral questioning**

**Science journal.**
### HISTORY

**Unit 1**
- **At this moment in time**
  - Inquiry Question(s):
    - How do we describe the sequence of time?
  - **In this unit, students:**
    - understand and use terms to describe the sequence of time
    - recognise events that happened in the past may be memorable or have personal significance
    - view and discuss sources, such as images, objects and family stories, that have personal significance
    - sequence and describe events of personal significance using terms to describe the passing of time.

**Unit 2**
- **Exploring yesterday and today — my grandparents, my parents, and me**
  - Inquiry Question(s):
    - How has family life changed or remained the same over time?
    - How can we show that the present is different from or similar to the past?
  - **In this unit, students:**
    - explore the differences between family structures and roles today when compared to the recent past
    - consider how family structures and roles have changed over time
    - identify differences and similarities between their daily lives when compared to the childhoods of their parents, grandparents and great-grandparents.

**Unit 1 - How do people use places?**
- Inquiry question(s):
  - How can spaces with in a place be rearranged to suit different purposes?
- **In this unit, students:**
  - draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops
  - understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building
  - develop questions about places
  - collect and record geographical data and information to identify and describe the natural, constructed and managed features of places
  - collect and record geographical data and information to identify examples of how the features of places are used or described by people differently
  - observe spaces within the school that are arranged for different activities or purposes
  - represent and label spaces within a place on a pictorial map and describe using the language of direction and location
  - respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes.

### GEOGRAPHY

**Unit 5**
- **Places have distinctive features**
  - **The natural, managed and constructed features of places, their location, how they change and how they can be cared for**
  - **The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them**
  - **The ways the activities located in a place create its distinctive features**
  - **The ways that spaces within places, such as classroom or backyard, can be rearranged to suit different activities or purposes**

**Unit 2 — What are places like?**
- Inquiry questions:
  - What are the different features of places?
  - How can we care for places?
- **In this unit, students:**
  - draw on studies at the personal scale, including familiar places for example, the school, local park and local shops
  - understand that weather and climate affect the visible elements or features of a place nearby or far away
  - ask questions using the stems of ‘what’, ‘how’ and ‘why’ to find out about the weather
  - observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away
  - collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Islander peoples, to describe the weather and seasons of a place nearby or far away
  - reflect on learning to respond to questions about how features of places can be cared for.

**Time capsule box (Collection of work)**
*The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and communicate the location of places.*

**Guided research box**
*The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.*

### HISTORICAL KNOWLEDGE AND UNDERSTANDING

<table>
<thead>
<tr>
<th>Time capsule box</th>
<th>Collection of work</th>
<th>Guided research box</th>
<th>Assessment Type</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical Knowledge</strong></td>
<td></td>
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<tr>
<td>Present and Past Family Life</td>
<td>Differences in family structures and roles today, and how these have changed or remained the same over time</td>
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<tr>
<td></td>
<td>How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</td>
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<tr>
<td></td>
<td>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications</td>
<td></td>
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</tr>
<tr>
<td>Historical Understanding</td>
<td>Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.</td>
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<tr>
<td></td>
<td>The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.</td>
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<td></td>
<td>An understanding of the past from the point of view of the participant(s), including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.</td>
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<td>The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an evaluation of the principles behind the selection of what should be investigated and remembered.</td>
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<td>Historical Skills</td>
<td>Distinguish between the past, present and future</td>
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<td>Pose questions about the past using sources provided</td>
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<td>Identify and compare features of objects from the past and present</td>
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<td>Develop a narrative about the past</td>
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<td></td>
<td>Use a range of communication forms (oral, graphic, written, role play) and digital technologies</td>
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</table>
by the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

**Health**

<table>
<thead>
<tr>
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<th>Term 2</th>
<th>Term 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
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<tr>
<td>A little independence</td>
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<tr>
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<tr>
<td>Let’s get moving/hopping/Cross Country</td>
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**Health Assessment**

Assessment may gather evidence of the student’s ability to:

- describe changes as they grow older
- recognise diversity and how it contributes to identities
- describe positive ways to interact with others
- demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges
- identify how the body reacts to different physical activities
- demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges
- identify how the body reacts to different physical activities
- describe their personal strengths and achievements and discuss how these are acknowledged and celebrated
- describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these
- identify and practise emotional responses that account for own and others’ feelings
- examine health messages and how they relate to health decisions and behaviours
- examine health messages and how they relate to health decisions and behaviours
- examine situations and opportunities to promote health, safety and wellbeing
- examine situations and opportunities to promote health, safety and wellbeing
- explore natural and built environments in the local community where physical activity can take place
- explore actions that help make the classroom a healthy, safe and active place
- explore actions that help make the classroom a healthy, safe and active place
- recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected

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**Visual Arts**

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<th>Dramatic Performance</th>
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<tbody>
<tr>
<td>Warm and Cool colours</td>
<td>Design and Create creature</td>
<td>Observation</td>
</tr>
<tr>
<td>Primary and Secondary colours</td>
<td>Cartoon Characters</td>
<td>Interpretation of characters</td>
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**Health Assessment**

The assessment will gather evidence of the student’s ability to:

- describe physical and social changes that occur as children grow older
- explore ways to interact with others
- demonstrate fundamental movement skills in different movement situations
- test alternatives to solve movement challenges
- recognise how the body reacts to different physical activities
- demonstrate fundamental movement skills in different movement situations
- test alternatives to solve movement challenges
- identify and practise emotional responses that account for own and others’ feelings
- examine health messages and how they relate to health decisions and behaviours
- examine health messages and how they relate to health decisions and behaviours
- examine situations and opportunities to promote health, safety and wellbeing
- examine situations and opportunities to promote health, safety and wellbeing
- explore actions that help make the classroom a healthy, safe and active place
- explore actions that help make the classroom a healthy, safe and active place
- recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected

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**Other Strands**

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<td>Primary and Secondary colours</td>
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**Health Assessment**

The assessment will gather evidence of the student’s ability to:

- describe physical and social changes that occur as children grow older
- explore ways to interact with others
- demonstrate fundamental movement skills in different movement situations
- test alternatives to solve movement challenges
- recognise how the body reacts to different physical activities
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- examine situations and opportunities to promote health, safety and wellbeing
- explore actions that help make the classroom a healthy, safe and active place
- explore actions that help make the classroom a healthy, safe and active place
- recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected

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**Personal, Social and Community Health**

<table>
<thead>
<tr>
<th>Being healthy, safe and active</th>
<th>Movement and Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identity (ACPSP091)</td>
<td>Perform fundamental movement skills in different movement situations (ACPMP026)</td>
</tr>
<tr>
<td>Compare and explore physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPSP018)</td>
<td>Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)</td>
</tr>
<tr>
<td>Practise strategies they can use when they need help with a task, problem or situation (ACPSP0912)</td>
<td>Create and participate in games (ACPMP027)</td>
</tr>
<tr>
<td>Observe situations and opportunities to promote health, safety and wellbeing (ACPSP018)</td>
<td>Discuss the body’s reactions to participating in physical activities (ACPMP026)</td>
</tr>
<tr>
<td>Identify and practise emotional responses that account for own and others’ feelings (ACPSP0920)</td>
<td>Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP026)</td>
</tr>
<tr>
<td>Explore health messages and how they relate to health decisions and behaviours (ACPSP021)</td>
<td>Use strategies to work in group situations when participating in physical activities (ACPMP030)</td>
</tr>
<tr>
<td>Observe and explore natural and built environments in the local community where physical activity can take place (ACPSP028)</td>
<td>Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)</td>
</tr>
<tr>
<td>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPSP094)</td>
<td>Identify rules and play fairly when participating in physical activities (ACPMP032)</td>
</tr>
</tbody>
</table>

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**Exclusions**
### Term 1
**Unit 1:** C2C Unit 1
- **Reading:** Terms 1-4: ongoing
  - Oral Language
  - Phonological awareness
  - Soundwaves (Graphophonics)
- **Assessment:** Term 5: HOURS Texts

### Term 2
**Unit 2:** C2C Unit 2
- **Reading:** Writing an imaginative retail
  - Written
- **Assessment:** Written and Spoken Presentation

### Term 3
**Unit 3:** C2C Unit 3
- **Reading:** Identifying stereotypes
  - Written
- **Assessment:** Written and Spoken Presentation

### Term 4
**Unit 4:** C2C Unit 4
- **Reading:** Creating a procedure
  - Written
- **Assessment:** Written and Spoken Presentation

### Term 5
**Unit 5:** C2C Unit 5
- **Reading:** Creating events
  - Written
- **Assessment:** Written and Spoken Presentation

### Term 6
**Unit 6:** C2C Unit 6
- **Reading:** More than stories
  - Written
- **Assessment:** Written and Spoken Presentation

### Term 7
**Unit 7:** C2C Unit 7
- **Reading:** Exploring plot in narratives
  - Written
- **Assessment:** Written and Spoken Presentation

### Term 8
**Unit 8:** C2C Unit 8
- **Reading:** Exploring plot in narratives
  - Written
- **Assessment:** Written and Spoken Presentation

---

**YEAR 2 OVERVIEW**

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings, and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonics knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular features. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and how information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjusted upper- and lower-case letters.
## Mathematics

### Fractions and decimals

- Recognise and represent multiplication as repeated addition, groups and arrays
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA039)
- Investigate the effect of one-step slides and flips with and without digital technologies (ACMNA049)
- Identify and describe half and quarter turns (ACMNA046)

**Number and place value**
- Count and order small collections of Australian coins and notes according to their value (ACMNA034)
- Number and place value - recall objects, represent, compare, order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition and subtraction number facts, add & subtract with 2-digit numbers, count large collections

**Mental Maths - Year 2 Term 1**
- Speed & Accuracy Test (without bridging)
- Order days of the week and months
- Lengths using informal units
- Recognise and represent division as grouping into equal sets and solve simple problems (ACMNA031)
- Solve simple addition and subtraction calculations using a range of efficient mental and paper-and-pencil strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell the time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions, create lists, tables and picture graphs.

### Assessment

**Unit 6**
- Identify a question of interest based on one categorical variable, gather data, display the data in a simple data display, interpret the data and represent, interpret data in simple data display
- Chance - explore the language of 'chance', make predictions based on data displays
- Number and place value - recall addition fact families, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition and subtraction number facts, add & subtract with 2-digit numbers, count large collections
- Investigate the effect of one-step slides and flips with and without digital technologies (ACMNA049)
- Identify and describe half and quarter turns (ACMNA046)

**Unit 2**
- Rotate two-dimensional shapes, describe three-dimensional objects
- Fractions and decimals - identify halves, quarter and eighths of shapes and collections
- Number and place value - recall addition fact families, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition and subtraction number facts, add & subtract with 2-digit numbers, count large collections

### Terminology

- **Unit 1**: Mental Maths - Year 2 Term 1
- **Unit 2**: Money and calendars
- **Unit 3**: Fractions and decimals
- **Unit 4**: Patterns and algebra
- **Unit 5**: Data representation and interpretation
- **Unit 6**: Chance and time

### 5 HOURS

**Monitoring tasks:**
- Counting capers
- Identifying and describing patterns. Understanding time
- Interpret simple maps of familiar locations
- Identify a question of interest based on one categorical variable, gather data, display the data in a simple data display, interpret the data and represent, interpret data in simple data display
- Chance - explore the language of 'chance', make predictions based on data displays
- Number and place value - recall addition fact families, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition and subtraction number facts, add & subtract with 2-digit numbers, count large collections

**Assessment Tasks:**
- Representing data and chance
- Solving number problems Short Test
- Times, flips and slides
- Location and transformation mathematical guided inquiry
- Speed & Accuracy Test
- Mental Maths - Year 2 Term 4

**Number and place value**
- Recall object numbers, represent, compare, order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition and subtraction number facts, add & subtract with 2-digit numbers, count large collections

**Mental Maths - Year 2 Term 1**
- Speed & Accuracy Test (without bridging)
- Order days of the week and months
- Lengths using informal units
- Recognise and represent division as grouping into equal sets and solve simple problems (ACMNA031)
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**Units of measurement:**
- Order days of the week and months
- Lengths using informal units
- Recognise and represent division as grouping into equal sets and solve simple problems (ACMNA031)
- Solve simple addition and subtraction calculations using a range of efficient mental and paper-and-pencil strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell the time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions, create lists, tables and picture graphs.
By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives. Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

### The order that units are delivered may change according to cross-curricula links.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
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<th>Unit 7</th>
<th>Unit 8</th>
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<tbody>
<tr>
<td><strong>I HOUR</strong></td>
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<td><strong>SCIENCE</strong></td>
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<tr>
<td><strong>Primary Connections Unit</strong></td>
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<tr>
<td>Earth's resources, including water, are used in a variety of ways. (ACSSU032)</td>
<td>Different materials can be combined, including by mixing, for a particular purpose (ACSSU031)</td>
<td>Earth's resources, including water, are used in a variety of ways. (ACSSU032)</td>
<td>A push or a pull affects how an object moves or changes shape (ACSSU033)</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td>Collection of Student Work: - Earth's Resources Portfolio</td>
<td>Collection of Student Work: Mix, Make &amp; Use Portfolio</td>
<td>Collection of Student Work: Toy Factory Portfolio</td>
<td>Collection of Student Work: Toy Factory Portfolio</td>
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</tbody>
</table>

**Science understanding**
- Biological sciences: Living things grow, change and have offspring similar to themselves (ACSSU030)
- Chemical sciences: Different materials can be combined, including by mixing, for a particular purpose (ACSSU031)
- Earth and space sciences: Earth's resources, including water, are used in a variety of ways (ACSSU032)
- Physical sciences: A push or a pull affects how an object moves or changes shape (ACSSU033)

**Science inquiry skills**
- Questioning and predicting: Respond to and pose questions, and make predictions about familiar objects and events (ACSSU037)
- Planning and conducting: Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSSU038)
- Processing and analysing data and information: Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSSU039)
- Evaluating: Through discussion, compare observations with predictions (ACSSU0314)
- Communicating: Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSSU0324)

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**DESIGN & TECHNOLOGIES – PLEASE SEE SEPARATE P – 10 OVERVIEW – PAGE 75**

**1 HOUR PER WEEK**
By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They create a personal, site or event of significance in the local community. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

UNIT 1 – EXPLORING THE IMPACT OF CHANGING TECHNOLOGY ON PEOPLE’S LIVES

In this unit, students:
- develop an understanding of key developments in a form of technology used in daily life over time, identifying change and continuity in its use.
- evaluate the influence of purpose, distance and accessibility on the frequency with which people visit places.

UNIT 2 – EXPLORING MY LOCAL COMMUNITY

In this unit, students:
- appreciate that history involves the study of the remains of the past
- investigate continuity and change in technology used in the home, for example, toys or household products
- ask questions of older generations about the impact of changing technology on their lives
- sequence key developments in the use of a particular technology in daily life over time
- compare and contrast sources depicting use of technology in daily life now and in the past
- describe how technology has impacted on peoples’ lives making them different from those of previous generations.

UNIT 3 – HOW ARE PEOPLE AND PLACES CONNECTED?

In this unit, students:
- draw on representations of the world as geographical divisions, and the location of Australia
- understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another
- develop questions about places
- use a globe or a map to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale
- use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles
- collect and record geographical data and information, such as, observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time
- represent connections between places by constructing a map and using symbols
- describe the location and direction of a place

TERM 1

HISTORY

UNIT 1

- Inquiry question/s:
  - How have changes in technology shaped our daily life?

- Assessment:
  - Collection of work - Annotated timeline and description (written/digital)

UNIT 2

- Inquiry question/s:
  - What aspects of the past can you see today? What do they tell us?
  - What remains of the past are important to the local community? Why?

- Assessment:
  - Collection of Work & Research
    - Students use an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text-types specific to the study of history.

UNIT 3

- Inquiry question/s:
  - How are people connected to their place and other places?
  - What factors affect my connection to places?

- Assessment:
  - Guided research (Multi-modal or oral)

TERM 2

HISTORY

UNIT 1

- Inquiry question/s:
  - What is the story of my place?

- Assessment:
  - Collection of work (Multi-modal)

UNIT 2

- Inquiry question/s:
  - How are people connected to their place and other places?
  - What factors affect my connection to places?

- Assessment:
  - Guided research (Multi-modal or oral)

TERM 3

HISTORY

UNIT 1

- Inquiry question/s:
  - What is my local community?

- Assessment:
  - Collection of Work & Research

TERM 4

HISTORY

UNIT 1

- Inquiry question/s:
  - How were people connected to the past?

- Assessment:
  - Collection of Work & Research

GEOGRAPHY

UNIT 1

- Inquiry question/s:
  - How are people connected to their place and other places?

- Assessment:
  - Collection of Work & Research

GEOGRAPHY

UNIT 1

- Inquiry question/s:
  - How are people connected to their place and other places?

- Assessment:
  - Collection of Work & Research

20 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
### THE ARTS

#### Term 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
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<td>1</td>
<td>2</td>
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#### Term 2

- Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action, language and images.
  - Role can be established using movement, voice, performance space, cues and turn-taking.
  - Purpose and context are used to shape roles, language, place and space to express ideas.
  - Drama is used to create categories and position.

#### Term 3

- Media involves communicating meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.
  - Still and moving images, sounds and words are used in media texts.
  - Media techniques and practices, including croq, print, record, capture and sequence images, sounds and words, are used to create media texts.
  - Representations in media texts can either be real or imagined, and are created for particular audiences and purposes.

#### Term 4

- Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.
  - Gros motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases.
  - Directions, levels, shapes and pathways are used to move in space within movement phrases.
  - Fast and slow movements are used to change timing in movement phrases.
  - Persuasive and sustained movement qualities are used to change energy in movement phrases.
  - Structuring devices, including repetition and narrative forms, are used to organise movement phrases.

### Assessment

- **Assessment: Health**
  - **Unit 1:** Let's get moving/Swimming
  - **Unit 2:** I'm a ballet/Athletes
  - **Unit 3:** Catch that
  - **Unit 4:** Animal dance/Swimming

- **Assessment: PE**
  - **Unit 1:** My classroom is healthy and safe.
  - **Unit 2:** Our culture
  - **Unit 3:** Stay safe
  - **Unit 4:** Advertising targets

- **Assessment: HPE**
  - **Unit 1:** My classroom is healthy and safe.
  - **Unit 2:** Our culture
  - **Unit 3:** Stay safe
  - **Unit 4:** Advertising targets

- **Assessment: Personal, Social and Community Health**
  - **Unit 1:** My classroom is healthy and safe.
  - **Unit 2:** Our culture
  - **Unit 3:** Stay safe
  - **Unit 4:** Advertising targets

### THE ARTS

#### The Arts

- **Artistic Language**
  - **Texture:** The assessment will gather evidence of the student's ability to:
    - Describe changes that occur as they grow older.
    - Recognise diversity and how it contributes to the classroom.
    - Describe and compare change in the classroom.
    - Identify how emotional responses impact on other's feelings.
    - Represent the Classroom's identity.
    - Identify similarities and differences in groups, and explore how these are celebrated and respected.

- **Collage of a character**
  - **Texture:** Create categories and position.
  - **Line:** Safe and fun.
  - **Professionalвших:** Our Culture.
  - **Catch that...**
  - **Animal Dance/Swimming**

**Assessment**

- **Drama:** Our Special Place.
  - **Drama:** Students use dramatic conventions to explore characters and characterisation in stories and present a performance of the retell to an audience of peers.

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to the classroom. They describe and compare changes in the classroom. They identify how emotional responses impact on other’s feelings. They represent the classroom’s identity. They identify similarities and differences in groups, and explore how these are celebrated and respected.

#### Assessment Health

- **Health**
  - **Health:** 0.5 HOUR
  - **Health:** 1 HOUR
  - **Health:** Term 1: My classroom is healthy and safe.
  - **Health:** Term 2: Our culture
  - **Health:** Term 3: Stay safe
  - **Health:** Term 4: Advertising targets

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to the classroom. They describe and compare changes in the classroom. They identify how emotional responses impact on other’s feelings. They represent the classroom’s identity. They identify similarities and differences in groups, and explore how these are celebrated and respected.

#### Assessment PE

- **PE 1 HOUR**
  - **PE:** Term 1: Let’s get moving/Swimming
  - **PE:** Term 2: I’m a ballet/Athletes
  - **PE:** Term 3: Catch that
  - **PE:** Term 4: Animal dance/Swimming

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to the classroom. They describe and compare changes in the classroom. They identify how emotional responses impact on other’s feelings. They represent the classroom’s identity. They identify similarities and differences in groups, and explore how these are celebrated and respected.

#### Assessment HPE

- **HPE:** Term 1: Let’s get moving/Swimming
  - **HPE:** Term 2: I’m a ballet/Athletes
  - **HPE:** Term 3: Catch that
  - **HPE:** Term 4: Animal dance/Swimming

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to the classroom. They describe and compare changes in the classroom. They identify how emotional responses impact on other’s feelings. They represent the classroom’s identity. They identify similarities and differences in groups, and explore how these are celebrated and respected.

#### Assessment Personal, Social and Community Health

- **Personal, Social and Community Health:** Term 1: My classroom is healthy and safe.
  - **Personal, Social and Community Health:** Term 2: Our culture
  - **Personal, Social and Community Health:** Term 3: Stay safe
  - **Personal, Social and Community Health:** Term 4: Advertising targets

By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to the classroom. They describe and compare changes in the classroom. They identify how emotional responses impact on other’s feelings. They represent the classroom’s identity. They identify similarities and differences in groups, and explore how these are celebrated and respected.

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*Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)*
**YEAR 3 OVERVIEW**

By the end of Year 3, students understand how context can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning concepts in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately. Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images that express development in some original experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

---

**Assessment**

Term 1

- **Writing and presenting poetry**
  - Students write a series of letters demonstrating use of text structure and language features of letters.
  - Writing and presenting poetry
  - Oral
  - Students will use language devices to write and present a poem.

Term 2

- **Analyzing creative writing**
  - Students read and analyse persuasive texts, exploring text structure and language features.
  - In a monitoring task students write a series of short written persuasive texts and be able to justify arguments.

Term 3

- **Analysing and creating a persuasive text**
  - Students listen to, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience.

Term 4

- **Engaging with poetry**
  - Students listen to, read, write and create a range of texts for familiar and unfamiliar audiences.
  - Students create a multimodal imaginative text using images and language features.

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**Texts/s**

- **There’s a Wallaby at the Bottom of my Garden**
  - Jackie French (Senior Australian of the Year – 2010), from picture books to age appropriate novels

- **Fantastic Mr Fox by Roald Dahl**
  - Variety of imaginative and informative texts including Charlotte’s Web

- **Dialogue presentation**
  - Oral
  - Students create a multimodal imaginative text using images and language features.

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**Language and literacy**

- **Language interaction**
  - Understanding that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, gestures of address that vary according to the degree of formality in social situations (ACELA1670)
  - Examine how different language can be varied to be more or less forceful (ACELA1672)

- **Text structure and organisation**
  - Understand that paragraphs are a key organisational feature of written text (ACELA1690)
  - Know that word contractions are a feature of informal English and that apostrophes are used to signal missing parts of words (ACELA1691)
  - Identify the features of online texts that enhance navigation (ACELA1700)

- **Expressing and developing ideas**
  - Students use extended and technical vocabulary and ways of expressing opinion including modal and evidential (ACELA1680)
  - Understand how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, homophones and less common letter combinations, for example ‘sp’ (ACELA1680)
  - Recognise high-frequency sight words (ACELY1460)

- **Literature**
  - Starts with texts in which characters, events and settings are portrayed in different ways, and speculate on the author’s reasons (ACELA1684)

- **Literature and context**
  - Deals with texts in which characters, events and settings are portrayed in different ways, and speculate on the author’s reasons (ACELA1715)

- **Responding to literature**
  - Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELA1720)
  - Develop criteria for establishing personal preferences for literature (ACELY1678)

---

**Assessment**

Term 1

- **Narrative**
  - Soundwaves (Graphophonics) – 3 HOURS
  - Students listen to, view and read a range of age appropriate novels
  - There’s a Wallaby at the Bottom of my Garden
  - Students read a range of stories, with a focus on descriptive language in the construction of characters.

