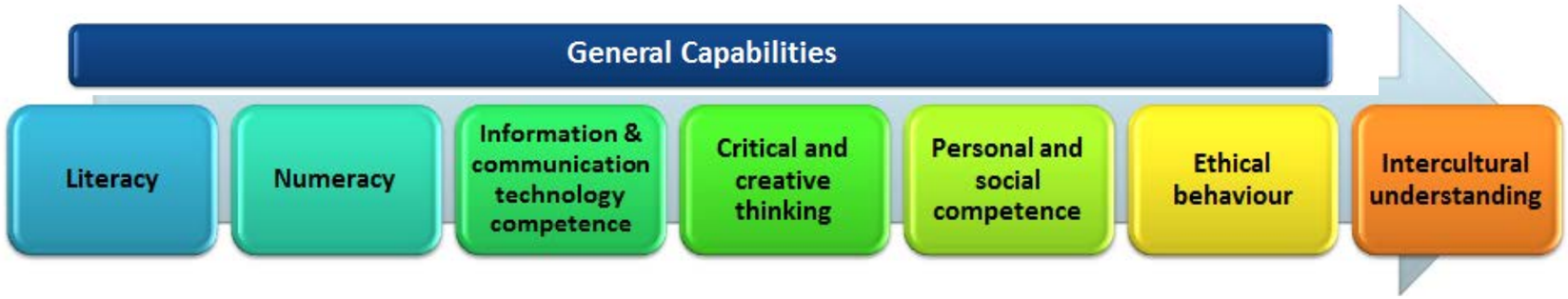
GOOMERI STATE SCHOOL P - 10

P–10 Curriculum, Assessment and Reporting Plan

(*The "WHAT" in a Nutshell*)



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

CONTENTS:

Please note: if you are intending to print part of this document, it is in A3 format.

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-asses*** 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?
- If no GTMJ is supplied, do you need to write one?
- How will you ensure consistency in the implementation and marking of the assessment for moderation and reporting purposes?

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.***

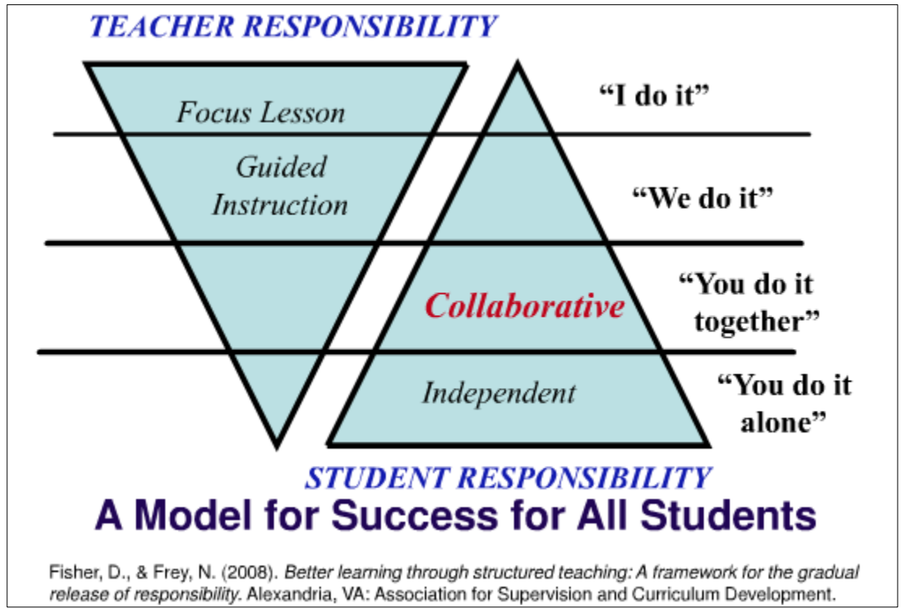
Goomeri State School P - 10 Explicit Instruction Methodology: Towards independent learning

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 theory 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.**



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

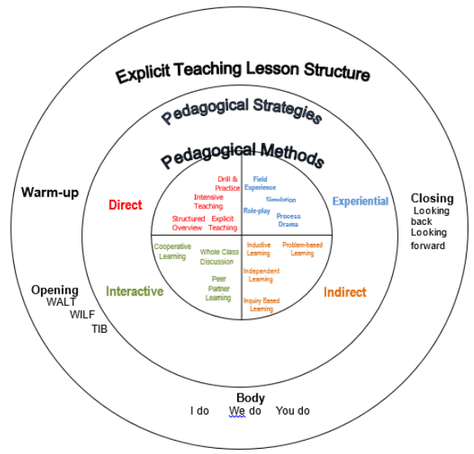
- Piaget's (1952) work on cognitive structures and schema
- Vygotsky's (1962, 1978) work on zones of proximal development
- Bandura's (1965) work on attention, retention, reproduction, and motivation
- Wood, Bruner, and Ross's (1976) work on scaffolded instruction

Taken 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**.Fisher, Douglas and Frey, Nancy: *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* (2008): ASCD

Goomeri State School Explicit Instruction Methodology:

Warm-Up	I DO	WE DO		YOU DO	Reflection
	Modelled Teaching (Focus Lessons)	Guided Instruction.	Collaborative Learning.	Independent Learning	
Teacher Explains Student Listens	Teacher Does Student Watches	Teacher Does Student Helps	Students Do Together Teacher Helps	Student Does Teacher Watches	Teacher Questions Student Reflects & Responds
Gradual Release of Responsibility: Toward Independent Learning					
Usually brief in nature, focus lessons establish purposes for learning and clue students into important learning objectives.	Teachers model their own metacognitive processes as active learners. Modelled strategies focus on increasing understanding of content-area and skills.	During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding.	During the collaborative learning component students consolidate their understanding of the content and explore opportunities to problem solve, discuss, negotiate, and think with their peers.	This component addresses the most important goal of good instruction—to provide students with practice in **applying** skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active and capable learners.	
Teacher's Role					
• **Routines** and **procedures** • **Engage** • State the **Purpose**/Learning Goal • Establish **relevance** • Activate **prior knowledge** • Transition	Explicitly • **teach** knowledge • **explain** • **model** skills • model thinking – **think aloud** • **demonstrate**	• **Scaffold** Tasks • Provide visual, verbal, physical **prompts** • Require frequent responses • Gradually fade scaffolding • **Check for understanding** so students are successful	• Provide **Guided Practice** • Verbal and Visual **Prompts and cues** • **Active Monitoring** (High Teacher Movement) • **Feedback** and **Questions** • **Misconception analysis** • **Formative assessment**	• Engage students in **independent learning** task • **Clarify** and **verify** student understanding of the task • **Differentiate** • **Active Monitoring** (High Teacher Movement) • **Strong Questions** • Provide immediate affirmative and corrective **feedback**	• **Reinforce** Learning • **Evaluate** Effectiveness • **Feed Back** Feed Forwards • Involve **all students** • **Refocus** on the Purpose • **Make Connections** • **Review and reflect** on critical content
Student's Role					
Listen Attentively Identify Learning Goal Makes connections to previous learning	Look, listen and learn	Contribute to group or class learning Seek feedback Listen, Interact, Questions, Collaborate, Respond, Try out Approximates, Practice, Participate		Complete tasks Show high standards of work Seek feedback Self-monitor, Apply, problem solve, self-evaluate	Reflect on learning Link new learning with prior knowledge
Explicit Instruction Methodology (Archer & Hughes 2011)					
16 Elements					
Developed by DDSW CPL Team					
Moving from Foundation…… to…….. Higher Order Thinking					

Curriculum Content 2015

YEAR LEVEL OVERVIEWS

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

PREP OVERVIEW

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, writing and creating): Students understand that their texts 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 behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Students engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