Term 2

- **Examining imaginative text**
  - Writing Letters Written
  - Students write a series of letters demonstrating use of text structure and language features of letters.

Term 3

- **Making connections**
  - Students read and analyse persuasive texts, exploring text structure and language features.

Term 4

- **Analysing and creating a persuasive text**
  - Students read and analyse persuasive texts, exploring text structure and language features.

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**Diagnostic Assessment**

- **SA Spelling Test**
  - PM Benchmark Waddington
  - NAPLAN
  - PM Benchmark Waddington
  - PAT-R
  - PM Benchmark Waddington
  - SA Spelling Test

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**Conclusion**

Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
In these units students apply a variety of mathematical concepts in real life, like purely mathematical situations. Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understanding of

- Number and Place value - recall number sequences to 10,000, identify odd and even numbers, use number facts to add and subtract larger numbers, use familiar objects using kilograms, say, read, write and show times to (5 minute intervals). Tell the time to the minute.

- Fractions and decimals - identify 1/10, 1/100, 1/1000, solve problems involving fractions and decimals, describe three-dimensional objects, make models of three-dimensional objects, tell the relationship between parts of the whole, record fractions and notes for shopping, represent, compare and order fractions as equal portions or shares, describe the outcomes of simple chance experiments, describe positions in relation to key features, represent movement & pathways on a simple grid map.

- Geometric Reasoning - identify examples of symmetry in the environment, connect objects and shapes to 2D shapes and simple patterns, describe three-dimensional objects and describe key features.

- Chance - explore language of chance, make predictions based on data displays.

- Multiplication and fractions. Short answer questions. Students solve problems using efficient strategies for multiplication. They model and represent unit fractions.

- Where is it? Short answer questions.

- Making 3-dimensional models and recognising angles. Assignment/Project. Students master models of 3-dimensional objects and recognise angles in real situations.

- Checks of each area taught Speed & Accuracy Test Mental Maths - Year 3 Term 1 Speed & Accuracy Test Mental Maths - Year 3 Term 2 NAPLAN Speed & Accuracy Test Mental Maths - Year 3 Term 3 Speed & Accuracy Test Mental Maths - Year 3 Term 4

### Assessment

**Assessment Tasks**

- **Pattern and algebra** - identify patterns involving addition and subtraction, 3-digit numbers and identify patterns involving numbers and operations.

- **Measurement and Geometry** - Name and compare objects using familiar metric units of length, mass and capacity.

- **Number and Place value** - recall number sequences to 10,000, identify odd and even numbers, use number facts to add and subtract larger numbers, use familiar objects using kilograms, say, read, write and show times to (5 minute intervals). Tell the time to the minute.

- **Fractions and decimals** - identify 1/10, 1/100, 1/1000, solve problems involving fractions and decimals, describe three-dimensional objects, make models of three-dimensional objects, tell the relationship between parts of the whole, record fractions and notes for shopping, represent, compare and order fractions as equal portions or shares, describe the outcomes of simple chance experiments, describe positions in relation to key features, represent movement & pathways on a simple grid map.

- **Geometric Reasoning** - identify examples of symmetry in the environment, connect objects and shapes to 2D shapes and simple patterns, describe three-dimensional objects and describe key features.

- **Chance** - explore language of chance, make predictions based on data displays.

- **Multiplication and fractions. Short answer questions. Students solve problems using efficient strategies for multiplication. They model and represent unit fractions.**

- **Where is it? Short answer questions.**

- **Making 3-dimensional models and recognising angles. Assignment/Project. Students master models of 3-dimensional objects and recognise angles in real situations.**

- **Checks of each area taught** Speed & Accuracy Test Mental Maths - Year 3 Term 1 Speed & Accuracy Test Mental Maths - Year 3 Term 2 NAPLAN Speed & Accuracy Test Mental Maths - Year 3 Term 3 Speed & Accuracy Test Mental Maths - Year 3 Term 4

### Number and Algebra

**Not in CCE, but added at Geometric Progression**: 1, 6, 7, 8

<table>
<thead>
<tr>
<th>Number and Algebra</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1, 6, 7, 8</td>
<td>Measurement and Geometry</td>
</tr>
</tbody>
</table>

**Using units of measurement**

- **Measurement and Geometry** - Name and compare objects using familiar metric units of length, mass and capacity.

- **Number and Place value** - recall number sequences to 10,000, identify odd and even numbers, use number facts to add and subtract larger numbers, use familiar objects using kilograms, say, read, write and show times to (5 minute intervals). Tell the time to the minute.

- **Fractions and decimals** - identify 1/10, 1/100, 1/1000, solve problems involving fractions and decimals, describe three-dimensional objects and describe key features.

- **Geometric Reasoning** - identify examples of symmetry in the environment, connect objects and shapes to 2D shapes and simple patterns, describe three-dimensional objects and describe key features.

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### Money and financial Math

- **Money and financial math** - represent values in multiple ways, count the change required for simple transactions to the nearest five cents.

- **Using units of measurement**

<table>
<thead>
<tr>
<th>Money and financial Math</th>
<th>Using units of measurement</th>
</tr>
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<tbody>
<tr>
<td>1, 6, 7, 8</td>
<td>Measurement and Geometry</td>
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**Using units of measurement**

- **Measurement and Geometry** - Name and compare objects using familiar metric units of length, mass and capacity.

- **Number and Place value** - recall number sequences to 10,000, identify odd and even numbers, use number facts to add and subtract larger numbers, use familiar objects using kilograms, say, read, write and show times to (5 minute intervals). Tell the time to the minute.

- **Fractions and decimals** - identify 1/10, 1/100, 1/1000, solve problems involving fractions and decimals, describe three-dimensional objects, make models of three-dimensional objects, tell the relationship between parts of the whole, record fractions and notes for shopping, represent, compare and order fractions as equal portions or shares, describe the outcomes of simple chance experiments, describe positions in relation to key features, represent movement & pathways on a simple grid map.

- **Geometric Reasoning** - identify examples of symmetry in the environment, connect objects and shapes to 2D shapes and simple patterns, describe three-dimensional objects and describe key features.

- **Chance** - explore language of chance, make predictions based on data displays.

- **Multiplication and fractions. Short answer questions. Students solve problems using efficient strategies for multiplication. They model and represent unit fractions.**

- **Where is it? Short answer questions.**

- **Making 3-dimensional models and recognising angles. Assignment/Project. Students master models of 3-dimensional objects and recognise angles in real situations.**

- **Checks of each area taught** Speed & Accuracy Test Mental Maths - Year 3 Term 1 Speed & Accuracy Test Mental Maths - Year 3 Term 2 NAPLAN Speed & Accuracy Test Mental Maths - Year 3 Term 3 Speed & Accuracy Test Mental Maths - Year 3 Term 4

### Patterns & Algebra

- **Patterns and algebra** - identify and represent number patterns involving 3-digit numbers and identify patterns involving number problems involving fractions.

- **Measurement and Geometry** - Name and compare objects using familiar metric units of length, mass and capacity.

- **Number and Place value** - recall number sequences to 10,000, identify odd and even numbers, use number facts to add and subtract larger numbers, use familiar objects using kilograms, say, read, write and show times to (5 minute intervals). Tell the time to the minute.

- **Fractions and decimals** - identify 1/10, 1/100, 1/1000, solve problems involving fractions and decimals, describe three-dimensional objects, make models of three-dimensional objects, tell the relationship between parts of the whole, record fractions and notes for shopping, represent, compare and order fractions as equal portions or shares, describe the outcomes of simple chance experiments, describe positions in relation to key features, represent movement & pathways on a simple grid map.

- **Geometric Reasoning** - identify examples of symmetry in the environment, connect objects and shapes to 2D shapes and simple patterns, describe three-dimensional objects and describe key features.

- **Chance** - explore language of chance, make predictions based on data displays.
The order that units are delivered may change according to cross-curricula links.

### Biological Sciences
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044).

#### Unit 1: Is it living?
In this unit students will understand what constitutes a living thing and that it cannot be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.

### Earth and space sciences
Earth’s rotation on its axis causes regular changes, including night and day (ACSSU048).

#### Unit 2: Spinning Earth
Students will investigate the effect of the Earth’s rotation on its axis in relation to the position of the sun. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students will consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth’s rotation. They will make observations of the changes in sunlight throughout the day and investigate how Earth’s movement causes these changes. Students will plan and conduct an investigation about shadows and will collect data safely using appropriate equipment to record normal measurements. Students will represent their data in tables and simple columns to identify patterns and explain their results. They will identify how Aboriginal peoples used knowledge of the Earth’s movement in their traditional lives. Students will explore the relationship between the sun and the Earth to identify where people use science knowledge in their lives. They will create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.

### Physical sciences
Heat can be produced in many ways and can move from one object to another (ACSSU049).

#### Unit 3: Hot stuff
Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They will evaluate how adding or removing heat affects materials used in everyday life. They will conduct investigations, including posing questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students will identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They will recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives.

### Chemical sciences
A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046).

#### Unit 4: What’s the matter?
Students will investigate the properties of solids and liquids and the effect of adding or removing heat, including a change of state between solid and liquid. They will explore how science is involved in making decisions and how it helps people to understand the effect of their actions. Students will evaluate how adding or removing heat affects materials used in everyday life. They identify that science is involved in describing patterns and relationships in the way solids and liquids behave. They will recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of solids and liquids in their everyday lives.
### History/Geography

**Term 1**

#### 2 Hours

**Unit 1: Investigating Celebrations, Commemorations and Community Diversity**

<table>
<thead>
<tr>
<th>Inquiry question/s:</th>
<th>How and why do people choose to remember significant events of the past? What is the nature of the contribution made by different groups and individuals in the community? Australia Day, St Patrick’s Day, Chinese New Year, Easter, Australian of the Year, Elections – Political Parties, Names of leaders, Processes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of work (Multimodal or written)</td>
<td>The purpose of this assessment is to explain a celebration or commemoration of the past that has significance today, and describe your experiences at the celebration or commemoration.</td>
</tr>
</tbody>
</table>

**Historical Knowledge**

- The importance of Country and Place to Aboriginal and/or Torres Strait islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK005)
- The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)
- Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK083)

**Community and Remembrance**

- Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day) and the importance of symbols and emblems (ACHHK083)

**Geographical Knowledge and Understanding**

- The representation of Australia as states and territories, and Australia’s major natural and human features (ACHGK014)
- The many countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK016)
- The location of Australia’s neighbouring countries and their diverse characteristics (ACHGK018)
- The main types of the world and the similarities and differences between the climates of different places (ACHGK017)
- The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGK019)

**Historical Skills**

- Sequence historical people and events (ACHHS065)
- Use historical maps (ACHHS066)
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS19)

**Geographical Inquiry and Skills**

- Collect and record relevant geographical data and information, for example, by observing by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGSS020)
- Represent data by constructing tables and graphs (ACHGSS021)
- Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGSS023)
- Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGSS024)

**Explanation and Communication**

- Develop texts, particularly narratives (ACHHS076)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

**Reflecting and Responding**

- Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGSS025)

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**Motion and槍 Warren School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)**

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**Term 2**

#### Exploring Continuity and Change in Local Communities

**Inquiry question/s:**

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- ANZAC Day, Queensland Day, NAIDOC Week, World Environment Day

**Assessment**

- Change in a community Collection of work + ANZAC Day 100th Anniversary – Poster & Story The purpose of this technique is to assess students’ abilities to explain how a community has changed in the past.

**Collection of work (Multimodal or written)**

- Students respond to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and communicate data and information.

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The representation of Australia as states and territories, and Australia’s major natural and human features (ACHGK014)

**Geographical Inquiry and Skills**

- Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGSS024)

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**Unit 3**

#### Exploring Similarities and Differences in Places Near and Far

**Inquiry question/s:**

- What would it be like to live in a neighbouring country?
- How and why are places similar and different?

**Assessment**

- Collection of work (Multimodal or written)

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The many countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK016)

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**Unit 4**

#### Protecting Places Near and Far

**Inquiry question/s:**

- How do people’s feelings about places influence their views about the protection of places?
- How and why are places similar and different?

**Assessment**

- Collection of work (Multimodal or written)

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The representation of Australia as states and territories, and Australia’s major natural and human features (ACHGK014)

---

**Unit 5**

#### Investigating Celebrations, Commemorations and Community Diversity

**Inquiry question/s:**

- How and why do people choose to remember significant events of the past? What is the nature of the contribution made by different groups and individuals in the community? Australia Day, St Patrick’s Day, Chinese New Year, Easter, Australian of the Year, Elections – Political Parties, Names of leaders, Processes.

**Assessment**

- Collection of work (Multimodal or written)

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The many countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK016)

---

**Unit 6**

#### Exploring Continuity and Change in Local Communities

**Inquiry question/s:**

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- ANZAC Day, Queensland Day, NAIDOC Week, World Environment Day

**Assessment**

- Change in a community Collection of work + ANZAC Day 100th Anniversary – Poster & Story The purpose of this technique is to assess students’ abilities to explain how a community has changed in the past.

**Collection of work (Multimodal or written)**

- Students respond to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and communicate data and information.

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The representation of Australia as states and territories, and Australia’s major natural and human features (ACHGK014)

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**Unit 7**

#### Exploring Similarities and Differences in Places Near and Far

**Inquiry question/s:**

- What would it be like to live in a neighbouring country?
- How and why are places similar and different?

**Assessment**

- Collection of work (Multimodal or written)

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The many countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK016)

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**Unit 8**

#### Protecting Places Near and Far

**Inquiry question/s:**

- How do people’s feelings about places influence their views about the protection of places?
- How and why are places similar and different?

**Assessment**

- Collection of work (Multimodal or written)

**Historical Knowledge**

- Develop texts, particularly narratives (ACHHS076)

**Geographical Knowledge and Understanding**

- The representation of Australia as states and territories, and Australia’s major natural and human features (ACHGK014)
### Term 1

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
</tr>
</thead>
</table>

#### Health

**0.5 HOUR**

**Unit 1 – Good friends**

In this unit, students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities they look for in a friend as well as their roles and responsibilities. Students learn to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.

**Unit 2 – Feeling safe**

In this unit, students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe. This unit contains information from the Daniel Morcombe Child Safety Curriculum.

**Unit 3 – Healthy futures**

In this unit, students explore the concept of sustainable practice and how they can contribute to the sustainability of the environment. They participate in the development of sustainable practice in the school environment.

**Unit 4 – I am active**

In this unit, students investigate the concepts of physical activity and sedentary behaviours while watching the recommendations of physical activity for 5 to 12 year olds. They explore the benefits of physical activity and investigate ways to increase physical activity.

#### PE

**1 HOUR**

**Unit 1 Superstars/Swimming/Cross Country**

In this unit, students will practice and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They will also examine the benefits of being fit and physically active and how they relate to skipping.

**Unit 2: Take your mark, get set …….. /Athletics**

In this unit, students will develop the fundamental movement skills of running, jumping and throwing in relation to athletic events.

**Unit 3 – Hit it, Catch it, Field it, Throw it …….. T-Ball**

In this unit, students will develop and apply underarm throwing and object control skills (small balls) to participate in a T-Ball and fielding game. They will apply rules fairly.

**Unit 4 – Party dance/swimming**

In this unit, students will perform social dances individually and in groups and complete swimming activities as necessary.

#### PHE

**1 HOUR**

**Assessment**

**PE 1 HOUR**

**Practical:** Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performance are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.

### Personal, Social and Community Health

#### Being healthy, safe and active

- **Unit Exam (ACPPH032)**
- **Explore strategies to manage physical, social and emotional change (ACPSP034)**
- **Discuss and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPSP035)**
- **Identify and practice strategies to promote health, safety and wellbeing (ACPSP038)**

#### Communicating and interacting for health and wellbeing

- **Discuss how respect, empathy and valuing difference can influence relationships (ACPSP037)**
- **Investigate how emotional responses vary in depth and strength (ACPSP038)**

#### Contributing to healthy and active communities

- **Discuss how information and messages in the media and on the Internet (ACPSP039)**
- **Identify strategies to make the classroom and playground healthy, safe and active spaces (ACPSP040)**
- **Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPSP042)**

### The Arts

#### Visual Arts

**1 HOUR**

- **Unit Exam (ACPPS033)**
- **Explore strategies to manage physical, social and emotional change (ACPSP034)**
- **Discuss and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPSP035)**
- **Identify and practice strategies to promote health, safety and wellbeing (ACPSP038)**

#### Visual Art:

- **Posters – Skills Painting – Presentation & Composition Music:** Recognising a variety of types of music eg. Lullaby, jazz, rap

#### Drama

- **Drama: Storybook Drama**

#### Dance

- **Dance – climate (Link: Geography)**

#### Media

- **Media: Telling Digital Stories**

### Excursions

- **ANZAC Day March - Goomeri**
- **Observatory – Kingaroy (formerly Maidenwell)**
- **Dairy Museum – Murgon Or Barambah Environmental Education Centre**

By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and combine movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement sequences. Students refine fundamental movement skills and the elements of movement.

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action on real or imagined events.

- **Role can be established using movement, voice, performance space, cues and turn-taking**
- **Fast and slow movements are used to change timing in movement phrases**
- **Irish Dancing**
- **Chinese New Year – Lion & Dragon Mask**
- **Chinese New Year – Lion & Dragon Mask**

Music involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.

- **Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create text and variation.**
- **Line is used to suggest movement and direction.**
- **Regular, irregular, open, enclosed, overlapping and adjacent shapes are used to create categories and position. Texture is used to create variation and repetition.**

Music involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

- **Role can be established using movement, voice, performance space, cues and turn-taking**
- **Purpose and context are used to shape roles, language, place and space to express ideas.**
- **Dramatic action is structured by being in role and building story dramas.**

Drama involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement sequences.

- **Gross motor movements, including loom and non-loom, are used to create actions for movement phrases**
- **Directions, levels, shapes and pathways are used to move in space in movement phrases**
- **Fast and slow movements are used to change timing in movement phrases.**
- **Perspective and sustained movement qualities are used to change energy in movement phrases**
- **Structuring dance (including repetition and narrative forms) are used to organise movement phrases**

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## YEAR 4 OVERVIEW

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions. Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying the language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

### Unit 1 - Tool Kit

**Exploring Humour in Poetry**
- Students will read and listen to a range of humorous poems by different authors.
- They will identify structural features and poetic language devices in a humorous poem. They will use this knowledge to evaluate the poems by expressing a personal viewpoint using evidence from the poems.
- Writing: Students create a new chapter for the narrative for an audience of their peers.

**Investigating Author’s language in a familiar narrative**
- Students read a narrative and examine and analyse the language features and techniques used by the author.

### Unit 2 - On a Quest

**Reading comprehension: Interpret and evaluate a humorous poem**
- Exam/test: Students will identify structural features and poetic language devices in a humorous poem. They will evaluate the poems by expressing a personal viewpoint using evidence from the poem.
- Writing: Students create a new chapter for the narrative for an audience of their peers.

**Written response**
- Written response: Students explain how the author of a quest novel represents the main character in an important event.

### Unit 3 - Messages and Moral: Traditional Tales

**Understanding stories from different cultures**
- Students listen to, read and view information and stories from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures.
- They will identify structural features and poetic language devices in traditional stories.
- Students read and analyse a traditional story from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferential meaning and explaining the message or moral in traditional stories from Asia.

**Informative multimodal presentation**
- Post/Multimodal presentation: Students create and deliver an informative multimodal presentation about an Aboriginal peoples’ or a Torres Strait Islander peoples’ story which provides multimodal information and views on a selected story.

### Unit 4 - Persuasive Package

**Making Connections**
- Panel Discussion Oral: In a group panel discussion, students will interpret and evaluate the persuasive language features, visual elements and audio effects in television advertisements.

**Persuasive Packaging**
- Written/Multimedia: Students use software tools to manipulate text and images to create an effective, persuasive package design and write a text to promote a breakfast cereal.

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### Diagnostic Assessment

<table>
<thead>
<tr>
<th>Date</th>
<th>Test</th>
<th>Language</th>
<th>Text Structure and organisation</th>
<th>Expressing and developing ideas</th>
<th>Literature and context</th>
<th>Responding to literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd term</td>
<td>Writing</td>
<td>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages</td>
<td>Understand how texts vary in complexity and technically depending on the approach to the topic, the purpose and the intended audience</td>
<td>Understand that the meaning of sentences can be enriched through the use of noun group phrases and verb group phrases and prepositional phrases</td>
<td>Make connections between the ways different authors may represent similar storylines, ideas and relationships</td>
<td>Discuss literary elements with others, sharing responses and expressing a point of view</td>
</tr>
<tr>
<td>4th term</td>
<td>Writing</td>
<td>Understand the importance of language variation and change</td>
<td>Understand how texts are made cohesive through the use of linking devices including pronoun reference and connectives</td>
<td>Investigate how quoted (direct) and reported (indirect) speech work in different types of text</td>
<td>Use a range of software including word processing programs to construct, edit and publish texts</td>
<td>Use metalinguage to describe the effects of devices, text structure and language features of literary texts</td>
</tr>
<tr>
<td>5th term</td>
<td>Written</td>
<td>Written response: Students explain how the author of a quest novel represents the main character in an important event</td>
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<tr>
<td>6th term</td>
<td>Written</td>
<td>Written response: Students explain how the author of a quest novel represents the main character in an important event</td>
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</tr>
<tr>
<td>7th term</td>
<td>Written</td>
<td>Written response: Students explain how the author of a quest novel represents the main character in an important event</td>
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</tr>
<tr>
<td>8th term</td>
<td>Written</td>
<td>Written response: Students explain how the author of a quest novel represents the main character in an important event</td>
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<td>Written response: Students explain how the author of a quest novel represents the main character in an important event</td>
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</tbody>
</table>

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### SA Spelling Test

- **Examining literature**: Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension.
- **Creating literary texts**: Create literary texts that explore students’ own experiences and imagining.
- **Reading comprehension**: Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts.
- **Interacting with others**: Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and palindromes.
- **Creating literary texts**: Create literary texts by developing storylines, characters and settings.
- **Literacy**: Identify different types of texts by combining contextual, semantic, grammatical and orthographic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing.
- **Creating texts**: Plan, rehearse and deliver presentations incorporating visual and textual content and taking into account the particular purposes and audiences.
- **Interpreting, analysing, evaluating**: Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.
- **Understanding stories from different cultures**: Students will understand how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience. Students will understand how to navigate around a website, identifying text, navigation, layout and links, which are used and contribute to the effectiveness of static image advertisements.
- **Persuasive Packaging**: Students use software tools to manipulate text and images to create an effective, persuasive package design and write a text to promote a breakfast cereal.
by the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems.

They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students locate fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

5 HOURS

Mathematics

Number and place value
• 5 digit numbers - make connections between representations of numbers, partition and combining numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving numbers, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks. Students make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks.
• Patterns and algebra — use properties of numbers to continue patterns
• Chance — compare dependent and independent events, describe probabilities of everyday events
• Data representation and interpretation — communicate information using graphical displays and evaluate the appropriateness of different displays

Number and location
• Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks. Students make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks.
• Patterns and algebra — use properties of numbers to continue patterns
• Chance — compare dependent and independent events, describe probabilities of everyday events
• Data representation and interpretation — communicate information using graphical displays and evaluate the appropriateness of different displays

Measurement
• Length and area — determine the area of rectangles, squares, parallelograms and triangles
• Volume and capacity — compare and order volumes using informal units

Money and financial mathematics
• Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change
• Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)
• Chance - describe the likelihood of everyday chance events, order events in a continuum
• Data representation and interpretation - construct and interpret simple data displays, with and without the use of digital technologies, from given or collected data

Statistics and Probability
• Chance - describe possible everyday events and order their chances of occurring
• Data representation and interpretation - select and use appropriate displays, with and without the use of digital technologies, to display data

Geometric reasoning
• Geometric reasoning - identify angles, construct and label right angles and acute angles

Speed & Accuracy Test

Assessment

Unit 1: Place value, fractions and operations
Unit 2: Knowing numbers
What are the chances? Written

Diagnostic

Number and Algebra

Unit 1
1 2 3 4 5 6 7 8
Measurement and Geometry

Unit 2

Unit 3

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Number and place value
Investigate and use the properties of odd and even numbers [ACMNA031]
Represent, model and record odd and even numbers, including the properties of odd and even numbers, make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks.