Unit 5 HOURS Daily writing using writing prompts	**I am unique** Finding out about ourselves, our families and books!	**Fairy Tales** Exploring language in stories that entertain.	**Poetry and Rhymes** Exploring and understanding rhyme.	**Imagination** Reading, Writing, Speaking and Listening to communicate
	Students listen to and read texts to explore **predictable text structures** and **common visual patterns** in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. **Connected Curriculum:** • **History** • **Social and Personal Learning**	Students will listen to and engage with a range of literary and non-literary texts with a focus on **exploring how language is used to entertain** through retelling events. Students will **sequence events** from a range of texts and select a favourite story to retell to a small group of classmates.	Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of **sound and letter knowledge** and a **range of language features**. Students identify **common visual patterns**.	Students will have multiple opportunities to read, examine and respond to literature and **explore text structure and organisation**. Students will create a short imaginative multimodal text that includes illustrations.
	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Assessment	**Responding to a story** *Multimodal presentation:* Students respond to a familiar story through images and/or writing.	**Retell a story** *Oral*: Students demonstrate comprehension of, and connection to a familiar story through retelling events. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.	**Create and recite a rhyme** *Oral* Students will create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.	**Writing and creating a response to a story** *Written*: Students write in role as a character from a familiar story and create a supporting image or illustration.
Reading 2.5 HOURS	• **Oral Language** • **Phonological awareness** (auditory, based on speech) ~ Rhythm/rhyme/alliteration ~ Syllables ~ Isolating phonemes ~ Blending onset-rimes ~ Blending phonemes ~ Deleting phonemes ~ Segmenting words into phonemes ~ Adding phonemes ~ Substituting phoneme • **Sound Waves** Graphophonics • **Concepts of Print**	• **Oral Language** • **Phonological awareness** • **Soundwaves** • **Concepts about print** • **Sight Words** • **Guided Reading**	• **Oral Language** • **Phonological awareness** • **Soundwaves** • **Concepts about print** • **Sight Words** • **Guided Reading** • **Home Reading**	• **Oral Language** • **Phonological awareness** • **Soundwaves** • **Concepts about print** • **Sight Words** • **Guided Reading** • **Home Reading**
Diagnostic Assessment	Quick Test of Language Concepts of Print Early Start (Oneschool)	Letter/Sound Sight Words PM Benchmarks	Letter/Sound Sight Words PM Benchmarks	Letter/Sound Sight Words PM Benchmarks

English		Foundation (Prep)	1	2	3	4
Language	**Language variation and change**	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	✓	✓	✓	✓
	Language for interaction	Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	✓	✓	✓	✓
		Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	✓	✓	✓	✓
	Text structure and organisation	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	✓	✓	✓	✓
		Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	✓	✓	✓	✓
		Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	✓	✓	✓	✓
		Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	✓	✓	✓	✓
	Expressing and developing ideas	Recognise that sentences are key units for expressing ideas (ACELA1435)		✓	✓	✓
		Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	✓	✓	✓	✓
		Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	✓	✓	✓	✓
		Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	✓	✓	✓	✓
		Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)	✓	✓	✓	✓
		Know how to use onset and rime to spell words (ACELA1438)			✓	✓
	Sound and Letter Knowledge	Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)	✓	✓	✓	✓
		Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)		✓	✓	✓

English		Foundation (Prep)	1	2	3	4
Literature	**Literature and context**	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	✓	✓	✓	✓
	Responding to literature	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	✓	✓	✓	✓
		Share feelings and thoughts about the events and characters in texts (ACELT1783)	✓	✓	✓	✓
	Examining literature	Identify some features of texts including events and characters and retell events from a text (ACELT1578)	✓	✓	✓	✓
		Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)		✓	✓	✓
		Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)		✓	✓	
	Creating literature	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	✓	✓	✓	✓
Literacy	**Texts in context**	Identify some familiar texts and the contexts in which they are used (ACELY1645)	✓	✓	✓	✓
	Interacting with others	Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	✓	✓	✓	✓
		Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	✓	✓	✓	✓
		Deliver short oral presentations to peers (ACELY1647)	✓	✓	✓	✓
	Interpreting, analysing, evaluating	Identify some differences between imaginative and informative texts (ACELY1648)	✓	✓	✓	✓
		Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)			✓	✓
		Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	✓	✓	✓	✓
	Creating texts	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)	✓	✓	✓	✓
		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)		✓	✓	✓

MATHEMATICS

Term 1		Term 2		Term 3		Term 4	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within 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:

- **Understanding** includes connecting names, numerals and quantities
- **Fluency** includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects
- **Problem Solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer
- **Reasoning** includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

Prep students will engage in activities across the five contexts of learning **— focused teaching and learning, investigations, active learning, real life situations, routines and transitions**. Daily warm-ups are included to support fluency.
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	Students develop understandings of: • **Patterns 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** — 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, represent 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 and numerals, • **Location and direction** — use positional language to describe location, identify positional opposites, representing locations with models and images.	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** — recall 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	Students develop understandings of: • **Using units of measurement** — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • **Number and place value** — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • **Patterns and algebra** — identify, copy, continue and describe growing patterns, describe equal quantities • **Data representations and interpretation** — identify questions, answer yes/no questions, use data displays to answer simple questions	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	***Monitoring tasks*** **Life in Prep** *Monitoring* Students compare and order events using the everyday language of time. ***Assessment tasks*** **Number watch** *Interview* Students count to and from twenty. **Bag sort** *Interview* Students will sort and classify familiar objects and explain the basis for these classifications.	***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 group objects based on common characteristics and sort shapes and objects. ***Assessment tasks*** **Shape sort** *Interview/work sample* Students sort shapes. **On my plate** *Interview* Students count and compare collections.	***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).	***Monitoring tasks*** **Where to go** Students give and follow directions to familiar locations. ***Assessment tasks*** **Crazy cards** *Work sample/Peer review* Students connect number names, numerals and quantities. **Measurement** mathematical guided inquiry *Portfolio* Students reason mathematically to solve an inquiry question.

Number and Algebra ✓ Not included in C2C (included at Goomeri)		1	2	3	4
Number and place value	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)	✓	✓	✓	✓

Measurement and Geometry		1	2	3	4
Using units of measurement	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)	✓	✓	✓	✓
	Compare and order the duration of events using the everyday language of time (ACMMG007)	✓	✓	✓	✓
	Connect days of the week to familiar events and actions (ACMMG008). (Daily routine)	✓	✓	✓	✓
Shape	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)		✓	✓	✓
Location &transformation	Describe position and movement (ACMMG010)	✓	✓		✓
Statistics and Probability					
Data representation and interpretation	Answer yes/no questions to collect information (ACMSP011)	✓		✓	✓

SCIENCE

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.							
	The order that units are delivered may change according to cross-curricula links.							
I HOUR	**Biological sciences** Living things have basic needs, including food and water (ACSSU002)		**Earth and space sciences** Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)		**Physical sciences** The way objects move depends on a variety of factors, including their size and shape (ACSSU005)		**Chemical sciences** Objects are made of materials that have observable properties (ACSSU003)	
	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. They analyse different types of environments and how 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. C2C Unit 1		**Weather watch** 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. C2C Unit 3		**Move it, move it** 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. C2C Unit 4		**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. C2C Unit 2	
Primary Connections Unit	***Staying alive (ACSSU002)*** *Living things have basic needs, including food and water.*		***Weather in my world (ACSSU004)*** *Daily and seasonal changes in our environment, including the weather, affect everyday life.*		***On the move (ACSSU005)*** *The way objects move depends on a variety of factors, including their size and shape.*		***What's it made of? (ACSSU003)*** *Objects are made of materials that have observable properties.*	
Assessment	**Collection of student work** **Portfolio** 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. The collection of work includes: • notes of conversations with and between children • anecdotal records (for example spoken/signed class discussions, play, oral presentations) • personalised checklists with comments • images or recordings — photographs, video or audio recordings • objects or artefacts that children develop or make (for example, drawings, models and labels) • notes of discussions with other partners • observations of oral questioning • science journal.							
	Collection of student work *Portfolio* Students participate in a range of activities and discussions throughout the unit, involving learning about the needs of living things. Students can demonstrate their knowledge and understanding in different ways over time across all content descriptions. Suggested evidence opportunities are listed in the Assessment notes including records of conversations with/between students, descriptions of living things, responses to questions about scientific observation, representations of observations.		**Collection of student work: Weather watch** *Portfolio* Students share observations about how weather affects living things. 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. The work examples form a dynamic record of a student's learning and development.		**Make a wind ornament** *Assignment/project* Students will describe the observable properties of materials from which an object is made. They respond to questions about observable properties of materials, describe observations and representations and to communicate ideas.		**Move it, move it — Collection of journal entries** *Collection of work* 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	