Apply place value to partition, rearrange and regroup numbers to at least tens of thousands [ACMNA072]
Students partition, rearrange and regroup numbers to at least tens of thousands using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts.

Recognise and use ordinal numbers to at least last 5 elements of a series, including ordinal numbers used in contexts [ACMNA073]
Students recognise and use ordinal numbers to at least last 5 elements of a series, including ordinal numbers used in contexts.

Investigate and represent multiples of 3, 4, 6, 7, 8, and 9 [ACMNA074]
Students investigate and represent multiples of 3, 4, 6, 7, 8, and 9.

Recall multiplication facts up to 10 x 10 and related division facts [ACMNA075]
Students recall multiplication facts up to 10 x 10 and related division facts.

Solve problems involving multiplication and division, including problems in contexts, with and without digital technologies [ACMNA080]
Students solve problems involving multiplication and division, including problems in contexts, with and without digital technologies.

Fractions and decimals
Investigate equivalent fractions using contexts [ACMNA084]
Students investigate equivalent fractions using contexts.

Decimals include hundredths, including with everyday language. Locate and represent these fractions on a number line (ACMNA076)
Students represent decimals in everyday language. Locate and represent these fractions on a number line.

Solve problems involving the calculation of change to the nearest five cents with and without digital technologies [ACMNA080]
Students solve problems involving the calculation of change to the nearest five cents with and without digital technologies.

Geometric reasoning
Patterns and algebra

Patterns and shapes using tangrams
• Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change
• Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)
• Chance - describe the likelihood of everyday chance events, order events in a continuum
• Data representation and interpretation - construct and interpret simple data displays, with and without the use of digital technologies, from given or collected data

Using units of measurement - use scaled instruments to measure compare length, mass, capacity and temperature, measure areas using informal units and uninformal standard units of measurement

Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)

Chance - describe the likelihood of everyday chance events, order events in a continuum

Data representation and interpretation - construct and interpret simple data displays, with and without the use of digital technologies, from given or collected data

Evaluate the effectiveness of different displays in illustrating data features including variability [ACMMG083]
Students evaluate the effectiveness of different displays in illustrating data features including variability.

Money and financial mathematics - calculate change to the nearest five cents, solve problems involving purchases

Money and financial mathematics - calculate change to the nearest five cents, solve problems involving purchases
The order that units are delivered may change according to cross-curricula links.

**Unit 1: Here today gone tomorrow**
- Link to Geography unit 1
- Students:
  - explore natural processes and human activity which cause weathering and erosion of the Earth’s surface.
  - relate this to their local area, make observations and predict consequences of future occurrences and human activity.
  - describe situations where science understanding can influence their own and others’ actions.
  - suggest explanations for their observations and compare their findings with their predictions.
  - discuss ways to conduct investigations and safely use equipment to make and record observations.

**Unit 2: Ready, set, grow!**
- Students:
  - investigate life cycles.
  - examine relationships between living things and their dependence on the environment.
  - considering human and natural changes to the habitats, predict the effect of these changes on living things including the impact on the survival of the species.
  - describe situations where science understanding can influence their own and others’ actions.
  - identify investigable questions and predict likely outcomes from their investigations.
  - discuss ways to conduct investigations safely and make and record observations.
  - use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions.
  - complete simple reports to communicate their findings.

**Unit 4: Fast forces**
- Students:
  - use games to investigate and demonstrate how forces affect objects through contact and non-contact forces.
  - use their knowledge of forces to make predictions about games.
  - Games will be completed safely in order to collect data so that findings can be communicated.
  - identify situations where science is used to ask questions or to make predictions.
  - identify how science knowledge of forces helps people understand the effects of their actions.

**Unit 3: Properties matter**
- Students:
  - investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.
  - consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions.
  - identify investigable questions and predict likely outcomes.
  - use appropriate materials, tools and equipment safely to make and record observations.
  - represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations.
  - complete simple reports to communicate their findings.

**Unit 8: Properties Matter Portfolio**
- Students design packaging for a product. They consider suitability of materials and factors such as sustainability that impact upon the design.

**Science inquiry skills**
- Questioning and predicting: With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSHE064).
- Planning and conducting: Suggest ways to plan and conduct investigations; to find answers to questions (ACSHE065).
- Processing and analysing data and information: Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSHE066).
- Evaluating: Reflect on the investigation; including whether a test was fair or not (ACSHE069).
- Communicating: Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSHE073).

**Science knowledge helps people to understand the effect of their actions.**
**HISTORY/GEOGRAPHY**

**Students develop and present texts, including narratives, using historical terms.**

**Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past.**

Students develop and present texts, including narratives, using historical terms.

**By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained sustainable.**

**Explanation and communication**

**Historical questions and research**

First Contacts

- The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)
- The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)
- The nature of contact between Aboriginal people and Torres Strait Islanders Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)

**Geographical Knowledge and Understanding**

- The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents (ACHGK020)
- The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)
- The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)
- The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)
- The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)
- The sustainable management of waste from production and consumption (ACHGK025)

**Geographical inquiry and skills**

- Develop geospatial and geographical concepts, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using simple grid references, compass direction and distance. (ACHGK026)
- Develop geographical questions to investigate (ACHGK027)
- Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGK028)
- Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGK029)
- Interpret geospatial data to identify distributions and patterns and draw conclusions (ACHGK030)
- Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGK031)

**Reflecting and responding**

**Inquiry question/s:**

- Why did the Europeans settle in Australia?
- Why did the great journeys of exploration occur?
- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

**Collection of work**

- **Multimodal or written**
- **Oral**

- **Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.**

---

**Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal.**

---

**Research:**

This technique is used to assess students’ abilities to ask geographical questions and proceed through collection, recording, and sorting of information to draw conclusions and propose action.
### The Arts

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 HOUR</strong></td>
<td><strong>1 HOUR</strong></td>
<td><strong>1 HOUR</strong></td>
<td><strong>1 HOUR</strong></td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td><strong>Drama</strong></td>
<td><strong>Media</strong></td>
<td><strong>Dance</strong></td>
</tr>
<tr>
<td>Quentin Blake – Illustrator (English): Continuous, broken and hatched lines are used to create balance, contrast, and space patterns.</td>
<td>N/A</td>
<td>Media involves selecting media languages and technologies to represent differences and relationships by using elements of different purposes.</td>
<td>N/A</td>
</tr>
<tr>
<td>Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.</td>
<td>Dramatic action is structured through storytelling, improvisation, and extended role-plays.</td>
<td>Media involves selecting different images, sounds and words to select media texts.</td>
<td>Dance involves using the human body to express ideas, considering different audiences and different purposes, by using elements of different purposes.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
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<tr>
<td>N/A</td>
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### Health

<table>
<thead>
<tr>
<th>Health 0.5 HOUR</th>
<th>PE 0.5 HOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> – Making healthy choices</td>
<td><strong>Unit 1</strong> Superstas/Swimming</td>
</tr>
<tr>
<td>This unit aims to help students to understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect healthy messages.</td>
<td>In this unit students will practice and refine fundamental movement skills to participate in various skipping skills and solve individual skipping challenges. They will also examine the benefits of being fit and physically active and how they relate to skipping. Students will practise and refine their swimming skills</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>The assessment will gather evidence of the student’s ability to:</td>
<td>The assessment will gather evidence of the student’s ability to:</td>
</tr>
<tr>
<td>• understand the benefits of being fit and physically active</td>
<td>• understand movement situations</td>
</tr>
<tr>
<td>• refine fundamental movement skills and movement concepts in different physical activities and to solve movement challenges</td>
<td>• refined fundamental movement skills and movement concepts and strategies in different physical activities</td>
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### Personal, Social and Community Health

<table>
<thead>
<tr>
<th>Personal, Social and Community Health</th>
<th>Movement and Physical Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td><strong>Unit 2</strong></td>
</tr>
<tr>
<td>Learning how success, challenge and failure strengthen personal identities (ACPPS031)</td>
<td>Movement and physical activity</td>
</tr>
<tr>
<td>Explore strategies to manage physical, social and emotional change (ACPPS034)</td>
<td>Moving our body</td>
</tr>
<tr>
<td>Moving our body</td>
<td>Practice and refine fundamental movement skills in different movement situations (ACPMP043)</td>
</tr>
<tr>
<td>Practise and apply movement concepts and strategies (ACPMP045)</td>
<td>Perform movement sequences which reflect fundamental movement skills (ACPMP043)</td>
</tr>
<tr>
<td>Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP048)</td>
<td>Practise and apply movement concepts and strategies (ACPMP045)</td>
</tr>
<tr>
<td>Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)</td>
<td>Examine the influence of health and fitness on identity by completing a ‘Me Culture in Australia’ form.</td>
</tr>
<tr>
<td>Adopt inclusive practices when participating in physical activities (ACPMP048)</td>
<td>Adopt innovative and creative thinking in solving movement challenges (ACPMP049)</td>
</tr>
<tr>
<td>Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP056)</td>
<td>Evaluate the influence of health and fitness on identity by completing a ‘Me Culture in Australia’ form.</td>
</tr>
</tbody>
</table>

### Movement and Physical Activity

<table>
<thead>
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<th>Term 1</th>
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<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
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<td><strong>Unit 2</strong></td>
<td><strong>Unit 3</strong></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td><strong>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments</strong> (ACPMP041)</td>
<td><strong>Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS032)</strong></td>
<td><strong>Examine how relationship and culture contribute to identity</strong></td>
<td><strong>Create and perform movement sequences using fundamental movement skills and the elements of movement</strong></td>
</tr>
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</table>

### PE

<table>
<thead>
<tr>
<th>PE 0.5 HOUR</th>
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<tbody>
<tr>
<td><strong>Unit 3</strong> – Health channels</td>
</tr>
<tr>
<td>In this unit, students examine different sources of health information and how to interpret them with regard to credibility, relevance and inescapable truths. Identify health messages directed at children and the influences they have on them. They explore strategies to assist children interpreting the messages to make better choices.</td>
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</table>

### Assessment

<table>
<thead>
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<tbody>
<tr>
<td>Students complete an assignment. They analyse breakfast foods products and create a balanced breakfast plan that is suitable for students engaging in a physical activity.</td>
<td>Students examine a graffiti wall filled with various health-related messages and use a decision-making model to evaluate the validity of one of the messages, outlining the possible consequences of following the chosen message.</td>
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</table>

### Excursions

<table>
<thead>
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<tbody>
<tr>
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</table>

### Australian Guide to Healthy Eating

Students will understand the benefits of being fit and physically active and the elements of movement. They will explore the Australian Guide to Healthy Eating and the five food groups. Students will understand the importance of a balanced diet and health messages influence food choices. They will create meal plans that reflect healthy messages.

### Movement

1. **Unit**

   **Term 1**
   - Making healthy choices
     - **Objective**: Help students understand the importance of a balanced diet and how health messages influence food choices.
     - **Activities**: Create meal plans that reflect healthy messages.

   **Term 2**
   - Culture in Australia – Positive interactions
     - **Objective**: Help students understand the importance of balance and how health messages influence food choices.
     - **Activities**: Create meal plans that reflect healthy messages.

   **Term 3**
   - Health channels
     - **Objective**: Help students examine different sources of health information and how to interpret them.
     - **Activities**: Examine health messages directed at children and their influences.

   **Term 4**
   - Netiquette and online protocols
     - **Objective**: Help students interpret health information and messages on the internet.
     - **Activities**: Develop strategies to interpret health information.

2. **Unit**

   **Term 1**
   - Superstas/Swimming
     - **Objective**: Help students practice and refine their fundamental movement skills.
     - **Activities**: Participate in various skipping skills and solve individual skipping challenges.

   **Term 2**
   - Athletics
     - **Objective**: Help students include running, jumping and throwing in relation to athletic events.
     - **Activities**: Participate in various athletic events.

   **Term 3**
   - Hit it, catch it, field it, throw it
     - **Objective**: Help students perform social dances individually and in groups.
     - **Activities**: Participate in various social dances.

   **Term 4**
   - Party dance/Swimming
     - **Objective**: Help students perform social dances individually and in groups.
     - **Activities**: Participate in various social dances.

### Personal, Social and Community Health

1. **Unit**

   **Term 1**
   - Cultural and wellbeing
     - **Objective**: Help students understand the benefits of being fit and physically active.
     - **Activities**: Participate in outdoor games and activities.

   **Term 2**
   - Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe using the net.
   - **Activities**: Participate in outdoor games and activities.

   **Term 3**
   - Identify and apply strategies to promote health, safety and wellbeing
     - **Objective**: Help students understand the benefits of being fit and physically active.
     - **Activities**: Participate in outdoor games and activities.

   **Term 4**
   - Use a decision-making model to evaluate the validity of one of the messages.
   - **Activities**: Participate in outdoor games and activities.

### Movement

1. **Unit**

   **Term 1**
   - Incorporate strategies to keep healthy and improve fitness.
     - **Objective**: Help students incorporate strategies to keep healthy and improve fitness.
     - **Activities**: Incorporate strategies to keep healthy and improve fitness.

   **Term 2**
   - Positive interactions
     - **Objective**: Help students incorporate strategies to keep healthy and improve fitness.
     - **Activities**: Incorporate strategies to keep healthy and improve fitness.

   **Term 3**
   - Health channels
     - **Objective**: Help students incorporate strategies to keep healthy and improve fitness.
     - **Activities**: Incorporate strategies to keep healthy and improve fitness.

   **Term 4**
   - Netiquette and online protocols
     - **Objective**: Help students incorporate strategies to keep healthy and improve fitness.
     - **Activities**: Incorporate strategies to keep healthy and improve fitness.

### Personal, Social and Community Health

1. **Unit**

   **Term 1**
   - Cultural and wellbeing
     - **Objective**: Help students incorporate strategies to keep healthy and improve fitness.
     - **Activities**: Incorporate strategies to keep healthy and improve fitness.

   **Term 2**
   - Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe using the net.
   - **Activities**: Incorporate strategies to keep healthy and improve fitness.

   **Term 3**
   - Identify and apply strategies to promote health, safety and wellbeing
     - **Objective**: Help students incorporate strategies to keep healthy and improve fitness.
     - **Activities**: Incorporate strategies to keep healthy and improve fitness.

   **Term 4**
   - Use a decision-making model to evaluate the validity of one of the messages.
   - **Activities**: Incorporate strategies to keep healthy and improve fitness.
Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They can evaluate literary texts, identify key themes and implicit meanings, and ask questions about text and author intentions and perspectives.

Productive modes (speaking, writing and creating)

Students use language flexibly to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

<table>
<thead>
<tr>
<th>Unit</th>
<th>5 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fantastic Fantasy</strong></td>
<td><strong>Viewpoints</strong></td>
</tr>
<tr>
<td><strong>Examining literary texts - Fantasy novel</strong> Students listen to, read and interpret a novel from the fantasy genre (The Forests of Silence) showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. Creating fantasy characters Students continue to read and interpret a novel from the fantasy genre showing understanding of character development.</td>
<td><strong>Predicting</strong> Students write an explanation of how a character is represented in a fantasy novel. <strong>Inferencing</strong> Students select information and create a multimodal feature article that presents a particular point of view about an environmental issue. Students create a short story animation that focuses on two main characters behaviours when faced with an ethical dilemma.</td>
</tr>
<tr>
<td><strong>Examining media texts</strong> Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</td>
<td><strong>Comprehend a feature article</strong> Students identify and describe language features to show how ideas can be extended. They develop and explain a point of view about a text focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</td>
</tr>
<tr>
<td><strong>Examining poetry</strong> Students listen to, read and view a range of poems, songs, anthems and odes from different times, to create a folio of responses analysing authors’ use of language and its impact on the ideas and images of text.</td>
<td><strong>Appreciating poetry</strong> Students listen to, read and view a range of poems, songs, anthems and odes from different times, to create a folio of responses analysing authors’ use of language and its impact on the ideas and images of text.</td>
</tr>
</tbody>
</table>
By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different outcomes, describe equally likely outcomes, and describe possible outcomes.

### Algebra

- **Number and place value** — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems
- **Fractions and decimals** — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator
- **Data representation and interpretation** — use technology to create representations

### Measurement

- **Number and place value** — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems
- **Fractions and decimals** — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator
- **Data representation and interpretation** — use technology to create representations

### Probability

- **Number and place value** — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems
- **Fractions and decimals** — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator
- **Data representation and interpretation** — use technology to create representations

### Money and financial decisions

- **Number and place value** — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems
- **Fractions and decimals** — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator
- **Data representation and interpretation** — use technology to create representations

### Chance and data

- **Number and place value** — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems
- **Fractions and decimals** — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator
- **Data representation and interpretation** — use technology to create representations
<table>
<thead>
<tr>
<th>C2C UNITS</th>
<th>2 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2: Our place in the solar system</strong></td>
<td></td>
</tr>
<tr>
<td>Students:</td>
<td></td>
</tr>
<tr>
<td>• describe the key features of our solar system including planets and stars.</td>
<td></td>
</tr>
<tr>
<td>• discuss scientific developments that have affected peoples’ lives and describe details of contributions to our knowledge of the solar system from a range of people.</td>
<td></td>
</tr>
<tr>
<td>• pose questions, plan and conduct investigations to answer questions and solve problems.</td>
<td></td>
</tr>
<tr>
<td>• decide on variables to change and measure to conduct fair tests.</td>
<td></td>
</tr>
<tr>
<td>Students will:</td>
<td></td>
</tr>
<tr>
<td>• recording in data sheets and as a report for popular media.</td>
<td></td>
</tr>
</tbody>
</table>

| **Unit 4: Matter matters** |
| Students: |
| • broaden their classification of matter to include gases and begin to see how matter structures the world around them. |
| • understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. |
| • pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. |
| • represent data and observations in tables and graphs. |
| • identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. |
| • understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems. |

| **Unit 1: Survival in the Australian environment** |
| Students: |
| • examine the structural features and behavioural adaptations that assist living things to survive in their environment. |
| • understand that science involves using evidence and data to develop explanations. |
| • investigate factors that influence how plants and animals survive in extreme environments. |
| • create a creature with adaptations that are suitable for survival in a prescribed environment. |

| **Unit 3: Now you see it** |
| Students: |
| • investigate the properties of light and the formation of shadows. |
| • investigate reflection angles, how refraction affects our perceptions of an object’s location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. |
| • plan investigations including posing questions, making predictions, and following and developing methods. |
| • analyse and represent data and communicate findings using a range of text types, including reports and annotated diagrams. |
| • explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples’ lives. |

<table>
<thead>
<tr>
<th>Science understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Living things have structural features and adaptations that help them to survive in their environment</strong> (ACSHEU043)</td>
</tr>
<tr>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

| **Earth’s place in space** (ACSSU078) |
| The Earth is part of a system of planets orbiting around a star (the sun). |

| **What’s the matter?** (ACSSU077) |
| Solids, liquids and gases have different observable properties and behave in different ways. |

| **Unit 5: Investigating evaporation and explaining solids, liquids and gases** |
| Students: |
| • plan, conduct, evaluate and report on an investigation into rates of evaporation and apply knowledge of solids, liquids and gases to real life contexts. |

| **Unit 6: Exploring important contributions to the advancement of science** |
| Important contributions to the advancement of science have been made by people from a range of cultures. |

| **Use and influence of science** |
| Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples’ lives. |
| Scientific knowledge is used to inform personal and community decisions. |

| **DESIGN & TECHNOLOGIES** – PLEASE SEE SEPARATE P – 10 OVERVIEW – PAGE 75 |
| **1 HOUR PER WEEK** |

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**Science inquiry skills** |

<table>
<thead>
<tr>
<th>1 2 3 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Questioning and predicting</strong></td>
</tr>
<tr>
<td>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be.</td>
</tr>
</tbody>
</table>

| **Planning and conducting** |
| With guidance, plan appropriate investigation methods to answer questions or solve problems. |
| Decide which variables should be changed and measured in fair tests and accurately observe, measure and record data. |
| Use equipment and materials safely, identifying potential risks. |

| **Processing and analysing data and information** |
| Construct and use a range of representations, including graphs and tables, to represent and describe observations, patterns or relationships in data using digital technologies, as appropriate. |
| Compare data with predictions and use as evidence in developing explanations. |

| **Evaluating** |
| Suggest improvements to the methods used to investigate a question or solve a problem. |

| **Communicating** |
| Communicate ideas, explanations and processes in a variety of ways, including multimodal data. |
by the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of places and events in bringing about change. Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

by the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on significant events and places. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response. Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret graphic data to identify spatial distributions, simple patterns and trends, and infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed actions.

2 HOURS

Unit 1 – Exploring the development of British colonies in Australia

Inquiry Question/s: What were the significant events and who were the significant people that shaped Australian colonies? What do we know about the lives of people in Australia’s colonial past and how do we know?

Content covered: key events related to the development of British colonies of Australia, particularly the establishment of the Moreton Bay and Van Diemen’s Land colonies, aspects of daily life in the 1800s, impact of colonisation on the environment and Aboriginal peoples.

Collection of work (Parts A, B & C) Multimodal or written

The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.

Research Oral

The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and setting of information to draw conclusions during an investigation.

Students undertake an inquiry that aligns with the geographical inquiry and skills strand.

Unit 2 – Investigating the colonial period in Australia

Inquiry Question/s: What were the significant events and who were the significant people that shaped Australian colonies? What do we know about the lives of people in Australia’s colonial past and how do we know?

Content covered: recognition key events in Australia during the colonial period after 1800, investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration, appreciate the impacts of significant developments and events - the gold rush and the Eureka Stockade, pose questions to investigate the significance of individuals and groups in shaping the colonies, describe the significance of individuals and events in shaping the colonies.

Collection of work (Parts A, B & C) Multimodal or written

Research Oral

The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.

Students undertake an inquiry that aligns with the geographical inquiry and skills strand.

Geographical Knowledge and Understanding

Human and environmental processes shape places

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)

The influence of the environment on the human characteristics of a place (ACHGK028)

The influence of people on the human characteristics of places and the management of spaces within them (ACHGK029)

The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)

Geographical inquiry and skills

Geographical inquiry and skills

Observing, questioning and planning

Develop geographical questions to investigate and plan an inquiry (ACHGS033)

Collecting, recording, evaluating and representing

Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS041)

Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS047)

Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS058)

Interpreting, analysing and concluding

Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)

Communicating

Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)

Reflecting and responding

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039)
### Health 0.5 HOUR

#### Assessment

**Unit 1 – Emotional interactions**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

**Unit 2 – Physical Activity**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

**Unit 3 – Preventing and managing disease**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

**Unit 4 – Multicultural Australia**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

### PE 1 HOUR

#### Assessment

**Unit 1 – Play/Rhythm/Swimming/Cross Country**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

**Unit 2 – Performing Arts**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

**Unit 3 – Dance**

- **Purpose and context** guide the selection of time frames, language, place and different audiences and purposes, through dramatic action based on real or for health and interacting

### HPE

#### Personal, Social and Community Health

- **Being healthy, safe and active**
  - Explore personal and cultural identities and how they change and adapt to different contexts and situations (ACPPS051)
  - Investigate resources and strategies to manage changes and transitioning associated with puberty (ACPPS053)
  - Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

- **Communicating and interacting for health and wellbeing**
  - Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
  - Pracise skills to establish and manage relationships (ACPPS055)
  - Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

- **Contributing to healthy and active communities**
  - Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

#### Movement and Physical Activity

- **Movement**
  - **Moving our body**
    - Practise specialised movement skills and apply them in different movement situations (ACPM101)
  - **Propose and apply movement concepts and strategies to achieve movement outcomes – dance routine**

#### Visual Arts

- **Visual Arts: Drama**
  - **Students in role from Novel**

- **Visual Arts: Media**
  - **Visual Arts: Media**

- **Visual Arts: Music**
  - **Music: Appreciation of songs and song writers; Relate to English Unit Appreciating Poetry**

### Excursions

- **THE ARTS: Drama**
  - Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.
  - **Visual Arts: Media**
  - **Visual Arts: Visual Arts**
  - **Visual Arts: Music**
  - **Visual Arts: Drama**
YEAR 6 OVERVIEW

By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They identify and respond constructively to others’ opinions by offering alternative ideas and information. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic. Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences; and participate. They collaborate with others to share and develop ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.