Science understanding		1	2	3	4
Biological sciences	Living things have basic needs, including food and water (ACSSU002)	✓			
Chemical sciences	Objects are made of materials that have observable properties (ACSSU003)				✓
Earth and space sciences	Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)		✓		
Physical sciences	The way objects move depends on a variety of factors, including their size and shape (ACSSU005)			✓	
Science as a human endeavour		**1**	**2**	**3**	**4**
Nature and development of science	Science involves exploring and observing the world using the senses (ACSHE013)	✓	✓	✓	✓

Science inquiry skills		1	2	3	4
Questioning and predicting	Respond to questions about familiar objects and events (ACSIS014)	✓	✓	✓	✓
Planning and conducting	Explore and make observations by using the senses (ACSIS011)	✓	✓	✓	✓
Processing and analysing data and information	Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)	✓	✓	✓	✓
Communicating	Share observations and ideas (ACSIS012)	✓	✓	✓	✓

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

HISTORY/GEOGRAPHY

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	HISTORY By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated. Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.				**GEOGRAPHY** By the end Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people. Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.			
1 HOUR	**Exploring families** **Inquiry question:** • What is my history and how do I know? In this unit, students: • investigate their personal history, particularly family backgrounds and relationships • examine the nature of and structure of families • recognise similarities and differences between families • appreciate diversity within their family and others.		**Tell me a story about the past** **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: • 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 museum exhibits that represent past events • understand that stories can change over time.		**What is my place like?** **Inquiry question:** • What are places like? • What makes a place special? • How can we look after the places we live in? **In this unit, students:** • draw on studies at the personal scale, including places in which students live or other places of similar 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		**How do we care for special places?** **Inquiry questions:** • What makes a place special? • How can we look after the places we live in? **In this unit, students:** • draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about • understand that what makes a 'place' special is dependent on how people view the place or use the place • pose questions about the meaning places have for people • listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a 'place' or 'places', particularly the visible elements or features of a place • describe the location of important places using geographical terms such as near and far • use sources to identify ways that people care for special places, and record • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special **place**
Assessment	**My family** *Collection of work* The purpose of this assessment is to identify similarities and differences between families and pose questions and relate a story about their past.		**Tell me a story about the past** *Research* 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** *Multimodal* 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 describe places.		**Guided research** *Oral* 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		1	2
Personal and Family Histories	Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)	✓	
	The different structures of families and family groups today, and what they have in common (ACHHK002)	✓	
	How they, their family and friends commemorate past events that are important to them (ACHHK003))		✓
	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)		✓
Historical Understandings *The key concepts of historical understanding are:*		**1**	**2**
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 & 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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓
Empathy	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.	✓	
Significance	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.	✓	✓
Historical Skills		**1**	**2**
Chronology, terms and concepts	Sequence familiar objects and events (ACHHS015)		✓
	Distinguish between the past, present and future (ACHHS016)	✓	✓
Historical questions and research	Pose questions about the past using sources provided (ACHHS017)	✓	
Analysis and use of sources	Explore a range of sources about the past (ACHHS018)	✓	✓
	Identify and compare features of objects from the past and present (ACHHS019))	✓	✓
Perspectives and interpretations	Explore a point of view (ACHHS020)	✓	✓
Explanation and communication	Develop a narrative about the past (ACHHS021)	✓	✓
	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)	✓	✓