Exploring Short Stories
Students read and view a range of short stories, and write an engaging short story. Students will reflect on the writing process when making and evaluating editorial choices.

Interpreting literary texts
Students read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts.

Examining advertising and news reports in the media
Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect.

Making comparisons
Students read and compare literary and informative texts, such as websites and information texts, which deal with an endangered species.

Creating a Text Written
Students write a two-page newspaper incorporating their news reports about tourist destinations. They analyse and interpret the way texts in print and digital media are presented.

Reading 2.5 HOURS
Terms 1-4: ongoing
Sound Paxioms (orthography)
• Phonic words
• Guided Reading

Assessment Short story Written
Students write an engaging short story. Students reflect on the writing process and editorial choices.

Diary Entries Written
In History, students develop and answer inquiry questions, in order to create a literary text (diary entries, from the perspective of a migrant to Australia) that establishes time and place for the reader and explores personal experiences.

Panel discussion Oral
They will compare Dancing With Ben Hall Jackie French to Somewhere Around the Corner to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.

Exploring literary texts
Students identify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences; and participate. They collaborate with others to share and develop ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.

Assessment

EXPLORE LITERARY TEXTS

Literary texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They identify and respond constructively to others’ opinions by offering alternative ideas and information. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic. Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences; and participate. They collaborate with others to share and develop ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.

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By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students connect between the powers of 10 and the multiplication and division of decimals. They describe rules in sequences involving whole numbers, fractions and decimals. Students interpret and compare data displays to the metric system for length, area, volume and capacity. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of whole numbers. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct numbers sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane using a coordinate system. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

**Number and place value** — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to solve problems involving whole numbers — order and compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions.

**Data** — revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data.

**Assessment**

**5 HOURS**

Students interpret and use timetables and cost information to determine outcomes as a fraction or decimal and solve problems involving fractions & decimals.

**Data** — compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data.

**Patterns and algebra** — continue sequences involving whole numbers, fractions & decimals, describe the rule used to create the sequence and apply the order of operations to add calculations.

**Probability** — compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data.

**Data representation and interpretation** — interpret and compare data displays, interpret probability as a fraction, decimal or percent, explore the effect of large trials results, compare observed and expected frequencies.

**Fractions and decimals** — add, subtract, multiply and divide decimals by whole numbers, calculate a fraction of a quantity, compare and evaluate shopping options.

**Money and financial mathematics** — connect decimals to number patterns, use number patterns to the metric system and their units of measurement, use all four operations with whole numbers & decimals, name, order & compare primary and secondary data.

**Patterns and algebra** — continue sequences involving whole numbers, fractions & decimals, describe the rule used to create the sequence and apply the order of operations to add calculations.

**Number and place value** — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to solve problems involving whole numbers — order and compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions.

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The order that units are delivered may change according to cross-curricula links.

<table>
<thead>
<tr>
<th>C2C UNITS</th>
<th>2 HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Making changes</strong></td>
<td></td>
</tr>
<tr>
<td>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations and accurately record data and develop explanations. They suggest improvements which can be made to their method to improve the investigation. Students explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples’ lives.</td>
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<tr>
<td><strong>Energy and electricity</strong></td>
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<tr>
<td>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. They explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected peoples’ lives and evaluate personal and community decisions related to the use of different energy sources and their sustainability.</td>
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<tr>
<td><strong>Earth and space sciences</strong></td>
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<tr>
<td>Sudden geological changes or extreme weather conditions can affect Earth’s surface. Students consider the effects of cyclones on the Earth’s surface and how communities are affected by these events. They gather record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</td>
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<tr>
<td><strong>Biological sciences</strong></td>
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<tr>
<td>The growth and survival of living things are affected by the physical conditions of their environment.</td>
<td></td>
</tr>
</tbody>
</table>

### Science understanding

<table>
<thead>
<tr>
<th>Biological sciences</th>
<th>Chemical sciences</th>
<th>Earth and space sciences</th>
<th>Physical sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</td>
<td>Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)</td>
<td>Sudden geological changes or extreme weather conditions can affect Earth’s surface (ACSSU096)</td>
<td>Electrical circuits provide a means of transferring and transforming electricity (ACSSU097)</td>
</tr>
</tbody>
</table>

### Science inquiry skills

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning and predicting</td>
<td>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS122)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Planning and conducting</td>
<td>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSIS103)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Processing and analysing data and information</td>
<td>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data using digital technologies as appropriate (ACSIS104)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Use equipment and follow safety, identifying potential risks (ACSIS105)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Communicating</td>
<td>Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS107)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Compare data with predictions and use as evidence in developing explanations (ACSIS221)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS108)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS109)</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
### History

**HISTORY**

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence these events and people (their lifetimes) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an inquiry and represent time by creating timelines. When researching, students develop questions to frame an inquiry and represent time by creating timelines. Students explain the experiences of people in the past. They explain the

**HUMANITIES**

historical and chronological order, and represent time by creating timelines. When researching, students develop questions to frame an inquiry. They identify a range of sources and locate information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and presenting their information, they use historical terms and concepts and incorporate relevant sources.

**Assessment**

- **Collection of work**
  - The purpose of this assessment is to explain the significance of Henry Parkes’ contribution leading to Federation, to identify continuity and change and describe cause and effects of change in the status and rights of women after Federation.

**Historical Knowledge and Understanding**

<table>
<thead>
<tr>
<th><strong>Australian as a Nation</strong></th>
<th><strong>Geographical Knowledge and Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government.</td>
<td>The location of the major countries of the Asia region in relation to Australia, and the geographical diversity within the region.</td>
</tr>
<tr>
<td>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, woman, and children.</td>
<td>Differences in the economic, demographic and social characteristics between countries across the world.</td>
</tr>
<tr>
<td>Stories of groups of people who migrated to Australia (including from one Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</td>
<td>What are Australia’s global connections between people and places?</td>
</tr>
<tr>
<td>The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</td>
<td>The various connections Australia has with other countries, and how these connections change people and places</td>
</tr>
</tbody>
</table>

**Historical Skills**

<table>
<thead>
<tr>
<th><strong>Geographical inquiry and skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence historical people and events.</strong> (ACHHS112)</td>
</tr>
<tr>
<td><strong>Use historical terms and concepts.</strong> (ACHH118)</td>
</tr>
<tr>
<td><strong>Identify and locate a range of relevant sources.</strong> (ACHHS119)</td>
</tr>
<tr>
<td><strong>Locate information related to inquiry questions in a range of sources.</strong> (ACHHS121)</td>
</tr>
<tr>
<td><strong>Develop texts, particularly narratives and descriptions, which incorporate source materials.</strong> (ACHHS124)</td>
</tr>
<tr>
<td><strong>Use a range of communication forms (oral, graphic, written) and digital technologies.</strong> (ACHHS125)</td>
</tr>
</tbody>
</table>
By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, wellbeing, and safety. They describe the key features of health related fitness and the significance of physical activity to health and wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

**Assessment**

Students will complete an assignment. They will investigate role models and celebrities associated with delivering health messages and the circles of influence they project on the individual. Students observe the changing nature of physical activity to health and wellbeing. They describe their own contribution to safety and wellbeing and how physical activity supports community wellbeing and cultural understanding.

**Unit 1 - Play2rhythm/Swimming/Cross Country**

In this unit, students will develop specialised football skills and create and perform a sequence of these skills to music. Students will develop swimming and water safety skills.

**Unit 2 - Fitness Fun/Athletics**

In this unit, students will develop specialised movement skills within an athletics context. They will participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.

**Unit 3 - Dance**

In this unit, students will propose and apply movement concepts and strategies and solve movement challenges in the context of dance. They will explore a variety of dances — eg. nutburst, Macarena, bush and line. They will create and perform their own dance routine using combined elements from the dances learnt.

**Unit 4 - Master blaster/Swimming**

In this unit, students will develop specialised movement skills within the context of modified cricket. They will work collaboratively and apply concepts of fair play while participating in physical activity.

**Note:** When children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.

**Unit 2 - Let’s all be active**

Students investigate how physical activity: creates opportunities for different groups to work together and promotes individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

**Unit 3 - Who influences me?**

Students explore how important people in their lives and the media can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.

**Unit 4 - Transitioning**

Students explore the concept of transitioning to high school, the challenges, the feelings, the issues that are typically encountered and how the transition can be smoothly facilitated.
### THE ARTS: Drama

**Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.**

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td><strong>Role and relationships can be maintained</strong> using movement, including posture, gesture and body position, and expression of voice e.g. moving, speaking and reacting differently as a king, compared with as a servant.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Purpose and context</strong> are used to select time frames, language, space and place to express ideas e.g. altering time frames by starting at the end of a story and retelling it from that perspective.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Dramatic action</strong> is structured by being in role and building story drama e.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and sharks.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Media involves constructing meaning by using media languages and technologies to express ideas, considering particular audiences and particular purposes.**

<table>
<thead>
<tr>
<th>1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Still and moving images, sounds and words are selected to construct media texts e.g. using a soundtrack to accompany a visual sequence to create a particular mood.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Media techniques and practices, including layout, storyboard and manipulation of images, sounds, and words, are used to create media texts e.g. changing the order of frames in a traditional or non-traditional comic strip to create different versions of a narrative.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Dramatic action is structured through storytelling, improvisation and extended role-plays e.g. Presenting an interpretation of stories originating from the Torres Strait Islands.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Visual Arts involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Blended, controlled and symbolic colour is used to create depth, representation and symbolism e.g. using mixed and blended colour to add depth in abstract paintings.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Descriptive and emotive lines are used to create abstraction, non-representation and proportion e.g. using photographic shades of natural shapes in their environments to focus on negative spaces and positive shapes and thus show effects of light and dark.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Artistic, invented and simulated expressions are used to create depth, representation and non-representation e.g. using texture in a collagraph print to express ideas for a marketing campaign for a new product to target a particular audience.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Dance involves using the human body to express ideas, considering different audiences and intended purposes, by using dance elements in movement phrases.**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences e.g. jumping and rotating hands at the wrist.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Fast and slow movements are used to change timing in movement phrases e.g. using fast movements in a traditional Aboriginal dance to express the quick actions of an animal.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Periscopic and sustained movement qualities are used to change energy in movement phrases e.g. representing a robot by stop-and-start energy changes in movement.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

### THE ARTS: Media

**Media involves using a student-devised script on a school event e.g. using a student-devised script on a school event.**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Still and moving images, sounds and words are used in media texts e.g. using still and moving images, sounds and words in a television advertisement.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Media techniques and practices, including clip, print, record/capture and sequence images, sounds and words, are used to create media texts e.g. cropping a digital image to create a close-up from a long shot.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Representations in media texts can be either real or imagined, and are created for particular audiences and purposes e.g. using animal characters in sketches and drawings for a children’s film on road safety.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Drama involves using the human body to express ideas, considering different audiences and different purposes, by using dance elements in movement phrases.**

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Purpose and context are used to shape roles, language, place and space to express ideas e.g. pretending to be a ringmaster within a circus scene.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.</td>
<td>✔</td>
<td>✔</td>
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</table>

**Visual Arts involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.**

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</thead>
<tbody>
<tr>
<td>Warm (red, orange, yellow) and cool (blue, green, purple) and mixed and complementary colours, are used to create tone and variation e.g. using cool colours to suggest calm in a paper and glue sculpture about dreams and sleep.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Line is used to suggest movement and direction e.g. using heavy, straight lines to suggest the swiftness of a cheetah running or soft, squiggly lines to suggest the slowness of a flowing river.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position e.g. using a variety of rectangular shapes together in a painting to represent buildings in a town.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Dance involves using the human body to express ideas, considering different audiences and different purposes, by using dance elements in short movement sequences.**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and context are used to shape roles, language, place and space to express ideas e.g. pretending to be someone else within a given or original story.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Purpose and context are used to shape roles, language, place and space to express ideas e.g. pretending to be a ringmaster within a circus scene.</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
### The Arts: Music (see Music Program)

**Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.**

<table>
<thead>
<tr>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.</strong></td>
<td><strong>Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Duration, beat, time values and metre are used to create repeated rhythmic patterns e.g. using minims, crotchets, quavers, semiquavers and crotchet rests to create rhythmic ostinatos in simple time.**
- **Pitch and intervals are used to create metodic phrases and sequences e.g. using an improvised melody to accompany a known nursery rhyme.**
- **Repetition is used to structure music e.g. using the same, similar and different phrases within a known song.**
- **Familiar sound sources, including vocal and instrumental sources, have characteristic sound qualities (tone colour) e.g. hearing the mellow tone of a cello, compared with the bright sound of a trumpet.**
- **Relative softness and loudness of sounds are used to change the dynamic level of music e.g. using forte (f) to sing loudly or piano (p) to play softly.**

<table>
<thead>
<tr>
<th>Yr4</th>
<th>Yr5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.</strong></td>
<td><strong>Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.</strong></td>
</tr>
</tbody>
</table>

- **Duration, beat, time values and metre are used to create rhythmic patterns e.g., using dotted notes and rests to create rhythmic patterns in compound time.**
- **Pitch and intervals are used to create the melodic arrangement of sound e.g., singing a melodic ostinato to accompany a song.**
- **Tonality and harmonies are used to organise music e.g., hearing and identifying major and minor songs.**
- **Musical forms are used to structure music e.g., a recurring theme in rondo form, ABACA; verse/chorus form.**
- **Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music e.g., using crescendo — gradually get louder using staccato — play short, detached notes.**

<table>
<thead>
<tr>
<th>Yr6</th>
<th>Yr7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound.</strong></td>
<td><strong>Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.</strong></td>
</tr>
</tbody>
</table>

- **Duration, beat, time values and metre are used to create rhythmic patterns e.g., playing a polyrhythm within a small ensemble.**
- **Pitch and intervals are used to create melodic arrangements e.g., composing a short melody over a tonic and dominant chord progression.**
- **Tonality and harmonies are used to organise music in vertical arrangements e.g., playing major/minor keys, chord progressions and riffs.**
- **Contemporary and traditional musical forms are used to structure music e.g., playing music in strophic form; composing a 12-bar blues song; identifying repetitive singing in vocal sequences of Aboriginal music and songs.**
- **Relative softness and loudness and emphasis of sounds are used to change dynamic levels and expression of music e.g., using accents to emphasise particular beats of a song.**

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**LOTE QCAR- Essential Learnings (Year 5 – Year 8)**
See LOTE Program Page
By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts. Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, external language and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, support spelling and punctuation. 

UNIT 5 HOURS

Persuasion through motivational speaking

Students:
- examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined.
- deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing.

Assessment - Persuasive speech

Students create and deliver a recording of a persuasive speech that promotes a point of view or enables a new way of seeing.
Term 1

CZC UNITS 1 & 2

Representations in news media

- read, view and listen to a variety of news media texts including those taken from digital environments and traditional media
- explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations.

Imaginative response to teen issues in a novel

- read excerpts from a novel that focuses on significant teen issues. The novels used will be Lockie Leonard: Human Torpedo and Bridge to Terabithia
- examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.
- arrange text structures and language features to highlight the effects of the selected one on a lover and to encourage a specific emotional response in their audience.

Assessment

Written - Imaginative response

Students write a series of imaginative journal entries as a character from the novel. These entries must address some teen issues explored in the novel.

Reading 2.5 HOURS

Terms 1-4: ongoing
- Context specific words
- Guided Reading

Diagnostic Assessment

SA Spelling Test

Term 2

CZC UNITS 3 & 4

Representing human experience

- read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures
- analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented
- choose a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures
- analyse the features that create representations and position the audience: write an analysis to express your opinion about the text. The text will be the Australian film Rabbit Proof Fence.

Understanding how texts communicate ideas about values

- select a selection of film clips about Aboriginal and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society
- examine the film clips to identify and explain the features that communicate ideas about values
- compare and evaluate the effectiveness of two film clips and, using interaction skills, present your opinion in a persuasive oral response to engage and influence an audience of peers.

Assessment

Written - Analysis of a literary text

Students write a film review analysing techniques and features used to create representation of Aboriginal peoples.

Oral - Persuasive oral response

Analyse and evaluate the ways that referenced sources add authority to a text

Students: analyse and evaluate the ways that referenced sources add authority to a text.

Term 3

CZC UNITS 5 & 6

Understanding how meaning is created in a television drama text

- examine a television drama series to understand how meaning is created: read a selection of script excerpts and film clips to interpret stylistic and implied meanings.
- identify and explain devices and language features that convey character, plot and index
- analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the intended meaning
- Students will view and analyse the Australian series Noah and Saxxie.

Analyzing and expressing viewpoints on ethical issues in a drama text

- continue an analysis of the drama text from the previous unit
- examine characters and their differing viewpoints on ethical issues raised in the text
- use persuasive language choices and supporting evidence to express personal and in-role character viewpoints that engage an audience through a panel discussion and blogging tools
- evaluate the aesthetic qualities of the drama text
- appreciate how knowledge of other texts influences the responses of communities.

Assessment

Written - Create an illustrated short story

Students will sit an exam where they watch an excerpt from a television show and analyse it through guided questions.

Written - Discussion blog

Examining ethical issues from the television drama.

Term 4

CZC UNITS 7 & 8

Creating an illustrated short story

- read and comprehend a variety of short stories to understand the features that engage an audience.
- identify and explain authors’ language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects.
- will have opportunities to practice short story writing with visual and visual choices that engage an audience.

Terms 1-4: ongoing
- Self-Questioning
- Summarising/Paraphrasing
- Analyzing a television series excerpt

Diagnostic Assessment

End of Year 8 overview

- Students need to understand how the selection of text structures is influenced by the selection of language features. They explain how language, features, images and vocabulary are used to represent different ideas and issues in texts.
- Students interpret texts, questioning the reliability of sources and ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience.
- Through cross-curricular ideas, images and language features from other texts, students choose new ideas that can be expressed in new ways. Students choose tests for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

45 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
### YEAR 9 OVERVIEW

**DUE TO ONLY ONE YEAR STUDENT YEAR 9 & 10 HAVE BEEN COMBINED AND ARE COMPLETING THE YEAR 10 CURRICULUM**

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to create an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating) understand how to use a variety of language features to create different levels of meaning. They understand how language can be used to manipulate an audience's responses and its use of language changes and uses an accurate spelling and punctuation.

**Examining ethical issues in a drama text.**

- read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity
- analyse a drama text to explore themes of human and cultural significance and interpersonal relationships
- examine the representations of issues in a drama text and create an interview script to explore the text's ethical issue.

**Manipulating language for effect.**

- read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of issues in text
- create a radio interview transcript to examine characters' relationships and how they respond to different perspectives on characters and issues.

**Examining perspectives on issues.**

- Students: read, listen to and view literary texts to examine how authors present different perspectives on issues.
- examine persuasive text structures and language features that influence an audience to accept a particular perspective.
- compare and evaluate how language features in different texts influence an audience.

**Exploring perspectives on issues.**

- Students: engage in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's people, histories and cultures.
- Students: create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and modifying text to contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

**Creating speculative fiction.**

- Students: read, listen to and view texts and experiment with the features of hybrid texts and apply their knowledge of literary texts to create a speculative fiction short story.
- Students: create a hybrid speculative text that is stimulated by ideas and issues represented in an information text about perspectives on an ethical issue.

**Comparing literary style.**

- Students: read a range of hybrid texts to compare and contrast creative and textual features in response to different perspectives on an ethical issue.
- Students: create a hybrid speculative short story that is informed by ideas and issues represented in a range of hybrid texts.

**Comparing an ethical issue in a drama text.**

- Students: read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity.
- Students: analyse a drama text to explore themes of human and cultural significance and interpersonal relationships.
- Students: participate in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's people, histories and cultures.

**Comparing an ethical issue in a drama text.**

- Students: read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity.
- Students: analyse a drama text to explore themes of human and cultural significance and interpersonal relationships.
- Students: participate in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's people, histories and cultures.

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### TERMS 1 & 2: C2C UNITS 3 & 4

#### Term 1: Reading and Interpreting Information Texts

- **Reading and Interpreting Information Texts**
  - **Overview:** Students read and comprehend an information text that presents perspectives about ethical issues raised in a play.
  - **Objectives:** Students create and deliver a persuasive presentation that supports or challenges the perspectives conveyed on issues represented in an extract from a novel.
  - **Activities:** Students create a radio interview transcript that examines the ways language features construct representations of characters and issues in a literary text.

#### Term 2: Examining Representations of Australia's Peoples, Histories and Cultures

- **Examining Representations of Australia's Peoples, Histories and Cultures**
  - **Overview:** Students examine and experiment with the features of hybrid texts and apply their knowledge of literary texts to create a speculative fiction short story.
  - **Objectives:** Students create a hybrid speculative short story that is stimulated by ideas and issues represented in an information text about perspectives on an ethical issue.
  - **Activities:** Students: engage in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's people, histories and cultures.

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### TERMS 3 & 4: C2C UNITS 5 & 6

#### Term 3: Exploring Ethical Issues in a Drama Text

- **Exploring Ethical Issues in a Drama Text**
  - **Overview:** Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity.
  - **Objectives:** Students: read a drama text to explore themes of human and cultural significance and interpersonal relationships.
  - **Activities:** Students participate in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's people, histories and cultures.

#### Term 4: Manipulating Language for Effect

- **Manipulating Language for Effect**
  - **Overview:** Students read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of issues in text.
  - **Objectives:** Students: create a radio interview transcript to examine characters' relationships and how they respond to different perspectives on characters and issues.
  - **Activities:** Students examine and experiment with the features of hybrid texts and apply their knowledge of literary texts to create a speculative fiction short story.

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### TERMS 5-6: C2C UNITS 7 & 8

#### Term 5: Exposing Ethical Issues in a Drama Text

- **Exposing Ethical Issues in a Drama Text**
  - **Overview:** Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity.
  - **Objectives:** Students: read a drama text to explore themes of human and cultural significance and interpersonal relationships.
  - **Activities:** Students participate in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's people, histories and cultures.

#### Term 6: Examining Perspectives on Issues

- **Examining Perspectives on Issues**
  - **Overview:** Students read, listen to and view literary texts to examine how authors present different perspectives on issues.
  - **Objectives:** Students: examine persuasive text structures and language features that influence an audience to accept a particular perspective.
  - **Activities:** Students examine and experiment with the features of hybrid texts and apply their knowledge of literary texts to create a speculative fiction short story.

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### Diagnostic Assessment

#### SA Spelling Test

<table>
<thead>
<tr>
<th>Domain/Unit</th>
<th>T1</th>
<th>T2</th>
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<tr>
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46 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
YEAR 10 OVERVIEW

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects. Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>C2C UNITS 1 &amp; 2</th>
<th>TERM 2</th>
<th>C2C UNITS 3 &amp; 4</th>
<th>TERM 3</th>
<th>C2C UNITS 5 &amp; 6</th>
<th>TERM 4</th>
<th>C2C UNITS 7 &amp; 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 5 HOURS</strong></td>
<td><strong>Understanding and analysing satire in texts</strong> Students:</td>
<td><strong>Responding to literary texts Students:</strong></td>
<td><strong>Responding to poetry Students:</strong></td>
<td><strong>Responding to a Shakespearean drama Students:</strong></td>
<td><strong>Evaluating representations in news media texts Students:</strong></td>
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<td></td>
<td>• read, view and analyse the techniques used in satirical texts.</td>
<td>• continue their analysis and evaluation of the contemporary novel: Tomorrow When the War Began in order to develop complex responses to literature.</td>
<td>• examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts.</td>
<td>• read and interpret a Shakespearean tragedy: Romeo and Juliet.</td>
<td>• listen to, read, view and discuss a variety of news texts.</td>
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<td>• write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.</td>
<td>• examine elements of creative writing and the stylistic features of authors to prepare for assessment.</td>
<td>• examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives.</td>
<td>• develop knowledge that will help them interpret Shakespearean drama by reading and analysing the play.</td>
<td>• examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts.</td>
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<td></td>
<td><strong>Reading and comprehending a novel Students:</strong></td>
<td><strong>Responding to poetic Students:</strong></td>
<td><strong>Understanding, analysing and performing Shakespearean Drama Students:</strong></td>
<td><strong>Creating literary responses Students:</strong></td>
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<td></td>
<td>• read and respond to a contemporary novel that explores issues relevant to Australian society: Tomorrow When the War Began by John Marsden.</td>
<td>• examine narrative viewpoint, characterisation and plot structures in literature.</td>
<td>• interpret Shakespearean text and create an original performance of a part of the play.</td>
<td>• examine the text structures and language features of literary texts.</td>
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<td></td>
<td>• examine narrative viewpoint, characterisation and plot structures in literature.</td>
<td>• consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors.</td>
<td>• develop techniques in rehearsal and dramatic performance as well as effective public speaking technique to appeal to the audience and communicate key ideas and themes from the play.</td>
<td>• experiment with a range of literary features and learn strategies to enhance imaginative writing.</td>
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<td>• create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and/or ethical positions in a novel</td>
<td>• create a literary analysis that examines how narrative viewpoint, characterisation and plot structure contribute to the development of individual style.</td>
<td>• create a literary text in response to stimulus of news media texts, under exam conditions.</td>
<td>• create a literary text in response to stimulus of news media texts, under exam conditions.</td>
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<td>• evaluate the value of the novel for young-adult readers.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>Essay - Analysing satire Students analyse a political cartoon.</strong></td>
<td><strong>Written - Imaginative transformation Students write a short story from the perspective of a secondary character that contributes an additional scene to the narrative of the novel.</strong></td>
<td><strong>Written - Analytical response: Evaluating an interpretation of a Shakespearean play. Students write a persuasive letter blaming someone for the deaths of Romeo and Juliet.</strong></td>
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<tr>
<td><strong>Literary analysis Students analyse and review the novel.</strong></td>
<td><strong>Assignment/Project - Creating poetry Students will create an original poem in response to an important issue.</strong></td>
<td><strong>Exam/Test - Response to stimulus Exam Students will write a short story using a themed stimulus sheet linked to news media texts as inspiration.</strong></td>
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</table>
By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information.