Geographical Knowledge and Understanding		1	2
People live in places	The representation of the location of places and their features on maps and a globe (ACHGK001)	✓	
	The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)	✓	✓
	The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)	✓	✓
	The reasons why some places are special to people, and how they can be looked after (ACHGK004)		✓
Key Concepts for geographical understanding		**1**	**2**
Place	Places are parts of the earth's surface and can be described by location, shape boundaries, 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 range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.	✓	✓
Space	Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.	✓	✓
Scale	Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.	✓	✓
Geographical inquiry and skills		**1**	**2**
Observing, questioning and planning	Make observations about familiar places and pose questions about them (ACHGS001)	✓	✓
Collecting, recording, evaluating and representing	Record geographical data and information collected by observation (ACHGS002)	✓	✓
	Represent the location of features of a familiar place on pictorial maps and models (ACHGS003)	✓	
Interpreting, analysing and concluding	Draw conclusions based on discussions of observations (ACHGS004)	✓	✓
Communicating	Present information using everyday language to describe location and direction (ACHGS005)	✓	✓
Reflecting and responding	Reflect on their learning to suggest ways that they can look after a familiar place (ACHGS006)		✓

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
THE ARTS	**EYCG Imagining and responding** Children generate, represent and respond to ideas, experiences and possibilities by: • experimenting with materials and processes in a variety of creative, imaginative and innovative ways • discussing and responding to the qualities of their own and others' representations, experiences and artistic works.								
	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	
	Assessment Tasks	**Observations** **Reflection on own and others' performances**		**Following Instructions:** **Step by step instructions for drawing cartoon characters**		**Observations** **Reflection on own and others' performances**		**Observations** **Reflection on products created**	
HPE	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.								
	Health 0.5 HOUR	**I can do it!** In this unit, students: explore information about what makes them unique and their strengths and achievements. They participate in play.		**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.	
	Assessment	**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.							
		Assessment may gather evidence 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.		Assessment may gather evidence of the students ability to: • recognise how they are growing and changing • recognise actions that help them be healthy, safe and physically active		Assessment may gather evidence of the students ability to: • identify and describe the different emotions people experience • use personal and social skills to include others in a range of activities.		Assessment may gather evidence of the students ability to: • recognise actions that help them be safe • demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities	
	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.		**Animal dance/Swimming** In this unit students will explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. They will identify and describe how their body responds to movement.	
	Assessment	**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. Performances are observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance are made iteratively and recorded on observation records.							
		Assessment will gather evidence of the students ability to: • demonstrate, with guidance, practices to keep them safe in different activities • perform fundamental movement skills and solve movement challenges.		Assessment may gather evidence of the students ability to: • apply fundamental movement skills to send, control receive objects in different ways to solve movement challenges • apply rules and practices to keep themselves and others safe in physical activities • use personal and social skills to include others in a range of activities.		Assessment may gather evidence of the students ability to: • describe how their body responds to movement • use personal and social skills to be a good team member • demonstrate with guidance, practices to keep them safe in different activities.		Assessment may gather evidence of the students ability to: • describe how their body responds to movement • perform fundamental movement skills and solve movement challenges. • Demonstrate swimming skills and water safety	

Personal, Social and Community health		1	2	3	4
Being healthy, safe and active	Identify personal strengths (ACPPS001)	✓			
	Name parts of the body and describe how their body is growing and changing (ACPPS002)		✓		
	Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)				✓
Communicating and interacting for health and wellbeing	Practise personal and social skills to interact with and include others (ACPPS004)			✓	
	Identify and describe emotional responses people may experience in different situations (ACPPS005)	✓		✓	
Contributing to healthy and active communities	Identify actions that promote health, safety and wellbeing (ACPPS006)	✓	✓		✓
	Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)	✓			

Movement and Physical Activity		1	2	3	4
Moving our body	Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)	✓	✓	✓	✓
	Participate in games with and without equipment (ACPMP009)	✓	✓	✓	
Understanding Movement	Explore how regular physical activity keeps individuals healthy and well (ACPMP010)		✓	✓	✓
	Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)		✓	✓	✓
Learning through Movement	Cooperate with others when participating in physical activities (ACPMP012)		✓	✓	
	Test possible solutions to movement challenges through trial and error (ACPMP013)	✓	✓		
	Follow rules when participating in physical activities (ACPMP014)	✓	✓	✓	✓

Excursions				

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

YEAR 1 OVERVIEW

ENGLISH

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.