Students describe different views of these dimensional expressions. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals, and percentages, and their equivalents. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines.

Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop their understanding across the three content strands. Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**MATHS**

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Number and place value</td>
<td>Number and place value</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td>Geometric reasoning</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td>Patterns and algebra</td>
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<tr>
<td><strong>Unit 5</strong></td>
<td>Number and Place Value</td>
<td>Number and Place Value</td>
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<tr>
<td><strong>Unit 6</strong></td>
<td>Data representation and interpretation</td>
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</tbody>
</table>

**ASSESSMENT**

C2C Assessment Task

Speed & Accuracy Test

Mental Maths Year 7 Term 1

C2C Assessment Task

NAPLAN

Speed & Accuracy Test

Mental Maths Year 7 Term 2

C2C Assessment Task

Plan the catering for a class BBQ

Speed & Accuracy Test

Mental Maths Year 7 Term 3

PAT M

C2C Assessment Task

Monitoring task: What is the best character for a game of Zarkan?

Speed & Accuracy Test

Mental Maths Year 7 Term 4

C2C Assessment Task

48 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time in real applications. They identify conditions for similarity of triangles and deduce the properties of quadrilaterals. Students model authentic situations with number lines and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers and skewed data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations, using algebraically and graphically, connect simple linear equations and relationships, represent patterns algebraically and graphically, and use this knowledge to make hypotheses and support conclusions.

### Unit 1: Number and Algebra

**Number and place value**
- Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149).
- Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151).
- Compare, order, add and subtract integers (ACMNA280).

**Real numbers**
- Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155).
- Round decimals to a specified number of decimal places (ACMNA156).
- Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies (ACMNA158).

**Money & financial math**
- Recognise and solve problems involving simple ratios (ACMNA157).

**Patterns and algebra**
- Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA189).
- Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177).
- Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178).

**Linear and non-linear relationships**
- Solve simple linear equations (ACMNA179).
- Investigate, interpret and analyse graphs from authentic data (ACMNA180).

### Unit 2: Measurement and Geometry

**Measurement and Geometry**

**Using units of measurement**
- Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159).
- Calculate volumes of rectangular prisms (ACMMG160).

**Shape**
- Draw different views of prisms and solids formed from combinations of prisms (ACMMG161).

**Location and transformation**
- Describe transformations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181).

**Geometric reasoning**
- Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163).
- Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164).

**Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166).**

**Statistics and Probability**
- Classify triangles according to their sides and angles, and properties and describe quadrilaterals (ACMMG168).

**Data representation and interpretation**
- Identify and investigate issues involving numerical data, collected from primary and secondary sources (ACMSP166).
- Construct and compare a range of data displays, including stem-and-leaf plots and dot plots (ACMSP170).
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of real life data (ACMSP171).

**Chance**
- Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP172).
- Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP173).

**Probability**
- Describe and interpret data displays using median, mean and range (ACMSP172).

### Unit 3: Systems and Simulations

**TERM 3**

**TERM 4**

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Money &amp; financial math</th>
<th>Patterns and algebra</th>
<th>Linear and non-linear relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)</td>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159)</td>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
<td>Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA189)</td>
<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
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<tr>
<td>Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151)</td>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159)</td>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
<td>Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)</td>
<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
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<td>Compare, order, add and subtract integers (ACMNA280)</td>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159)</td>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
<td>Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178)</td>
<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
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<td>Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155)</td>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159)</td>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
<td>Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies (ACMNA158)</td>
<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
</tr>
<tr>
<td>Round decimals to a specified number of decimal places (ACMNA156)</td>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159)</td>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
<td>Recognise and solve problems involving simple ratios (ACMNA157)</td>
<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
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<tr>
<td>Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies (ACMNA158)</td>
<td>Establish the formulas for areas of rectangles, triangles and parallelograms and use them in problem solving (ACMMG159)</td>
<td>Calculate volumes of rectangular prisms (ACMMG160)</td>
<td>Investigate and calculate best buys, with and without digital technologies (ACMNA174)</td>
<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
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<tr>
<td>Recognise and solve problems involving simple ratios (ACMNA157)</td>
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<td>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</td>
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### YEAR 8

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time in real applications. They identify conditions for similarity of triangles and deduce the properties of quadrilaterals. Students model authentic situations with number lines and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers and skewed data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations, using algebraically and graphically, connect simple linear equations and relationships, represent patterns algebraically and graphically, and use this knowledge to make hypotheses and support conclusions.

### Unit 1: Number and Algebra

**TERM 1**

- Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149).
- Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151).
- Compare, order, add and subtract integers (ACMNA280).

**TERM 2**

- Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155).
- Round decimals to a specified number of decimal places (ACMNA156).
- Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies (ACMNA158).

**TERM 3**

- Recognise and solve problems involving simple ratios (ACMNA157).
- Investigate and calculate best buys, with and without digital technologies (ACMNA174).
- Investigate, interpret and analyse graphs from authentic data (ACMNA180).

**TERM 4**

- Investigate, interpret and analyse graphs from authentic data (ACMNA180).
### Mathematics

#### Real numbers
- Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182).
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183).
- Investigate terminating and recurring decimals (ACMNA184).
- Investigate the concept of irrational numbers, including \( \pi \) (ACMNA186).
- Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187).
- Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188).

#### Pythagoras’s theorem and trigonometry
- Use Pythagoras’s theorem to check if a triangle is acute, right or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply Pythagoras’s theorem and trigonometry to find unknown sides of right-angled triangles and establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMNA189).

#### Linear and non-linear relationships
- Extend and apply the distributive law to the expansion of algebraic expressions (ACMNA190).
- Factorise algebraic expressions by identifying numerical factors (ACMNA191).
- Simplify algebraic expressions involving the four operations (ACMNA192).
- Plot linear relationships on the Cartesian plane with and without the use of digital technologies (ACMNA193).
- Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194).

#### Money and financial mathematics
- Solve problems involving profit and loss, with and without digital technologies (ACMNA189).

#### Patterns and algebra
- Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182).
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183).
- Investigate terminating and recurring decimals (ACMNA184).
- Investigate the concept of irrational numbers, including \( \pi \) (ACMNA186).
- Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187).
- Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188).

#### Money and financial mathematics
- Solve problems involving profit and loss, with and without digital technologies (ACMNA189).

#### Linear and non-linear relationships
- Extend and apply the distributive law to the expansion of algebraic expressions (ACMNA190).
- Factorise algebraic expressions by identifying numerical factors (ACMNA191).
- Simplify algebraic expressions involving the four operations (ACMNA192).
- Plot linear relationships on the Cartesian plane with and without the use of digital technologies (ACMNA193).
- Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194).

#### Patterns and algebra
- Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182).
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183).
- Investigate terminating and recurring decimals (ACMNA184).
- Investigate the concept of irrational numbers, including \( \pi \) (ACMNA186).
- Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187).
- Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188).

#### Statistics and Probability
- Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP200).
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP208).
- Represent events using simple events, events involving 'and' and 'or' criteria, inclusive 'or', exclusive 'or' (A or B but not both), 'not', 'at least', 'at most' and 'exactly' (ACMSP204).

#### Data representation and interpretation
- Investigate techniques for collecting data, including census, sampling and observation (ACMSP244).
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP208).
- Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP200).
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP208).

#### Geometric reasoning
- Define congruence of plane shapes using transformations (ACMNA220).
- Investigate properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMNA222).
- Identify complementary events and use the sum of probabilities to solve problems (ACMSP204).
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and' (ACMSP205).

#### Year 9

**TERM 1**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 7</td>
<td>Pythagoras’s theorem and trigonometry - Use Pythagoras’s theorem and trigonometry to solve problems involving right-angled triangles, apply Pythagoras’s theorem and trigonometry to find unknown sides of right-angled triangles and establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMNA189).</td>
</tr>
</tbody>
</table>

**TERM 2**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit 8</td>
<td>Real numbers - express numbers using scientific notation and perform operations using the index laws Using units of measurement - Investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws</td>
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</tbody>
</table>

**TERM 3**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Unit 3</td>
<td>Patterns and algebra – model relationships between variables and link algebraic, graphical and tabular representations of those relationships.</td>
</tr>
</tbody>
</table>

**TERM 4**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Unit 5</td>
<td>Data representation and interpretation - concisely types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions.</td>
</tr>
</tbody>
</table>

**TERM 5**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Unit 6</td>
<td>Real numbers - understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws.</td>
</tr>
</tbody>
</table>

**TERM 6**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit 7</td>
<td>Linear and non-linear relationships - Calculating gradient, calculating the distance between two points on a Cartesian plane using Pythagoras’s theorem, calculating the midpoint of a line segment.</td>
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</tbody>
</table>

**TERM 7**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit 8</td>
<td>Real numbers - Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing graphs and algebraically.</td>
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</table>

**TERM 8**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit 9</td>
<td>Linear and non-linear relationships - Calculating gradient, calculating the distance between two points on a Cartesian plane using Pythagoras’s theorem, calculating the midpoint of a line segment.</td>
</tr>
</tbody>
</table>
### ASSESSMENT

<table>
<thead>
<tr>
<th>Speed &amp; Accuracy Test</th>
<th>NAPLAN</th>
<th>Speed &amp; Accuracy Test</th>
<th>Speed &amp; Accuracy Test</th>
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<tr>
<td>Mental Maths Year 9 Term 1</td>
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<td>Mental Maths Year 9 Term 2</td>
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<td>Mental Maths Year 9 Term 3</td>
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<td>Mental Maths Year 9 Term 4</td>
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</table>

#### Number and Algebra

**Real numbers**
- Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems ( ACMNA208).

**Money & financial math**
- Express numbers in scientific notation (ACMNA210).

**Patterns and algebra**
- Solve problems involving simple interest (ACMNA211).

**Linear and non-linear relationships**
- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software (ACMA214).

**Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMA208).**

#### Measurement and Geometry

**Using units of measurement**
- Calculate the area of composite shapes (ACMMG216).

**Geometric reasoning**
- Calculate the surface area and volume of cylinders and solve related problems (ACMMG217).

**Pythagoras & trigonometry**
- Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (ACMMG220).

**Statistics and Probability**
- Investigate Pythagoras' theorem and its application to solving simple problems involving right-angled triangles (ACMMG224).

#### YEAR 10

**FOUNDATION MATHS**

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and volume sets by referring to the shapes of the various data displays. Students describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

They solve problems involving simple rate problems. They explore the relationship between graphs and equations corresponding to simple rate problems. They express numbers in scientific notation. They solve problems involving simple interest. They find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software. They find the midpoints and gradients of a line segment (internal) on the Cartesian plane using a range of strategies, including graphing software. They sketch linear graphs using the coordinates of two points and solve related equations.

#### NAPLAN

**Students will:**
- Use a ruler or tape measure and a protractor to measure angles and known features of a shape.
- Measure angles to the nearest degree using a digital protractor.
- Read and use maps to locate points and places.
- Develop time management and planning methods.
- Plan, create and carry out a plan of travel and a series of tasks.
- Choose and describe a range of methods of payment such as cash, cheque, electronic and phone banking.
- Source and interpret data from a range of contexts, including consumer rights.
- Demonstrate the concept of rounding, for example, round an amount of money to the nearest 5 cents, the nearest 10 dollars, the nearest 100 dollars, the nearest dollar.
- Use a calculator (handheld or online) or spreadsheet to calculate percentages of amounts of money such as discounts, mark ups and mark downs.
- Explain, credit, debit and store cards, associated fees and charges.
- Apply GST and other government charges.
- Explain methods of payment such as cash, cheque, electronic and phone banking, direct debit, BPAY.
- Access information about consumer rights.

#### TERMINAL 1

<table>
<thead>
<tr>
<th>Term 1 Mathematics for interpreting society, data Display/present/represent and interpret data Students will:</th>
<th>Term 2 Mathematics for personal organisation: location and time Students will:</th>
<th>Term 3 Mathematics for practical purposes: measurement Students will:</th>
<th>Term 4 Mathematics for personal organisation: finance – Obtaining an income Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1 Mathematics for interpreting society, data</strong></td>
<td><strong>Term 2 Mathematics for personal organisation: location and time Students will:</strong></td>
<td><strong>Term 3 Mathematics for practical purposes: measurement Students will:</strong></td>
<td><strong>Term 4 Mathematics for personal organisation: finance – Obtaining an income Students will:</strong></td>
</tr>
<tr>
<td>Display/present/represent and interpret data</td>
<td><strong>Term 2 Mathematics for personal organisation: location and time Students will:</strong></td>
<td><strong>Term 3 Mathematics for practical purposes: measurement Students will:</strong></td>
<td><strong>Term 4 Mathematics for personal organisation: finance – Obtaining an income Students will:</strong></td>
</tr>
<tr>
<td>Students will:</td>
<td><strong>Term 2 Mathematics for personal organisation: location and time Students will:</strong></td>
<td><strong>Term 3 Mathematics for practical purposes: measurement Students will:</strong></td>
<td><strong>Term 4 Mathematics for personal organisation: finance – Obtaining an income Students will:</strong></td>
</tr>
<tr>
<td>• collect, access and organise data using different methods</td>
<td>• develop time management and planning methods.</td>
<td>• convert between units using the metric system and measure accurately using a range of equipment</td>
<td>• discuss and describe forms of income including wages or salary, social security payments and pensions</td>
</tr>
<tr>
<td>• identify features of ungrouped data</td>
<td>• read and use maps to locate points and places</td>
<td>• calculate or determine accurate measures of shapes using Pythagoras' theorem and its application to solving simple problems involving right-angled triangles.</td>
<td>• source information about income tax such as purposes of taxation, tax file numbers, that tax is determined using rates and scales, tax returns involving wages/salary, simple deductions and lodgement key</td>
</tr>
<tr>
<td>• display/present/represent data in the form of tables and graphs</td>
<td>• use and understand angle (degrees) and 5 units of measurement of length (mm, cm, m, km)</td>
<td>• calculate the area of composite shapes</td>
<td>• demonstrate how to access information about obtaining an income</td>
</tr>
<tr>
<td>• interpret trends in data for personal, work or community life purposes</td>
<td>• use a calculator to convert measurements of length from one unit to another, for example, from cm to mm, m to km</td>
<td>• calculate the area of composite shapes using Pythagoras' theorem and its application to solving simple problems involving right-angled triangles.</td>
<td>• demonstrate how to obtain an income</td>
</tr>
<tr>
<td>• collect and access data, for example, through observations, experiments, surveys, sampling, existing data</td>
<td>• use a ruler or tape measure and a protractor</td>
<td>• calculate the area of composite shapes using Pythagoras' theorem and its application to solving simple problems involving right-angled triangles.</td>
<td>• make informed choices about spending, investing and borrowing money</td>
</tr>
<tr>
<td>• record and organise grouped and ungrouped data using standard methods, for example, templates such as tables, tally and lists</td>
<td>• use direction: 8 compass points in relation to the rising and setting of the sun: N, NE, E, SE, S, SW, W, NW</td>
<td>• calculate the area of composite shapes using Pythagoras' theorem and its application to solving simple problems involving right-angled triangles.</td>
<td>• describe consumer rights and responsibilities.</td>
</tr>
<tr>
<td>• discern features of data, for example, range, bar, and the mean and median of ungrouped data</td>
<td>• a variety of maps such as: road maps, street directories, maps in an atlas, site maps (for example, school, shopping centre, hospital), online maps, globes, maps in travel brochures</td>
<td>• calculate the area of composite shapes using Pythagoras' theorem and its application to solving simple problems involving right-angled triangles.</td>
<td><strong>Spend money</strong></td>
</tr>
<tr>
<td>• measure the mean of ungrouped data</td>
<td>• read conventions of maps, scale and distance, grid references, altitude and longitude, direction of North, key and legends and titles.</td>
<td>• compare data, display using mean, median, and range to describe and interpret numerical data sets in terms of location (centre) and spread.</td>
<td>Students will:</td>
</tr>
<tr>
<td>• determine the median of ungrouped data</td>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
<td><strong>TERM 3</strong></td>
</tr>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 2</strong></td>
<td><strong>TERM 3</strong></td>
<td><strong>TERM 4</strong></td>
</tr>
</tbody>
</table>
Students will:
• use standard methods for displaying/presenting data such as tables (including frequency tables), graphs (pie, bar, line, simple compound)
• read data that has been presented using standard methods
• draw tables and graphs, such as pie, bar, line, using electronic or manual means
• conventions of tables and graphs such as: heading/title, labels and scales on axes, coordinates/ordered pairs, keys and legends
• demonstrate how graphs can distort data

Students will:
• use a range of units and understand the relationships between units; seconds, minutes, hours, days, weeks, fortnights, months, years
• make the link between longitude and time
• use fractional and decimal representation of time, for example, 2.25 equals 2 hours and 15 minutes
• use conventions of representing 12-hour time and 24-hour time
• read and use timelines, for example, study, bus, train, rides, airline, exams, medication, calendars, for example, school, sports, festivals, performances, rehearsals
• calculate time zone differences, for example, Eastern Standard Time, Central Standard Time
• calculate international time zones (for example, Greenwich Mean Time, International Date Line) and their relationship with longitude

Two-dimensional shapes and regular solids
Students will:
• calculate perimeters of irregular shapes with a calculator and substituting into given rules, including teacher-manipulated rules
• calculate perimeter of two-dimensional shapes (squares, rectangles, triangles and circles)
• determine areas of two-dimensional shapes (squares, rectangles, triangles and circles)
• calculate volumes of regular solids (boxes, cylinders, Taboremons)
• use practical methods of constructing right angles, for example, the 3-4-5 rule

Investing and borrowing money
Students will:
• explain types of short-term investments such as savings accounts, cash management accounts
• explain types of long-term investments such as term deposits, superannuation, managed investments, shares, real estate
• describe forms of credit such as credit cards, store cards and their associated fees and charges
• compare types of loans such as personal loans, personal checks, loan sharks, paying on terms
• explain risks involved in investing and borrowing money
• calculate simple interest using a given rule and compound interest, by means of on-line calculators or tables
• access information about investing and borrowing money

ASSESSMENT

Short written tests
Project
Mental Maths Year 10 Term 3

Mental Maths Year 10 Term 4

Number and Algebra

Patterns and algebra

Linear and non-linear relationships

Money & financial maths

Measurement and Geometry

Statistics and Probability

TERM 1

TERM 2

TERM 3

TERM 4

YEAR 10

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop their understanding across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.
## Unit 1: Pythagoras and trigonometry
- **Unit 2:** Chance - describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability, and investigating the concepts of dependence and independence.
- **Unit 3:** Linear and non-linear relationships - explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised trigonometric problems including surveying and orienteering.
- **Unit 4:** Patterns and algebra - apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions, apply the rules of expanding and factorising to quadratics, choose appropriate methods to factorise quadratic expressions.
- **Unit 5:** Data representation and interpretation - develop an understanding of statistical measures, recall and apply knowledge of measures of centre and spread, readily investigate & describe data sets effectively, analyse data displays (box plots, histograms and scatter plots) to make generalisations, make connections between statistical measures & data displays, interpret composite data displays to analyse data, apply mathematical reasoning when making comparisons, make connections between variables in scatter plots, graphically represent relationships, compare data sets and justify conclusions, select appropriate methods to display data, apply linear strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.
- **Unit 6:** Using units of measurement: recall formulae to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids.
- **Unit 7:** Money and financial mathematics: recall simple and compound interest formulae, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans.
- **Unit 8:** Linear and non-linear relationships - represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically.

### ASSESSMENT
- **School Developed Exam:** 1. Speed & Accuracy Test
  - **Mental Maths Year 10 Term 1**
  - **Mental Maths Year 10 Term 2**
  - **Mental Maths Year 10 Term 3**
  - **Mental Maths Year 10 Term 4**

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Money &amp; financial mathematics</th>
<th>Patterns and algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)</strong></td>
<td><strong>Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230)</strong></td>
<td><strong>Simplify algebraic products and quotients using index laws (ACMNA231)</strong></td>
</tr>
<tr>
<td><strong>Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)</strong></td>
<td><strong>Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233)</strong></td>
<td><strong>Substitute values into formulas to determine an unknown (ACMNA234)</strong></td>
</tr>
<tr>
<td><strong>Solve linear inequalities and graph their solutions on a number line (ACMNA236)</strong></td>
<td><strong>Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237)</strong></td>
<td><strong>Solve problems involving parallel and perpendicular lines (ACMNA238)</strong></td>
</tr>
<tr>
<td><strong>Solve problems involving algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239)</strong></td>
<td><strong>Solve linear equations involving simple algebraic fractions (ACMNA240)</strong></td>
<td><strong>Solve simple quadratic equations using a range of strategies (ACMNA241)</strong></td>
</tr>
</tbody>
</table>

### Measurement and Geometry
- **Using units of measurement:** solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (ACMMG242).
- **Geometric reasoning:** formulate proofs involving congruent triangles and angle properties (ACMMG243).
- **Pythagoras & Trigonometry:** solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245).

### Statistics and Probability
- **Chance:** describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (ACMSP246).
- **Data representation and interpretation:** determine quartiles and interquartile range (ACMSP248).
- **Graphical techniques and extend application of graphing techniques from linear functions to parabolas, circles and exponential functions.”

### YEAR 10A

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
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<tbody>
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</table>
**MATHS**

**Unit 1: Pythagoras’ Theorem and trigonometry** - substitute into formulas, solve problems involving Pythagoras’ Theorem in 3D, angles of elevation and depression, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity.

**Unit 2: Chance** - describe the results of two- and three-step chance experiments, assign and determine probabilities, including conditional probability and investigate the concepts of dependence and independence, and evaluate media statements and statistical reports.

**Unit 3: Linear and non-linear relationships** - explore connections between algebraic and graphical linear representations, develop linear equations, substitute into and solve linear equations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical, elimination and substitution methods to find solutions and solve contextualised problems.

**Unit 4: Patterns and algebra** - apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions, apply the rules of expanding and factorising to quadratics and choose appropriate methods to factorise quadratic expressions.

**Unit 5: Linear and non-linear relationships** - make connections between functions and their transformations; represent relations and their transformations accurately using graphical techniques, extend application of graphing techniques from linear functions to parabolas, circles, hyperbolas and exponential functions, apply the index laws to irrational numbers, manipulate expressions and equations to solve problems involving irrational numbers and solve real-life problems involving quadratic expressions and equations, adopt graphing techniques to solve problems involving monic quadratics.

**Unit 6: Data representation and interpretation** - develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (boxplots, histograms and scatter plots) to make generalisations, calculate the mean and standard deviation of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.

**Unit 7: Money and financial mathematics** - recall simple and compound interest formulas, calculate simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans.

**Unit 8: Linear and non-linear relationships** - solve linear equations, represent and solve with simple linear inequalities, revise simultaneous equations, identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials.

**ASSESSMENT**

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</tr>
<tr>
<td>Number and Algebra</td>
<td>Real numbers</td>
<td>Define rational and irrational numbers and perform operations with surds and fractional indices (ACMNA264)</td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td>Patterns and algebra</td>
<td>Use the definition of a logarithm to establish and apply the laws of logarithms (ACMNA265)</td>
<td>1</td>
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<td></td>
<td>Linear and non-linear relationships</td>
<td>Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems (ACMNA268)</td>
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<tr>
<td></td>
<td>Linear and non-linear relationships</td>
<td>Solve simple exponential equations (ACMNA270)</td>
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<tr>
<td></td>
<td>Linear and non-linear relationships</td>
<td>Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations (ACMNA267)</td>
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<tr>
<td></td>
<td>Linear and non-linear relationships</td>
<td>Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation (ACMNA269)</td>
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<td></td>
<td>Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)</td>
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</tr>
<tr>
<td>Measurement and Geometry</td>
<td>Using units of measurement</td>
<td>Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids (ACMMG271)</td>
<td>1</td>
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<tr>
<td></td>
<td>Geometric reasoning</td>
<td>Prove and apply angle and chord properties of circles (ACMMG272)</td>
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<tr>
<td></td>
<td>Pythagoras &amp; Trigonometry</td>
<td>Establish the sine, cosine and area rules for any triangle and solve related problems (ACMMG273)</td>
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<td></td>
<td>Statistical and Probability</td>
<td>Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies (ACMMG274)</td>
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<tr>
<td></td>
<td>Statistics and Probability</td>
<td>Solve simple trigonometric equations (ACMMG275)</td>
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<tr>
<td></td>
<td>Statistics and Probability</td>
<td>Pythagoras’ theorem and trigonometry to solving three-dimensional problems in right-angled triangles (ACMMG276)</td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td>Statistics and Probability</td>
<td>Calculate and interpret the mean and standard deviation of data and use these to compare data sets (ACMS278)</td>
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<tr>
<td></td>
<td>Statistics and Probability</td>
<td>Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation (ACMS279)</td>
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</tbody>
</table>
Unit 1: Water - Waste not, want not

- Students will consider the importance of water and the water cycle.
- Investigate rivulets, including solutions, pure substances and a range of separation techniques.
- Consider every application of the separation techniques and relate their use in a variety of occupations.
- Plan and conduct investigations into the separation of mixtures and use their data to draw conclusions.
- Consider the importance of water and how humans mimic natural processes and locations, the processes involved in understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to problems that they can investigate scientifically.
- They consider safety and ethics when planning investigations, including how these were understood and used by Aboriginal peoples.

Science understanding

**Biological sciences**

- There are differences within and between groups of organisms; classification helps organise this diversity.
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.

**Chemical sciences**

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.
- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.

**Physical sciences**

- Water is an important resource that cycles through the environment.
- Change to an object's motion is caused by unbalanced forces acting on the object.

**Science as a human endeavour**

- Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world.
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.
- Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations.
- People use understanding and skills from across the disciplines of science in their occupations.

TERM 1

**Science inquiry skills**

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
- Collaboratively and individually plan and conduct a range of investigations, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
- Construct and use representations, including diagrams, models and models of phenomena or systems, using digital technologies as appropriate.
- Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate.

**Planning and conducting**

- In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.
- Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.
- Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method.

**Processing and analysing data and information**

- Students construct food webs, predict the effect of change on food webs and identify and propose solutions to problems.
**TERM 1**

<table>
<thead>
<tr>
<th>Unit 1: Particles Matter</th>
<th>Unit 2: Chemistry of common compounds</th>
<th>Unit 3: Rocks never die</th>
<th>Unit 4: Rocks in My World</th>
<th>Unit 5: Energy for My Lifestyle</th>
<th>Unit 6: What’s Up</th>
<th>Unit 7: Building Blocks of Life</th>
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</thead>
<tbody>
<tr>
<td>Students will:</td>
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<tr>
<td>Investigate physical properties of materials and the relationship between these and the use of materials.</td>
<td>Investigate physical and chemical properties of materials and the relationship between these and the use of materials.</td>
<td>Explore different types of rocks and the minerals of which they are composed.</td>
<td>Consider the science roles involved in the production of resources from rocks and minerals and their use in the community.</td>
<td>Identify different forms of energy and investigate how it can be transformed and caused change within systems.</td>
<td>Identify cells as the basic units of living things and their specialised structures.</td>
<td>Investigate the structure of reproductive organs and the function of each organ in relation to the overall functioning of the organism.</td>
</tr>
<tr>
<td>Investigate elements of the Periodic Table including symbolic representation of elements.</td>
<td>Identify and explain chemical change using the particle model of matter.</td>
<td>Compare the different processes and timescales involved in their formation as part of the rock cycle.</td>
<td>Consider the scientific role involved in managing the environmental impact of mining and using a mineral resource.</td>
<td>Investigate different forms of energy and other forms of energy that can be transformed and cause change within systems.</td>
<td>Use microscopes and digital images to distinguish between multicellular and unicellular organisms.</td>
<td>Investigate the structure of reproductive organs and the function of each organ in relation to the overall functioning of the organism.</td>
</tr>
<tr>
<td>Relate the physical properties of natural fibre to their use in everyday applications.</td>
<td>Identify and explain chemical change using the particle model of matter.</td>
<td>Conduct and interpret models and representations to aid in the analyses of patterns and relationships in data.</td>
<td>Relate the physical properties of natural fibres to their use in everyday applications.</td>
<td>Plan and conduct an investigation into the operating sequence, energy transfers and transformations of a Rubi Golding machine.</td>
<td>Understand how to prepare wet mount slides and correctly draw scientific specimen diagrams from microscopic observations.</td>
<td>Compare similarities and differences between plants and animal cell structure.</td>
</tr>
<tr>
<td>Evaluate the effectiveness of a school developed exam.</td>
<td>Investigate physical and chemical properties of materials and the relationship between these and the use of materials.</td>
<td>Investigate properties of rocks and analyse data to identify patterns and relationships.</td>
<td>Investigate the role of different states of matter in the production and use of renewable and non-renewable energy resources.</td>
<td>Recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system.</td>
<td>Understand the advantages and disadvantages of cell specialisation e.g. specialised reproductive cells and structures.</td>
<td>Investigate the life cycle of a cell and compare cell types and their functions.</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

**Science inquiry skills**

- **Science understanding**
  - Cells are the basic units of living things and have specialised structures and functions.
  - Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.
  - The properties of the different states of matter can be explained in terms of the motion and arrangement of particles.
  - Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.
  - Energy appears in different forms including kinetic energy, heat and potential energy, and causes change within systems.
  - Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people’s understanding of the world.
  - Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.
  - Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other social, economic, and ethical considerations.
  - Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.
  - People use understanding and skills from across the disciplines of science in their occupations.

- **Planning and conducting**
  - Identify life science questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
  - Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
  - In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.
  - Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including digital technologies as appropriate.
  - Summarise data from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.
  - Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifying improvements to the method.
  - Use scientific knowledge and findings from investigations to evaluate claims.

- **Evaluating**
  - Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
  - Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
  - In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.
  - Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including digital technologies as appropriate.
  - Summarise data from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.
  - Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifying improvements to the method.
  - Use scientific knowledge and findings from investigations to evaluate claims.

- **Communicating**
  - Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
  - Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
  - In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.
  - Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including digital technologies as appropriate.
  - Summarise data from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.
  - Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifying improvements to the method.
  - Use scientific knowledge and findings from investigations to evaluate claims.

- **Teacher support**
  - Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.
  - Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.
  - In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.
  - Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including digital technologies as appropriate.
  - Summarise data from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.
  - Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifying improvements to the method.
  - Use scientific knowledge and findings from investigations to evaluate claims.
By the end of Year 9, students explain chemical processes and natural radioactive intensity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives. Student design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in their methods. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

**TERM 1**

**Unit 1:** Energy on the move. Students:
- examine, inquire and explain ways in which energy can be transformed through different mediums using the particle model.
- form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy.
- form conclusions using these findings, scientific knowledge, and prior understanding in order to make informed decisions about the influence of science and technology on agricultural practices.

**Unit 2:** Making waves. Students:
- build on their knowledge of energy transfer to include the wave-based models of energy transfer.
- investigate wave motion and how different mediums affect sound wave transmission.
- explore ways in which humans have used and controlled light and energy transfer for practical purposes.
- design and conduct investigations to transmit a form of energy through a medium using available equipment and materials.
- analyse experimental and second-hand data and identify relationships within the data.

**Unit 3:** It’s elementary. Students:
- explore the development of scientific ideas about atoms and their subatomic particles.
- investigate neutrons and atoms.
- explore the structure and composition of atoms.
- understand that the structure of an atom determines the properties of the element.
- explore new scientific ideas and the impacts of these new ideas on society, including the technology and occupations resulting from these uses.
- critically evaluate the sources of their researched information.

**Unit 4:** Changing Earth. Students:
- explore the historical development of the theory of plate tectonics.
- model and investigate geological processes involved in Earth movement.
- compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries.
- explore the geology of rocks within a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses.
- critically evaluate the sources of their researched information.

**Unit 5:** My life in balance. Students:
- identify human body systems and the ways in which they work together in balance to support life.
- outline how essential requirements for life are provided internally through a balanced diet and externally through the environment.
- understand that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist.
- have an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.

**Unit 6:** Responding to change. Students:
- engage in the exploration of concepts of change and sustainability within an ecosystem.
- focus on understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist.
- have an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.

**Unit 7:** Chemical patterns. Students:
- engage in the exploration of chemical reactions and the application of these in living and non-living systems.
- consider the development of the understanding that chemical change involves the rearranging of atoms to form new substances.
- examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions.
- engage in investigations that examine the properties and uses of sodium, aluminium and iron and their compounds, with an emphasis on safety, health, and environmental considerations.

**Assessment**

**Science and technology**

- **Earth and space sciences:** Students:
  - analyse the relationship between temperature and concentration and solar energy intensity and develop a way to choose the productivity and profitability of a farm.

- **Chemical sciences:** Students:
  - explore how to use sodium and use natural radioactivity in terms of tectonic processes and timescales.

- **Biological sciences:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

**Science understanding**

- **Multicellular organisms:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

- **Multicellular organisms:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

- **Multicellular organisms:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

**Science inquiry skills**

- **Questioning and predicting:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

- **Planning and conducting:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

- **Monitoring:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

- **Evaluating:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

**Science as a human enterprise**

- **Nature and development of science:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

- **Use and influence of science:** Students:
  - identify the factors that have influenced the sustainability of an ecosystem.

**Evaluation**

- **Evaluate**
  - identify the factors that have influenced the sustainability of an ecosystem.

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### ASSESSMENT

**Unit 1: Life Expectations**
- Students explore genetic and hereditary processes.
- Analyse the relationship between DNA, genes and the physical characteristics of organisms.
- Analyse monohybrid crosses and use patterns and trends to predict genotypes and phenotypes of offspring.
- Construct pedigrees to track heritable traits through generations.
- Analyse the cause and effect of mutations on individuals and their offspring.
- Research genetic diseases and evaluate claims surrounding the genetic testing of humans.

**Unit 2: Life Evolved**
- Build on their understanding of genetic and hereditary processes from Unit 1.
- Develop an understanding of how the diversity of life on Earth is explained by the theory of evolution by natural selection.
- Use scientific knowledge of an ancestor’s evolutionary framework to predict the formation of new species and make predictions and draw conclusions from evolutionary data about the products of chemical reactions.
- Examine how scientific understanding of the ancient environment has been used over time and explain the role of technology in advancing this knowledge.

**Unit 3: Chemistry in our magic**
- Collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the Periodic Table.
- Use scientific knowledge of an ancestor’s evolutionary framework to predict the formation of new species and make predictions and draw conclusions from evolutionary data about the products of chemical reactions.
- Examine how scientific understanding of the ancient environment has been used over time and explain the role of technology in advancing this knowledge.

**Unit 4: Chemical Reactions Matter**
- Examine the factors that affect reaction rates through observation and experimentation. Students conduct, evaluate and report on an investigation into reaction rate as a chemical process.
- Examine different types of reactions and consider the usefulness of the products.
- Consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact these have had on society and the environment.
- Examine how traditional knowledge has led to the development of new pharmaceuticals, and issues related to intellectual ownership of the knowledge of these products.

**Unit 5: Moving Along**
- Students are challenged to select technologies that allow them to design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where improvements are made.

**Unit 6: Energy of Motion**
- Students explore the impact of forces on the motion of objects.
- Consider technologies that allow measurement of forces and motion.
- Conduct a range of different investigations to collect quantitative data and apply the laws of physics including Newton’s Laws of Motion to predict and describe motion.

**Unit 7: Global Systems**
- Students explore the interconnection of forces and energy on the motion of objects.
- Use the Laws of Motion and the Conservation of Energy to predict and describe the consequences of the rapid changes in forces and energy acting during collisions.
- Evaluate the effectiveness of the use of safety features to minimise their impact.
- Use their understanding to design a vehicle and investigate the effectiveness of the design in minimising the consequences of impacts.

**Unit 8: The Universe**
- Students understand that the universe is made up of matter, including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe.
- Outline the Big Bang theory and review evidence supporting the theory.
- Identify the limitations of the Big Bang theory and recognize that theories are revised and scientific ideas change over time, as new evidence is gathered.
- Examine different types of star lifecycles and investigate the characteristics that have made it easier to understand the ages of stars over time.
- Understand that light from stars provides information about composition and relative motions of galaxies.
- Summarize how understanding of the universe has changed through new discoveries due to improved technologies.
- Develop an understanding of Indigenous people’s use of astronomical knowledge and link selected spin-offs from space research to everyday applications.
- Examine recent developments in astronomy and identify new career opportunities from many of these recent developments.

### SCIENCE ENRICHMENT - Year 9 & 10 ELECTIVE SUBJECT

<table>
<thead>
<tr>
<th>Science Inquiry Skills</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
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<tbody>
<tr>
<td>Questioning and predicting</td>
<td>U1</td>
<td>U2</td>
<td>U3</td>
<td>U4</td>
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<tr>
<td>Planning and conducting</td>
<td>U1</td>
<td>U2</td>
<td>U3</td>
<td>U4</td>
</tr>
<tr>
<td>Collecting and representing data and information</td>
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<td>U4</td>
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<tr>
<td>Evaluating</td>
<td>U5</td>
<td>U6</td>
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<td>U8</td>
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<tr>
<td>Communicating</td>
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<td>U3</td>
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<thead>
<tr>
<th>Science Understanding</th>
<th>T1</th>
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<tbody>
<tr>
<td>Biological sciences</td>
<td>U1</td>
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<td>Chemical sciences</td>
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<td>Earth sciences</td>
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<td>Physical sciences</td>
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<thead>
<tr>
<th>Nature and development of science</th>
<th>T1</th>
<th>T2</th>
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<th>T4</th>
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<tbody>
<tr>
<td>Ascend in understanding of scientific concepts and theories, and are able to recall and apply these concepts in a range of contexts.</td>
<td>U1</td>
<td>U2</td>
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<td>U4</td>
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<thead>
<tr>
<th>Use of scientific language</th>
<th>T1</th>
<th>T2</th>
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<th>T4</th>
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<th>SCIENCE</th>
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<tr>
<td>Googeroo State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)</td>
</tr>
<tr>
<td>58</td>
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<tr>
<td>TERM 1</td>
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<tr>
<td><strong>YEAR A</strong></td>
</tr>
<tr>
<td>Students will learn the fundamentals of titration;</td>
</tr>
<tr>
<td>• What is mutagenesis?</td>
</tr>
<tr>
<td>• Manipulating equipment</td>
</tr>
<tr>
<td>• Calculating strength of solutions</td>
</tr>
<tr>
<td>• Understanding redox reactions</td>
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<td>• Understanding acid / base reactions</td>
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<td>The unit includes experiments and mathematical calculations using formulae</td>
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<td><strong>ASSESSMENT</strong></td>
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<td><strong>YEAR B</strong></td>
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<tr>
<td>Students will learn about the science behind the development, testing and production of everyday substances. They will consider;</td>
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<tr>
<td>• The scientific method</td>
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| **ASSESSMENT** | **Scientific reports** | **Test** : written & practical | **Student participation & feedback** | **Scientific reports** |
| **YEAR B** | **BIOLOGY** | | **Personal Reflection** | **Test** |
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</table>
YEAR 7

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Unit 1: Investigating the Ancient Past
Inquiry questions:
• How do we know about the ancient past?
Students:
• identify the tools, techniques and methods used by historians and archaeologists to investigate history
• explore the range and nature of sources that can be utilised in an historical investigation
• investigate a historical mystery from Ancient Australia that has challenged historians and archaeologists
• examine the importance of and controversies surrounding the conserving of past remains

Unit 2: Ancient Rome
Inquiry questions:
• Why and where did ancient Rome develop?
Students:
• explore the range and nature of ancient sources (farming, trade, social classes, religion, rule of law)
• research key features of ancient societies (farming, trade, social classes, religion, rule of law)

Unit 3: The Asian world – China
Inquiry questions:
• What emerged as the defining characteristics of ancient societies?
• What have been legacies of ancient societies?
Students:
• explore the physical features of China and how they influenced the civilization that developed there
• investigate significant beliefs, values and practices of Chinese society
• identify and understand the roles of key groups in ancient Chinese society
• investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
• examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Assessment
Investigating the ancient past through artefacts COLLECTIVE WORK
Collection of work about conflicts and contacts and the roles of groups.

Historical Knowledge

<table>
<thead>
<tr>
<th>Historical Knowledge</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ancient World: Overview content for the ancient world includes the following:</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia</td>
<td>✓</td>
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<tr>
<td>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</td>
<td>✓</td>
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<tr>
<td>Key features of ancient societies</td>
<td>✓</td>
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<tr>
<td>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains</td>
<td>✓</td>
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<tr>
<td>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources</td>
<td>✓</td>
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<tr>
<td>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples</td>
<td>✓</td>
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<tr>
<td>The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilization that developed there</td>
<td>✓</td>
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<tr>
<td>The significant beliefs, values and practices of ancient societies, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs</td>
<td>✓</td>
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<tr>
<td>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs</td>
<td>✓</td>
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<tr>
<td>The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus</td>
<td>✓</td>
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<tr>
<td>The physical features of China (such as the Yellow River) and how they influenced the civilization that developed there</td>
<td>✓</td>
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<tr>
<td>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs</td>
<td>✓</td>
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<tr>
<td>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs</td>
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</table>

Historical Understandings: The key concepts of historical understanding are:

<table>
<thead>
<tr>
<th>Historical Understandings: The key concepts of historical understanding are:</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Evidence</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Continuity and change</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Cause and effect</td>
<td>✓</td>
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<tr>
<td>Perspectives</td>
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<td>Empathy</td>
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<td>Significance</td>
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<tr>
<td>Contestability</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Historical Skills</td>
<td>✓</td>
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60 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
In the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographical significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent the data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.

**Unit 1 – Water in the world**

**Inquiry questions:**
- How do people’s reliance on places and environments influence their perception of them?
- What approaches can be used to improve the availability of resources and services to access to services?

In this unit, students:
- draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region
- discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus
- classify environmental resources and recognise how use of resources changes over time
- make observations and select and record geographical information from secondary source on the forms waters takes and how it is used
- select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them
- represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources
- represent the location of places affected by water scarcity and distribution of rainfall in large and small-scale maps that conform to cartographic conventions
- interpret distributions, patterns, trends and relationships in the quantity and variability of Australia’s water resources and water scarcity and compare with other countries
- evaluate information for its reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aboriginal peoples and Torres Islander peoples and people in Asia
- apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards
- form conclusions about the nature of water scarcity and ways of overcoming it and the ways water is valued and perceived, present in an argument, using geographical terms
- propose strategies to increase community awareness of the importance of a sustainable supply of water

**Assessment**

**Supervised assessment**

<table>
<thead>
<tr>
<th>Concept for geographical understanding</th>
<th>Water in the world</th>
<th>Place and liveability</th>
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<tbody>
<tr>
<td>Place</td>
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<td>Space</td>
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<td>Environment</td>
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<td>Inter-connectedness</td>
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<td>Sustainability</td>
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**Collection of work (Multimodal)**

<table>
<thead>
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<th>Place and liveability</th>
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<td>Place and liveability</td>
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<tr>
<td>Space</td>
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<tr>
<td>Environment</td>
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<td>Inter-connectedness</td>
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<td>Sustainability</td>
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</table>

**Unit 2 – Place and liveability**

**Inquiry questions:**
- How do people’s reliance on places and environments influence their perception of them?
- What approaches can be used to improve the availability of resources and services to access to services?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and services to access to services?
- What effect does the uneven distribution of resources and services have on the lives of people?

In this unit, students:
- draw on studies of world region, including the geographical contexts of Australia and Europe
- discuss unit inquiry questions and geographical methodologies
- make observations and develop geographically significant questions in response to a geographical challenge, for example, deciding where to live
- examine measures of liveability and consider perceptions on the liveability of places at national scale
- select and record relevant geographical data and information from primary and secondary sources to determine the influence of environmental quality and accessibility to services on the liveability of places
- select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places
- evaluate the information for its reliability and usefulness
- interpret and analyse geographical information to form conclusions about which factors affect liveability of places
- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe
- propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria
- describe the expected effects of their proposal
- reflect on the inquiry process and their learning

**Reflection on learning**

- Community identity and perceptions of crime and safety on the liveability of place
- Environmental quality and accessibility to services on the liveability of places
- Social connectedness, community identity and perceptions of crime and safety on the liveability of places
- Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples
- Change in the expected effects of their proposal
- Reflect on their learning to propose individual and collective action in response to a geographical challenge

**Year 6 & 7 key inquiry questions**

1. How do people’s reliance on places and environments influence their perception of them?
2. What approach can be used to improve the availability of resources and services to access to services?
3. What effect does the uneven distribution of resources and services have on the lives of people?
4. What approach can be used to improve the availability of resources and services to access to services?
5. What effect does the uneven distribution of resources and services have on the lives of people?
## HISTORY Terms 1 & 2

### Supervised Stimulus Response Exam

<table>
<thead>
<tr>
<th>Unit 1: The Western and Islamic world - Medieval Europe (c.590 - c.1500)</th>
<th>Unit 2: Japan under the Shoguns (c. 794-1867)</th>
<th>Unit 3: The Spanish conquest of the Americas (c. 1492 – c.1572)</th>
</tr>
</thead>
</table>
| Key questions:  
• How did societies change from the end of the ancient period to the beginning of the modern age?  
• What key beliefs and values emerged and how did they influence societies?  
• What were the causes and effects of contact between societies in this period?  
• Which significant people, groups and ideas from this period have influenced the world today? | Key question:  
• What key beliefs and values emerged and how did they influence society?  
• What were the causes and effects of contact between societies in this period?  | Key questions:  
• How did societies change from the end of the ancient period to the beginning of the modern age?  
• What key beliefs and values emerged and how did they influence societies? |

### Historical Knowledge

<table>
<thead>
<tr>
<th>The Ancient to the Modern World</th>
<th>The Western and Islamic world - Medieval Europe (c.590 - c.1500)</th>
<th>The Asia-Pacific World - Japan Under the Shoguns (c. 794-1867)</th>
</tr>
</thead>
</table>
| The transformation of the Roman world and the spread of Christianity and Islam  
**ACDSEH025** | The emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).  
**ACDSEH025** | The way the Tokugawa Shogunate in remapping a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.  
**ACDSEH025** |
| The way of life in Medieval Europe (e.g., cultural, economic and political features) and the roles and relationships of different groups in society  
**ACDSEH025** | The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun)  
**ACDSEH025** | The role of the Tokugawa Shogunate in remapping a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.  
**ACDSEH025** |
| The way of life in the Islamic world (e.g., cultural, trade routes, voyages of discovery, contact and conflict)  
**ACDSEH025** | The dominance of the Catholic Church and the role of significant individuals such as Charlemagne  
**ACDSEH025** | The role of the Tokugawa Shogunate in remapping a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.  
**ACDSEH025** |
| The role of the Islamic world in Europe and the increasing power of the shogun  
**ACDSEH025** | Continuity and change in society in Oceania in the following areas: crime and punishment; military and defence systems; laws, cities and commerce  
**ACDSEH025** | The role of the Tokugawa Shogunate in remapping a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.  
**ACDSEH025** |
| The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe  
**ACDSEH025** | The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.  
**ACDSEH025** | The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe  
**ACDSEH025** |
| The longer-term effects of colonisation, including slavery, population changes and lack of control over resources  
**ACDSEH025** | Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.  
**ACDSEH025** | The longer-term effects of colonisation, including slavery, population changes and lack of control over resources  
**ACDSEH025** |

### Historical Understandings

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Continuity and change</th>
<th>Cause and effect</th>
<th>Perspectives</th>
<th>Empathy</th>
<th>Significance</th>
<th>Contextuality</th>
<th>Historical Skills</th>
<th>Analysis and use of sources</th>
<th>Perspectives and interpretations</th>
<th>Explorations and communication</th>
</tr>
</thead>
</table>
| Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.  
**ACDSEH025** | Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.  
**ACDSEH025** | The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.  
**ACDSEH025** | An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.  
**ACDSEH025** | The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.  
**ACDSEH025** | Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.  
**ACDSEH025** | The origin and purpose of primary and secondary sources  
**ACDSEH025** | Locate, compare, select and use information from a range of sources as evidence  
**ACDSEH025** | Identity and describe points of view, attitudes and values in primary and secondary sources  
**ACDSEH025** | Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  
**ACDSEH025** | Use a range of communication forms (oral, graphic, written) and digital technologies  
**ACDSEH025** |

### Extended response to historical stimulus

- **Evidence:** Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.
- **Continuity and change:** Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.
- **Cause and effect:** The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.
- **Perspectives:** An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.
- **Empathy:** The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.
- **Significance:** Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.
- **Historical skills:** The origin and purpose of primary and secondary sources.
By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identity associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.

### Geography Terms 3 & 4

#### Unit 1: Landforms and landscapes

- **Key Inquiry Questions:**
  - How do environmental and human processes affect the characteristics of places and environments?
  - What are the consequences of changes to places and environments and how can these be managed?

- **Content Covered:**
  - concepts for geographical understandings: place, space, environment, interconnections, sustainability and scale.
  - the changing human geography of countries, as revealed by shifts in population distribution.
  - distribution of population as an indicator of economic and social change, and its significant environmental, economic and social effects, both negative and positive.
  - process of urbanisation and a study of a country of the Asia region to show how urbanisation changes the economies and societies of lower-middle-income countries.
  - reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and a comparison of Australia with the United States of America.
  - redistribution of population resulting from internal migration through case studies of Australia and China, contrasted with the way international migration reinforces urban concentration in Australia.
  - issues related to the management and future of Australia’s urban areas.

- **Assessment**
  - Supervised short-response exam

- **Content Covered:**
  - concepts for geographical understandings: place, space, environment, interconnections, sustainability and scale.
  - the changing human geography of countries, as revealed by shifts in population distribution.
  - distribution of population as an indicator of economic and social change, and its significant environmental, economic and social effects, both negative and positive.
  - process of urbanisation and a study of a country of the Asia region to show how urbanisation changes the economies and societies of lower-middle-income countries.
  - reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and a comparison of Australia with the United States of America.
  - redistribution of population resulting from internal migration through case studies of Australia and China, contrasted with the way international migration reinforces urban concentration in Australia.
  - issues related to the management and future of Australia’s urban areas.

#### Unit 2: Changing nations

- **Key Inquiry Questions:**
  - How do 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 be managed?

- **Content Covered:**
  - concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.
  - the changing human geography of countries, as revealed by shifts in population distribution.
  - distribution of population as an indicator of economic and social change, and its significant environmental, economic and social effects, both negative and positive.
  - process of urbanisation and a study of a country of the Asia region to show how urbanisation changes the economies and societies of lower-middle-income countries.
  - reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and a comparison of Australia with the United States of America.
  - redistribution of population resulting from internal migration through case studies of Australia and China, contrasted with the way international migration reinforces urban concentration in Australia.
  - issues related to the management and future of Australia’s urban areas.

- **Assessment**
  - Supervised short-response exam

- **Content Covered:**
  - concepts for geographical understandings: place, space, environment, interconnections, sustainability and scale.
  - the changing human geography of countries, as revealed by shifts in population distribution.
  - distribution of population as an indicator of economic and social change, and its significant environmental, economic and social effects, both negative and positive.
  - process of urbanisation and a study of a country of the Asia region to show how urbanisation changes the economies and societies of lower-middle-income countries.
  - reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and a comparison of Australia with the United States of America.
  - redistribution of population resulting from internal migration through case studies of Australia and China, contrasted with the way international migration reinforces urban concentration in Australia.
  - issues related to the management and future of Australia’s urban areas.

### Map Skills

#### Skill Inquiry Questions

- How 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?

- Content Covered:
  - concepts for geographical understandings: place, space, environment, interconnections, sustainability and scale.
  - the changing human geography of countries, as revealed by shifts in population distribution.
  - distribution of population as an indicator of economic and social change, and its significant environmental, economic and social effects, both negative and positive.
  - process of urbanisation and a study of a country of the Asia region to show how urbanisation changes the economies and societies of lower-middle-income countries.
  - reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and a comparison of Australia with the United States of America.
  - redistribution of population resulting from internal migration through case studies of Australia and China, contrasted with the way international migration reinforces urban concentration in Australia.
  - issues related to the management and future of Australia’s urban areas.

**References:**

- Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.

Unit 1  The Industrial Revolution (1750 – 1914)
Key question:
- How did new ideas and technological developments contribute to change in this period?
Content covered:
  - the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
  - the emergence and nature of significant economic, social and political ideas in the period, including nationalism.

Unit 2  Making a Nation
Key questions:
- What were the changing features of the movements of people from 1750 to 1918?
- What was the origin, development, significance and long-term impact of imperialism in this period?
Content covered:
  - extent of the movement of peoples in the period (slaves, convicts and settlers)
  - the extent of European imperial expansion and different responses, including in the Asian Region
  - the emergence and nature of significant economic, social and political ideas, including nationalism.

Unit 3  World War I (1914 – 1918)
Key question:
- What was the significance of World War I?
Content covered:
  - The emergence and nature of significant economic, social and political ideas in this period, including nationalism.
By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose a response.

Students use initial data to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that conform to cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future.

Students present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability and scale.

### Unit 1: Biomes and food security

#### Key inquiry questions:
- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?

In this unit, students:
- draw on studies at the national and global scales, including the geographical context of Australia to investigate the role of biotic environment and its role in food and fibre production.
- discuss unit inquiry questions and useful sources
- select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world, and alteration and significance as a source of food and fibre.
- apply geographical concepts to synthesise information from various sources to determine environmental challenges.
- draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future.
- present information using geographical terms.

#### Concepts for geographical understanding:

<table>
<thead>
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<tbody>
<tr>
<td><strong>Place</strong></td>
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</tbody>
</table>
- flora and fauna of biomes 
- the role of the biomes in producing food, industrial materials and fibres 
- the environmental context of Australia to investigate the role of biotic environment and its role in food and fibre production.
| | 
| **Geographical Knowledge and Understanding** | 
- why are interconnections and interdependencies important for the future of places? 
- what are the future implications of changes to places and environments? 
- why are interconnections and interdependencies important for the future of places? 
- what are the future implications of changes to places and environments? 
- why are interconnections and interdependencies important for the future of places? 
- what are the future implications of changes to places and environments? |

#### Geographical Inquiry and Skills

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Geographical Inquiry and Skills</strong></td>
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</tbody>
</table>
- how are interconnections and interdependencies important for the future of places? 
- what are the future implications of changes to places and environments? 
- why are interconnections and interdependencies important for the future of places? 
- what are the future implications of changes to places and environments? |
By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and evaluate their relative importance. They explain the context for people’s actions in the past. Students interpret the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognize the evidence used to support these interpretations.

Students investigate events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Unit 1 World War II
Key question:
• How did the nature of global conflict change during the twentieth century?
• What were the consequences of World War II?
• How did these consequences shape the modern world?

Content covered:
• the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression
• wartime experiences through a study of World War II - causes, events, outcome and broader impact of

Unit 2 Rights and freedoms (1945 - the present)
Key question:
• How was Australian society affected by other significant global events and changes in this period?

Content covered:
• background to and the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights
• and freedoms from the 1930s to the 21st century, with a particular focus on the Stolen Generations and the Mabo decision.
• the influence on and parallels between the American Civil Rights Movement and the struggle for
• Indigenous rights in Australia will also be explored.
• the continuing effort to secure civil rights and freedoms nationally and internationally will conclude the unit.

Unit 3 The globalising world: Popular culture (1945-present)
Key question:
• How was Australian society affected by other significant global events and changes in this period?

Content covered:
• the nature of the Cold War and Australia’s involvement in the Cold War and post-Cold War conflicts (Korea, Vietnam, the Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War
• developments in technology, public health, longevity and standard of living during the 20th century, and concern for the environment and sustainability
• the nature of popular culture since the end of World War II
• the influence of overseas developments in popular culture, particularly in the areas of music, film, sport and television, and Australia’s contributions to international popular culture.

ASSESSMENT
Supervised assessment: Stimulus short response exam
Students will analyse and interpret sources about the Kokoda military campaign and select and use information from these sources as evidence to support conclusions.

Supervised assessment: Discussion
Students will analyse, select and organise information from a range of sources to develop a historical argument about the significance of the 1952 High Court Mabo decision.

Research: Popular culture
Historical inquiry into the causes and effects, and developments as well as the relative importance of an Australian contribution to popular culture after 1945.

HISTORICAL SKILLS

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>1</th>
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<tbody>
<tr>
<td>Historical understanding: The key concepts of historical understanding are:</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evidence</td>
<td>Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Continuity and change</td>
<td>Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alternations and transformations.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>The relationship between a factor or set of factors (causes) and consequence/s (effects). These form sequences of events and developments over time.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Perspectives</td>
<td>An understanding of the point of view of the participants, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Significance</td>
<td>The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Contextuality</td>
<td>Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.</td>
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HISTORICAL UNDERSTANDINGS: The key concepts of historical understanding are:

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<tr>
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<td>Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.</td>
<td>✓</td>
</tr>
</tbody>
</table>
by the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and evaluate the predicted consequences of change.

Students identify, analyse and describe significant interconnections between people, places and environments and identify changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address the challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including spatial, themed and other purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and justify their outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.

The content provides opportunities to develop the following key concepts for geographical understanding: place, space, environment, interconnections, change, sustainability and scale.

Unit 1 Geographies of human wellbeing

Key Inquiry Questions:
- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

In this unit, students:
- draw on studies at a range of scales, including the geographical contexts of Australia, India and across the world
- discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus
- select, record and organise relevant geographical data and information, from a range of appropriate sources to identify causes of global differences in wellbeing within and between countries
- evaluate multivariable and other geographical data in a range of appropriate forms, including qualitative and quantitative methods, and digital and spatial technologies as appropriate to predict outcomes about changes
- represent multivariable data in a range of appropriate forms, for example, spatial differences in wellbeing within and between countries in a range of appropriate forms
- select the spatial representation of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate
- apply geographical concepts to synthesise information from various sources to explore programs designed to reduce the gap between differences in wellbeing within and between countries
- draw conclusions based on the analysis of data information taking into account alternative points of view on differences in wellbeing within and between countries
- evaluate programs designed to reduce the gap between differences in wellbeing within and between countries

Assessment: Supervised Data Response Exam

Students manipulate and represent data to analyse, explain and predict patterns of human wellbeing.

<table>
<thead>
<tr>
<th>Concepts for geographical understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place (A) are part of the earth's surface that can be described by location, shape, form, values, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They form a hierarchy - from a local place to a part of a region to a major world region. For Aboriginal peoples and Torres Strait Islander peoples, Place (A) is important for its significance to culture, identity and family.</td>
</tr>
<tr>
<td>People (A) are human populations who may be defined by location, behaviour, shared characteristics or cultural and social practices. People can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to deeper understanding of the role of people in the environment.</td>
</tr>
<tr>
<td>Environment (A) is the living and non-living elements of the earth's surface and atmosphere and may be referred to as nature, natural or constructed. It includes both living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes living and non-living elements.</td>
</tr>
<tr>
<td>Interconnection (A) is the way that processes, geographical phenomena and places do not exist in isolation but interconnect through interactions processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. Understanding of the concept of interconnection leads to deeper understanding of the role of people in the environment.</td>
</tr>
<tr>
<td>Sustainability (A) is the ability to address the ongoing capacity of the Earth to maintain life. It is both a goal and a way of thinking about how to progress towards that goal. It involves understanding the limits of the Earth's capacity to support life and the extent to which human activities are sustainable.</td>
</tr>
<tr>
<td>Scale (A) can be described in the spatial terms used to describe geographical phenomena, such as size, shape, location, form, or as a representation of the relative size of one geographical feature compared to another. Scale can be used to convey the size of a geographical feature or to convey the relative size of different geographical features.</td>
</tr>
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</table>

UNIT 10 KEY INQUIRY QUESTIONS

How can the spatial variation between places and changes in environments be explained?

What management options exist for sustaining human and natural systems into the future?

How do world views influence decisions on how to manage environmental and social change?
### Health & Physical Education

By the end of Year 8, students investigate strategies and resource management and their impact on health. Students examine the impact on wellbeing of relationships and respecting diversity. They develop strategies that enhance their own health and wellbeing. Students apply personal and social skills and strategies to establish and maintain respectful relationships and promote fair play and inclusivity. They generate control and accuracy when performing specialised movement skills. They apply these skills in a variety of situations.

#### Assessment

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td><strong>YEAR A</strong></td>
<td><strong>Health</strong></td>
<td><strong>1 HOUR</strong></td>
<td><strong>PE</strong></td>
</tr>
<tr>
<td>Written assignment</td>
<td>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons when children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</td>
<td></td>
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<tr>
<td><strong>Written assignment</strong></td>
<td>Students investigate nutrition information strategies that enhance their own and others’ health and wellbeing. Students will investigate the Australian Guide to Healthy Eating and analyse food products to promote the health and wellbeing of individuals. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals. They examine the cultural and historical significance of physical activities and how connecting to the environment can enhance health and wellbeing. By the end of Year 8, students investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and how connecting to the environment can enhance health and wellbeing.</td>
<td>Students investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and how connecting to the environment can enhance health and wellbeing. They apply these skills in a variety of situations.</td>
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</table>

| **YEAR B** | **Health** | **1 HOUR** | **PE** |
| Research report | Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons when children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. |
| Oral Presentation | Students will investigate their diet against the Australian Guide to Healthy Eating and analyse food products to promote the health and wellbeing of individuals. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. | Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. | Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. Students will develop specialised skills necessary for particular athletics events. |

### Teaching Strategies

- **Health:** Health and Physical Education - By the end of Year 8, students investigate strategies and resource management and their impact on health. Students examine the impact on wellbeing of relationships and respecting diversity. They develop strategies that enhance their own health and wellbeing. Students apply personal and social skills and strategies to establish and maintain respectful relationships and promote fair play and inclusivity. They generate control and accuracy when performing specialised movement skills. They apply these skills in a variety of situations.

- **PE:** Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons when children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.
### Personal, Social and Community Health

#### Being healthy, safe and active

<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Investigate the impact of transition and change on identities (ACPPS070)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Practice and apply strategies to seek help for themselves or others (ACPPS072)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</td>
<td>A</td>
<td>A</td>
<td>B</td>
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#### Communicating and interacting for health and wellbeing

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<tbody>
<tr>
<td>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Develop skills to evaluate health information and express health concerns (ACPPS076)</td>
<td>A</td>
<td>A</td>
<td>B</td>
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#### Contributing to healthy and active communities

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<tbody>
<tr>
<td>Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS084)</td>
<td>A</td>
<td>A</td>
<td>B</td>
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### Movement and Physical Activity

#### Moving our body

<table>
<thead>
<tr>
<th>Activity</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>Practise specialised movement skills and apply them in different movement situations (Use feedback to improve body control and coordination when performing specialised movement skills (ACPPS080))</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Compose and perform movement sequences for specific purposes in a variety of contexts (ACPPS081)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Practise, apply and transfer movement concepts and strategies (ACPPS082)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

#### Understanding Movement

<table>
<thead>
<tr>
<th>Activity</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPPS083)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPPS084)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
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</table>

#### Learning through Movement

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<thead>
<tr>
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<th>4</th>
</tr>
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<tbody>
<tr>
<td>Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPPS085)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPPS086)</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>Develop and apply movement concepts and strategies to new and challenging movement situations. They apply criteria to design and apply solutions to movement challenges</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
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### Years 9 & 10

#### 2 year cycle Year A / B

**TERM 1**

**YEAR A**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Health 1 HOUR</th>
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<tbody>
<tr>
<td>1</td>
<td>Respectful relationships</td>
</tr>
<tr>
<td>2</td>
<td>Sustainable health care</td>
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</table>

**YEAR B**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Health 1 hour</th>
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<tbody>
<tr>
<td>1</td>
<td>Healthy relationships</td>
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<tr>
<td>2</td>
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**TERM 2**

**YEAR A**

<table>
<thead>
<tr>
<th>Unit</th>
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<tbody>
<tr>
<td>1</td>
<td>Space invaders</td>
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**TERM 3**

**YEAR A**

<table>
<thead>
<tr>
<th>Unit</th>
<th>3</th>
<th>My social responsibility</th>
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<tbody>
<tr>
<td>1</td>
<td>Multimodal presentation</td>
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<tr>
<td>2</td>
<td>Athletics</td>
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</table>

**YEAR B**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Health 1 hour</th>
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<tbody>
<tr>
<td>1</td>
<td>Healthy relationships</td>
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<td>2</td>
<td>Exercise physiology</td>
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**TERM 4**

**YEAR A**

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<tr>
<th>Unit</th>
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<th>Active Aussies</th>
<th>Exercise physiology</th>
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<tbody>
<tr>
<td>1</td>
<td>Flight booklet</td>
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**YEAR B**

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<tr>
<th>Unit</th>
<th>Health 1 hour</th>
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<tbody>
<tr>
<td>1</td>
<td>Healthy relationships</td>
</tr>
<tr>
<td>2</td>
<td>Exercise physiology</td>
</tr>
</tbody>
</table>

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69 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
BEGINNER STAGE (Years 5 & 6)

LEARNING & ASSESSMENT FOCUS

By the end of the Beginner Stage students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures. They develop the skills needed to communicate in the target language, and to use of the target languages and cultures. They explore alternative ways of experiencing, acting in and viewing the world and understand the importance of bilingualism and multilingualism in contemporary society.

Students learning Indigenous languages also understand that these languages, and their associated creoles and dialects, including Aboriginal Englishes, are important elements of Australia’s Indigenous culture to be acknowledged by the broader community.

Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They develop their ability to interpret and construct a small range of text types, using modelled and rehearsed language, in order to meet individual and social communication needs in well-known contexts with peers and familiar adults. They reflect on their learning and language choices in familiar contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning to inquire, create and communicate in the target language.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- comprehending texts
- composing texts
- intercultural competence
- reflecting.

### LOTE - JAPANESE YEARS 5 - 6

#### YEAR A (2015 - ODD YEAR)

**INTRODUCTIONS #1**

**Students:**
- learn to introduce themselves in Japanese.
- learn how to say such things as their name, age, where they live, likes, dislikes etc.
- learn some beginning classroom instructions such as sit down, let’s begin etc.

**MY FAMILY**

Students:
- learn the different family members in Japanese
- learn how to talk about their family members.
- will build on the language learned in Term 1 such as name, age, likes, dislikes etc. Also adjectives such as tall, short, beautiful etc. are introduced.

**AT THE RESTAURANT**

Students:
- learn about Japanese food and drinks as well as western food and drinks that are popular in Japan.
- discuss whether or not they like a certain food in various ways.
- look at how to use Japanese money including counting and giving change.

**ASSESSMENT**

Introduction speech presented to the class.

Multimodal presentation on the student’s family

In groups, students act out a restaurant conversation where they order food from a Japanese menu

Lost pet poster which includes a description of their pet.

#### YEAR B (2016 - EVEN YEAR)

**INTRODUCTIONS #2**

**Students:**
- learn about introductions with a greater emphasis on learning a question and answer conversation rather than a self-introduction.
- learn how to ask and answer simple introduction questions and answers and other verbal and non-verbal responses.

**TIME, WEATHER AND SEASONS**

Students:
- learn about the weather and seasons.
- learn to ask both open-ended and closed questions with regard to the weather.
- learn time, days of the week and months of the year.

**MY HEALTHY BODY**

Students:
- learn body parts such as arms, legs, head, nose mouth etc.
- learn about certain ailments that humans endure such as headaches, runny nose, stomach ache etc.

**THE SUPERMARKET**

Students:
- learn about foods and groceries that are found at the supermarket.
- discuss how Japanese supermarkets differ from Australian supermarkets and we will look at some Japanese supermarket flyers.

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### LOTE - JAPANESE YEARS 7 - 8

#### ELEMENTARY STAGE (Years 7 & 8)

**LEARNING & ASSESSMENT FOCUS**

Students use their existing understandings of the target language and cultures to further explore societal views and norms, and how these are enacted in the functions, conventions and patterns of each language. They develop their repertoire of process skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the target language. They recognise the importance in contemporary society of learning additional languages and using intercultural skills.

Students learning Asian, European and other languages expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

Students learning Indigenous languages also understand that Australian languages and cultures are diverse and are inclusive of Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They explore a range of text types in the target language, noticing how communication needs and contextual challenges are responded to for different purposes and audiences, and they communicate in a range of controlled contexts on known topics, collaborating with peers. They reflect on their learning and language choices in relation to purpose, context and audience.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate in the target language. Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- **knowing and understanding**
- **comprehending texts**
- **composing texts**
- **intercultural competence**
- **reflecting**

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td><strong>DAILY ROUTINE</strong> Students:</td>
<td><strong>DAILY ROUTINE</strong> Students:</td>
<td><strong>DAILY ROUTINE</strong> Students:</td>
<td><strong>DAILY ROUTINE</strong> Students:</td>
</tr>
<tr>
<td>• will be introduced to verbs which are in their everyday life. These include such actions as wake up, eat lunch, go to school and so on.</td>
<td>• will be shown how to explain their everyday life related to time.</td>
<td></td>
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<tr>
<td><strong>MY HOUSE</strong> Students will:</td>
<td><strong>MY HOUSE</strong> Students will:</td>
<td><strong>MY HOUSE</strong> Students will:</td>
<td><strong>MY HOUSE</strong> Students will:</td>
</tr>
<tr>
<td>• learn about things that are found in their house.</td>
<td>• look at the differences between Schools in Japan and Schools in Australia.</td>
<td>• learn about things that are found in certain rooms such as the living room and kitchen.</td>
<td></td>
</tr>
<tr>
<td><strong>NEWS AND CURRENT AFFAIRS</strong> Students will:</td>
<td><strong>NEWS AND CURRENT AFFAIRS</strong> Students will:</td>
<td><strong>NEWS AND CURRENT AFFAIRS</strong> Students will:</td>
<td><strong>NEWS AND CURRENT AFFAIRS</strong> Students will:</td>
</tr>
<tr>
<td>• look at some of the current news events that are occurring in Japan.</td>
<td>• learn about Japanese elements.</td>
<td></td>
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<tr>
<td>ASSESSMENT</td>
<td>Written assignment about the 2020 Olympics that are to be held in Tokyo.</td>
<td>Students will take part in a shopping conversation</td>
<td>Students will write an assignment that explains the above mentioned aspects of living in Japan.</td>
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<td>----------------------------------------</td>
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<tr>
<td>KNOWLEDGE &amp; UNDERSTANDING</td>
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<tr>
<td>Comprehending and composing in the target language</td>
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<tr>
<td>Verbal language and non-verbal language are adapted according to purpose, context and audience e.g. language varies when emailing a teacher, compared with emailing a friend; giving a speech to the class, compared with talking with friends.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures e.g. conventions for opening, maintaining and closing a conversation, and for responding to invitations.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details e.g. reading a biography of a person of note and then listing key events of the person’s life in order on a timeline.</td>
<td>✔️</td>
<td>✔️</td>
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</tr>
<tr>
<td>Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences e.g. relaying a story to a younger student audience is enhanced by using non-verbal language and props: designing an advertisement for a forthcoming event using familiar language forms.</td>
<td>✔️</td>
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<tr>
<td>Intercultural competence and language awareness</td>
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<tr>
<td>Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information e.g. Japanese speakers use different words for “my wife” (kana) and “another person’s wife” (okusan), and for “my family” (kazoku) and “another family” (gokazoku), which reflects the importance of respect and the notion of “in-group” (uch) and “out-group” (koto); “mate” in Australian English has no exact one-word equivalent in other languages.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Cultural practices in the target language can be compared with those of other cultures and conversations noticed between language use and cultural knowledge and behaviour e.g. target language introduction routines or phone protocols may involve different codes of behaviour from those in English or other languages: in Japanese, the lower-status participant uses shitsurei shimasu, excuse me, to end a telephone conversation.</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence e.g. understanding what is and is not appropriate to discuss with members of the target language community; responding appropriately to compliments in the target language.</td>
<td>✔️</td>
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</table>

**THE ARTS – VISUAL ARTS YEARS 7 & 8**

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art-making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

### YEAR A (2015) ODD YEAR

#### TERM 1

**Drawing Techniques (Part 1)**

**Students:**
- learn about and experiment with different drawing techniques.
- create a pencil drawing with a focus on value and shading.
- work with pastels to create another colourful artwork
- create a drawing using pen and ink markers. will be
- add various skill based activities to their visual diaries.

#### TERM 2

**Drawing Techniques (Part 2)**

**Students:**
- work with various equipment and techniques to continue to develop their skills.
- focus on pencil but will also use pastels and pen.
- look at art in advertising
- create visual products and promote their products through various artworks
- examine a variety of examples and artists involved in product advertising.

**Under the Sea**

**Students:**
- study mixed media and sculpture.
- investigate elements of design and the creative processes behind the concept that is mixed media with an under the sea theme.
- design their own mixed media canvas as a form of assessment.
- investigate sculpture
- Practise sculpture skills
- Design and create their own major sculpture piece

**Digital Photography**

**Students:**
- investigate the features and use of digital cameras
- practise editing photographs in software such as Adobe Photoshop
- utilise the school’s iPad’s to take photographs, edit and print. Students will be creating a digital portfolio as their major assessment piece.

#### TERM 3

**Visual Diary – documenting the imaginative process** students go through when creating a work of art.

**Visual Diary**

**Visual Diary**

**Visual Diary**

**Visual Diary**

**Digital Portfolio**

#### TERM 4

**ASSESSMENT**

**Knowledge & Skills**

- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
- ✔️
- ✔️

- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
- ✔️
- ✔️

- Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
- ✔️
- ✔️

- Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)
- ✔️
- ✔️

- Present artwork demonstrating consideration of how the artist is displayed to enhance the artist’s intention to an audience (ACAVAM122)
- ✔️
- ✔️

- Analyse how artists use visual conventions in artworks (ACAVAR123)
- ✔️
- ✔️

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Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124).

THE ARTS – VISUAL ARTS YEARS 9 & 10

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

VISUAL ART IS THE CORE STRAND STUDIED IN YEAR 9 & 10 AT GOOMERI.

<table>
<thead>
<tr>
<th>YEAR A 2015 (ODD YEAR)</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
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<tbody>
<tr>
<td>Modern art movements</td>
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<tr>
<td>Students:</td>
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<tr>
<td>• investigate what is art, the change in ideas about art and who could create art.</td>
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<tr>
<td>• experiment and create art from the optical illusion style, abstract realism, cubism, abstract sculpture.</td>
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<tr>
<td>• produce 3 major artworks and an assignment about abstract sculpture.</td>
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<tr>
<td>Pop Art</td>
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<tr>
<td>Students:</td>
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<tr>
<td>• continue to look at the idea of What is ART?</td>
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<tr>
<td>• investigate the Pop art movement and produce a power point presentation on Andy Warhol.</td>
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<tr>
<td>• produce 2 major artworks, a 3d action word and a repeated print of iconic image.</td>
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<tr>
<td>Matisse versus Modigliani</td>
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<tr>
<td>Students:</td>
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<tr>
<td>• develop skills in portrait and figure drawing.</td>
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<tr>
<td>• compare and contrast the works of these two very different artists and produce 2 major artworks inspired by their style.</td>
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<td>Vincent and Picasso Still life.</td>
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<tr>
<td>Students:</td>
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<tr>
<td>• investigate the term still life and produce a series of images based upon work created by the masters.</td>
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<tr>
<td>• develop skills in using college and mix-media producing 3 majors.</td>
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</tbody>
</table>

ASSESSMENT

**TERM 1**
1. Op art pencil drawing
2. Klee water colour
3. Abstract sculpture
4. Persuasive speech to the local council about sculpture.
5. Visual Diary

**TERM 2**
1. 3D Action word
2. Power point
3. 4 way iconic print
4. Visual Diary

**TERM 3**
1. Figure on a canvas
2. Elongated pastel portrait
3. Students will also continue working on reflecting on their own art making practices and evaluate the work of these two artists.
4. Visual Diary

**TERM 4**
1. Blue guitar college
2. Cubist Vase
3. Sunflowers with clay
4. Interpretation and analysis of one artist
5. Visual diary
### YEAR 9/10 ELECTIVE SUBJECT

<table>
<thead>
<tr>
<th>BUSINESS TECHNOLOGY</th>
<th>YEAR 9/10 ELECTIVE SUBJECT</th>
</tr>
</thead>
</table>
| **TERM 1** Students: | **TERM 1 Students:**
| • develop and apply enterprise, capabilities and capacities, and knowledge, understanding and skills of inquiry; | • examine economic and business issues
| • investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue | • explain economic performance indicators and relate their understanding to Australia’s performance
| • explain why and how people manage risks and rewards in the current Australian and global financial landscape; | • explain the ways that governments manage the economy to improve economic performance and living standards
| • examine the roles and responsibilities of participants in the changing Australian and global workplace. | • explain reasons for links that exist between economic performance and living standards
| **ASSESSMENT** | **TERM 2 Students:**
| Multiple choice and short answer exam | • study key features of Australia’s system of government and explore how this system aims to protect all Australians.
| Research: Analytical response and report (Written) | • examine the Australian Constitution and how its features, principles and values shape Australia’s democracy.
| **TERM 2 Students:** | • look at how the rights of individuals are protected through the justice system.
| • examine economic and business issues | • explore how Australia’s secular system of government supports a diverse society with shared values.
| | • investigate the tourism industry and its impact upon the Australian economy.
| | • study the various tourist organisations that exist, along with the significant tourist areas of the world.
| | • study the history of travel and tourism, as well as the changing trends and effects of tourism on host communities.

### Nexus Strait

**ASSESSMENT**

- Students: investigate the history of Hermannsburg potters from the Alice Springs. They develop skills in coil pot construction and complete their own native totem pot.

**ASSESSMENT**

- Students develop skills and understanding about the elements of line and texture. They create a series of animal drawings, using pen and ink. They keep detailed records of research and experimentation in their visual diary.

**ASSESSMENT**

- Students investigate different styles of print making techniques, using their line drawings from last term. They create a children’s book about how to complete a printmaking task. They develop skills in lino printing and create a major print.

### Knowledge & Skills

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists. (ACAVAM125)
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
- Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
- Plan and design artworks that represent artistic intention (ACAVAM128)
- Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)
Australia as an economy and its place within the broader Asia and global economy (ACHEK038)
Why and how participants in the global economy are dependent on each other (ACHEK039)
Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)
How and why businesses seek to create and maintain a competitive advantage in the global market (ACHEK041)
The roles and responsibilities of participants in the changing Australian or global workplace (ACHEK042)

Indicators of economic performance and how Australia’s economy is performing (ACHEK050)
The links between economic performance and living standards, the variations that exist within and between economies, and the possible causes (ACHEK051)
The ways that governments manage the economy to improve economic performance and living standards (ACHEK052)
Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)
The ways businesses organise themselves to improve productivity, including the ways they manage their workforce, and how they respond to changing economic conditions (ACHEK054)

Economics and Business Skills

**Questioning and Research**
- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043)
- Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)

**Interpretation and Analysis**
- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES055)
- Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES056)

**Economic Reasoning, decision-making and application**
- Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046)
- Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)
- Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES058)
- Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES059)

**Communication and reflection**
- Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)
- Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)
- Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES050)
- Reflect on the intended and unintended consequences of economic and business decisions (ACHES051)

**DESIGN & TECHNOLOGIES**

**PREP – YEAR 2**

By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.

With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions.

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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</thead>
<tbody>
<tr>
<td>Prep Farm Technology</td>
<td>Emergency Services</td>
<td>Information Technologies</td>
<td>Information Technologies</td>
</tr>
<tr>
<td>Students will investigate farming machinery from the past and present. They will also look at farming methods from other cultures.</td>
<td>Students will be learning about the technology used by the emergency services. The focus will be on SES, Ambulance, Fire and Police services. Visit to the local SES and fire service</td>
<td>Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads. Linked to English Units 5 &amp; 6</td>
<td>Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads. Linked to English Units 5 &amp; 6</td>
</tr>
</tbody>
</table>

75 Goomeri State School P-10 Curriculum and Assessment Plan 2015 (Updated June 2015)
**Year 1**

**Farm Technology**
Students will investigate farming machinery from the past and present. They will also look at farming methods from other cultures.

**Emergency Services**
Students will be learning about the technology used by the emergency services. The focus will be on SES, Ambulance, Fire and Police services.
Visit to the local SES and fire service

**Information Technologies**
Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads.
Linked to English Units 5 & 6

**Information Technologies**
Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads.
Linked to English Units 5 & 6

**Year 2**

**Self-propelling Car or Toy**

Students:
- design a toy or car that will be able to propel itself.
- construct a toy or car that will be able to propel itself.
- test the effectiveness of the design
- evaluate & reflect on their design and the process undertaken

**Making a Cubby House**
Design a cubby house showing its purpose, the processes involved, then construct a replica.

**Food Glorious Food**
Students will be learning about the different food groups. We will then be learning about the different processes involved in order to make certain foods.

**How Does Your Garden Grow?**
Students will investigate suitable plants for a backyard garden. They will plant and look after their chosen plants and monitor their growth.

### ASSESSMENT

**Design and Technologies Knowledge and Understanding**

<table>
<thead>
<tr>
<th>P</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs <em>(ACTDEK001)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Explore how technologies use forces to create movement in products <em>(ACTDEK002)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating <em>(ACTDEK003)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Explore the characteristics and properties of materials and components that are used to produce designed solutions <em>(ACTDEK004)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Design and Technologies Processes and Production Skills**

<table>
<thead>
<tr>
<th>✓</th>
<th>✓</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore needs or opportunities for designing, and the technologies needed to realise designed solutions <em>(ACTDEP005)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Visualise, generate, develop and communicate design ideas through describing, drawing and modelling <em>(ACTDEP006)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use materials, components, tools, equipment and techniques to safely make designed solutions <em>(ACTDEP007)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment <em>(ACTDEP008)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Sequence steps for making designed solutions and working collaboratively <em>(ACTDEP009)</em></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Digital Technologies Australian Curriculum Content Descriptors to be added

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**YEARS 3 & 4**

By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.

### TERM 1

**Year 3**

Farm Technology
Students will investigate farming machinery from the past and present. They will also look at farming methods from other cultures.

**ICT Skills**
Logging on to the computer
Using Microsoft Word

**Information Technologies**
Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads.
Linked to English Units 5 & 6

### TERM 2

**Information Technologies**
Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads.
Linked to English Units 5 & 6

**ICT Skills**
Logging on to the computer
Using Microsoft Word

### TERM 3

**Information Technologies**
Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads.
Linked to English Units 5 & 6

**ICT Skills**
Logging on to the computer
Using Microsoft Word

### TERM 4

**Information Technologies**
Students will be using information and information technologies (ICT) to create and communicate this term in technology. They will be exploring a number of interactive programs on both the computers and iPads.
Linked to English Units 7 & 8

**ICT Skills**
Logging on to the computer
Using Microsoft Word
### Design and Technologies Knowledge and Understanding

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Town Planning</th>
<th>Food Glorious Food</th>
<th>How Does Your Garden Grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Investigate Town Planning.</td>
<td>Students:</td>
<td>Students will investigate garden design and suitable plants for a backyard garden. They will research plant requirements such as soil, water, climate. They will plant and look after their chosen plants and monitor their growth.</td>
</tr>
<tr>
<td>Design a device that will allow an egg to be safely dropped from a 2 story building</td>
<td>imagine the population of the town of Goomeri will increase from 500 to 5000.</td>
<td>look at how food technology has evolved over time.</td>
<td></td>
</tr>
<tr>
<td>Construct a device that will allow an egg to be safely dropped from a 2 story building</td>
<td>develop a plan for a new housing estates, shops, town centre</td>
<td>learn about cost price, sell price and gross profit etc. by using MS Excel.</td>
<td></td>
</tr>
<tr>
<td>Test the effectiveness of their design</td>
<td>Evaluate how these will be dealt with from an eco-friendly perspective.</td>
<td>using MS Excel to track sales and record budgets</td>
<td></td>
</tr>
<tr>
<td>Evaluate &amp; reflect on their design and the process undertaken</td>
<td></td>
<td>Students will: Keep a journal of the progress of their garden Use Excel spreadsheet to record plant growth</td>
<td></td>
</tr>
</tbody>
</table>

#### ASSESSMENT

**Accuracy, speed of the decent, design, construction and materials**
- Students: redesign the town to cater for a larger population and be more eco-friendly.
- Create a pamphlet using Microsoft Publisher which outlines their ideas for the new Goomeri.
- Present in class in weeks 8 and 9.

**Design and Technologies Processes and Production Skills**

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Animation</th>
<th>What is the Chance of That?</th>
<th>Bird House Design &amp; Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>Students create a short story animation that focuses on two main characters' behaviours when faced with an ethical dilemma.</td>
<td>Students investigate the use of technology to interpret and present data.</td>
<td></td>
</tr>
<tr>
<td>Linked to English Unit 1 &amp; 2</td>
<td>What is the Chance of That?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**YEARS 5 & 6**

By the end of Year 6 students describe some competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.

**TERM 1**
- Animation
- What is the Chance of That?

**TERM 2**
- Animation
- What is the Chance of That?

**TERM 3**
- Animation
- What is the Chance of That?

**TERM 4**
- Animation
- What is the Chance of That?
## Year 6

<table>
<thead>
<tr>
<th>Mouse Art</th>
<th>Paint (Systems)</th>
<th>Energy Efficient House (Materials)</th>
<th>Linked to Science</th>
<th>Use of software eg Microsoft Word &amp; Excel</th>
<th>Links to English &amp; Media</th>
<th>Design a product to assist the survival of wildlife eg endangered species eg bird house (Materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyboarding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Design and Technologies Knowledge and Understanding

- Investigate how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use [ACTDEK019] (5)
- Investigate how forces or electrical energy can control movement, sound or light in a designed product or system [ACTDEK020] (6)
- Investigate how food and fibre are produced in managed environments [ACTDEK021] (6)
- Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene [ACTDEK022] (5)
- Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use [ACTDEK023] (5)

### Design and Technologies Processes and Production Skills

- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions [ACTDEP024] (5)
- Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques [ACTDEP025] (6)
- Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions [ACTDEP026] (5)
- Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions [ACTDEP027] (5)
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively [ACTDEP028] (5)

### Digital Technologies Australian Curriculum Content Descriptors to be added

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YEAR 7 & 8

By the end of Year 8 students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

### TERM 1

### TERM 2

### TERM 3

### TERM 4
### Year 7 TEXTILES
**Students:**
- Investigate the design process and various skills in hand sewing and using a sewing machine.
- Will be given three tasks to complete (pin cushion, apron, hand puppet). Each task will develop various skills and will be accompanied by a design booklet to help student through using the design process and solving textile related problems.

### FOOD TECHNOLOGY
**Students:**
- Investigate safe work practices in the kitchen.
- Participate in 7 weeks of practical cooking.
- Develop basic skills in making healthy snacks and family dinners.

**Safe work Practices Assignment**

### DESIGN TECHNOLOGY
**Students:**
- Explore the role of technology in society from a range of perspectives.
- Use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications and constraints.
- Gain an understanding of how information, materials and systems can be combined in innovative ways in response to real-world situations.

**Gain an understanding of how information, materials and systems can be combined in innovative ways in response to real-world situations**

### DESIGN TECHNOLOGY
**Students:**
- Develop designed solutions and processes. They create and connect design ideas and processes of increasing complexity and urgency decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high quality designed solutions suitable for the intended purpose.

### FOOD TECHNOLOGY
**Students:**
- Investigate safe and hygienic practices, use of equipment and cooking methods in the kitchen.
- Demonstrate their knowledge and skills through the preparation of a variety of food products.
- Will be required to supply the ingredients required for their practical cooking sessions.

### DESIGN TECHNOLOGY
**Students:**
- Explore the role of technology in society from a range of perspectives.
- Use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications and constraints.
- Gain an understanding of how information, materials and systems can be combined in innovative ways in response to real-world situations.

### DESIGN TECHNOLOGY
**Students:**
- Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creative enterprise of individuals and groups.
- Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of designed solutions to meet community needs for preferred futures.
- Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups.
- Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions.
- Analyse how food and fibres are produced when designing managed environments and how these can become more sustainable.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Analyse how characteristics and properties of materials, systems, components, tools and equipment.
- Design and Technologies Processes and Production Skills
- Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques.
- Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions.
- Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability.
- Use project management processes when working individually and collaboratively to coordinate production of designed solutions.

### DESIGN & TECHNOLOGIES YEARS 9 & 10
**DESIGN TECHNOLOGY**
- By the end of Year 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

**FOOD TECHNOLOGY**
- Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and urgency decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high quality designed solutions suitable for the intended purpose.
### Year A

#### Term 1: Go For Good Health
- **Students**: investigate what it means to be healthy and what guidelines and information is available to better inform us about being healthy. (Qld Govt Health initiatives)
- **research & prepare recipes that can help us to achieve better health goals.**

#### Year B

#### Term 1: Café Culture
- **Students**: investigate simple meals commonly served in a café situation. (excursion)
- **investigate the need for prep-time, presentation and costing.** Students cook a variety of foods found in cafes.
- **investigate what is a high tea,** plan, prepare and present their own high tea for staff/parents

### Textiles

#### Year A

#### Term 1: Piecing It Together
- **Students**: investigate what it means to run a market stall.
- **develop a small business plan including costings for products,** design labelling and advertising.
- **prepare and sell products at the Pumpkin Festival.** (last weekend in May)

#### Term 2: Market To Market - Goomeri Pumpkin Festival
- **Students**: investigate what is required to run a market stall.
- **develop a small business plan including costings for products,** design labelling and advertising.
- **prepare and sell products at the Pumpkin Festival.** (last weekend in May)

#### Term 3: Paddock to Plate
- **Students**: investigate what they know about the meat and livestock industry in Australia.
- **develop pros and cons for eating meat**
- **watch video (Kill it, Cook it, Eat it)**
- **investigate different ideas and attitudes towards the preparation of meat products and consumption of meat products.**
- **investigate what is in a variety of beef Pattie products**
- **make recommendations about eating these based on their findings.**
- **investigate at different ways to cook different cuts of beef.**

#### Term 4: Convenience Foods
- **Students**: investigate the rise of obesity in Australia and the amount of readily available fast meals. (takeaway and Frozen)
- **develop skills in reading nutritional panels**
- **evaluate the nutritional value of fast meals in relation to convenience**
- **develop alternative recipes to these products that meet the 2/5 Rule.**
- **Make recommendations for families for choosing healthy alternatives to fast meals.**

### Assessment

#### Folio that includes:
- Log book on own personal health practices
- Plans for healthy cooking (6 weeks)
- Reflection questions
- Evaluation of unit

#### Folio that includes:
- Collection of recipes used.
- Examples of labelling created.
- Costing sheet
- Work schedule and roster
- Inventory
- Future recommendations
- Reflection and evaluations
- Brochure giving advice and information on creating a food stall for a market situation.

#### Folio that includes:
- Research into ethical treatment of cattle in Australia
- List of Pros and cons for eating meat
- Written review on DVD viewed
- Collection of beef recipes and cooking plans
- Reflection and evaluation

#### Scientific report into different beef patty products.

### Year 3

#### Term 1: Sensational Silk
- **Students**: investigate how silk is made and the history of silk.
- **develop knowledge in silk painting**
- **a silk scarf.**
- **create a silk cushion for their own room.**

#### Term 2: International Cooking
- **Students**: plan to prepare a wide variety of meals based on recipes they have found from their chosen country.
- **investigate common flavours, spices, ingredients, and cooking styles.**
- **make recommendations about eating these based on their findings.**
- **write a scientific report on the DVD viewed**

#### Term 3: Paddock to Plate
- **Students**: investigate different ideas and attitudes towards the preparation of meat products and consumption of meat products.
- **investigate what is in a variety of beef Pattie products**
- **make recommendations about eating these based on their findings.**
- **investigate at different ways to cook different cuts of beef.**

#### Term 4: Convenience Foods
- **Students**: develop alternative recipes to these products that meet the 2/5 Rule.
- **Make recommendations for families for choosing healthy alternatives to fast meals.**

### Textiles

#### Year A

#### Term 1: Piecing It Together
- **Students**: Analyse the design brief for the Pumpkin Festival Patchwork Quilt competition.
- **Investigate techniques and materials used to create a patchwork wall hanging.**
- **Analyse the design brief for the Pumpkin Festival Patchwork Quilt competition.**
- **Enter completed wall hanging in the Goomeri Pumpkin festival junior competition.**

#### Term 4: Softies - Making Toys
- **Students**: Investigate different fabrics and their textures.
- **Create a softy toy for a small baby that meets child safety standards and develops learning skills.**

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ASSESSMENT
FOLIO THAT INCLUDES:
Design work booklet
Reflection questions
Evaluation

TERM 1
WH&S Induction process.
Investigation of Materials:
• Research sustainability for product
• Research the environmental impacts
Design documentation for product:
• Project management
• Idea
• Concept sketches
• Rendered drawing (isometric)
• Working drawings
• Material list
• Work procedure
Revision and Practice of required design and production skills:
• Design documentation
• Planning procedures
• Marking out techniques
• Safe use of hand tools
• Safe use of power tools
• Assembly/Fabrication techniques
Evaluation of design folio and production techniques:
• Design folio development
• Production skills development

TERM 2
Investigation of Materials:
• Research sustainability for product
• Research the environmental impacts
Design documentation for product:
• Project management
• Idea
• Concept sketches
• Rendered drawing (isometric)
• Working drawings
• Material list
• Work procedure
Revision and Practice of required design and production skills:
• Design documentation
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• Assembly/Fabrication techniques
Evaluation of design folio and production techniques:
• Design folio development
• Production skills development

TERM 4
Investigation of Materials:
• Research sustainability for product
• Research the environmental impacts
Design documentation for product:
• Project management
• Idea
• Concept sketches
• Rendered drawing (isometric)
• Working drawings
• Material list
• Work procedure
Revision and Practice of required design and production skills:
• Design documentation
• Planning procedures
• Marking out techniques
• Safe use of hand tools
• Safe use of power tools
• Assembly/Fabrication techniques
Evaluation of design folio and production techniques:
• Design folio development
• Production skills development
Explain how products, services and environments evolve with consideration of emerging technologies on design decisions (ACTDEK044)

By the end of Year 10 students will have had the opportunity to design and produce designed solutions for one or more of the technologies contexts below.

Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEP050)

Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEP051)

Investigate and make judgments on the ethical and sustainability production and marketing of food and beverages (ACTDEK040)

Investigate and make judgments on the ethical and sustainability production and marketing of food and beverages (ACTDEK041)

Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK042)

Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK043)

Design and Technologies Processes and Production Skills

Critique needs or opportunities to develop design briefs and evaluate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEK045)

Appraise design, creativity, innovation and craftsmanship skills to develop, modify and communicate design ideas and solve emerging problems (ACTDEP052)

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP053)

Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP054)