Unit 5 HOURS *Include daily writing using writing prompts*	**We Love Picture Books** Exploring and explaining stories	**Character Creations** Exploring features of characters	**Exploring poetry and cultural stories**	**It's a procedure**
	Exploring emotion in picture books 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. **Explaining how a story works** Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.	**Exploring characters in stories** 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**. **Examining the language of communication — questioning** Students listen to, read, view and interpret texts with animal characters to explore how they reflect **human qualities.**	**Engaging with poetry** 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. **Retelling cultural stories** Students listen to, read, view and interpret picture books and stories from different cultures.	**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. **Link:** Cooking Procedures – Home Ec Rooms/Home Ec 'buddies'
Assessment	**Responses to picture books** *Short answer questions* 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** *Written* Students create a character description using writing and images. *Character descriptions/labelling character- focus on adjectives, sequence of noun groups - (Rewrite criteria sheet)* **Create and present a character** *Oral* Students create an animal character to be included in a literary text, and discuss their choices in an interview. Link to the Arts	**Poem Recitation** *Oral* Students perform a recitation or reading of a poem for a familiar audience. **Retell of a cultural story** *Multimodal presentation* Students create and present a retell of a traditional or cultural story	**Digital Multimodal Procedures** *Poster/multimodal presentation* Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.
Reading 3 HOURS	Terms 1-4: ongoing • Oral Language • Phonological awareness • Soundwaves (Graphophonics) • Sight Words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	Letter/Sound Identification Sight Words PM Benchmark Magic 100, 200, ….Words	Letter/Sound Identification Sight Words PM Benchmark	Sight Words PM Benchmark	Sight Words PM Benchmark

English		Year 1	1	2	3	4
Language	Language variation and change	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)		✓		
	Language for interaction	Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)	✓	✓	✓	
		Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)			✓	✓
		Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	✓			✓
	Text structure and organisation	Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	✓	✓	✓	✓
		Understand patterns of repetition and contrast in simple texts (ACELA1448)	✓	✓		✓
		Recognise 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 (ACELA1449)	✓	✓	✓	✓
		Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)	✓	✓	✓	✓
	Expressing and developing ideas	Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)	✓	✓	✓	✓
		Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	✓	✓	✓	✓
		Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)	✓	✓	✓	✓
		Understand the use of 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 (ACELA1454)	✓	✓	✓	✓
		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 (ACELA1778)	✓	✓	✓	✓
	Sound and Letter Knowledge	Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)	✓	✓	✓	✓
		Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)	✓	✓	✓	✓
		Recognise sound letter — matches including common vowel and consonant digraphs and consonant blends (ACELA1458)	✓	✓	✓	✓
		Understand the variability of sound — letter matches (ACELA1459)	✓	✓	✓	✓

English		Year 1	1	2	3	4
Literacy	Literature and context	Discuss how authors create characters using language and images (ACELT1581)	✓	✓	✓	✓
	Responding to literature	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)	✓	✓		✓
		Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	✓	✓	✓	✓
	Examining literature	Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)	✓	✓	✓	✓
		Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)			✓	
	Creating literature	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	✓	✓	✓	✓
Literature	Texts in context	Respond to texts drawn from a range of cultures and experiences (ACELY1655)	✓	✓	✓	✓
	Interacting with others	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	✓	✓	✓	✓
		Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	✓	✓	✓	✓
		Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	✓	✓	✓	✓
	Interpreting, analysing, evaluating	Describe some differences between imaginative informative and persuasive texts (ACELY1658)	✓	✓	✓	✓
		Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)	✓	✓	✓	✓
		Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	✓	✓	✓	✓
	Creating texts	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	✓	✓	✓	✓
		Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	✓	✓	✓	✓
		Write using unjoined lower case and upper case letters (ACELY1663)	✓	✓	✓	✓
		Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	✓	✓	✓	✓

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.							
	Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of							
5 HOURS	• **Number and place value** — sequence numbers, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems • **Using units of measurement —** sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, sequence events according to durations, investigate length, compare lengths using direct comparisons, investigate indirect comparison, informally measure lengths using uniform informal units.	• **Number and place value** — sequence numbers, represent and record the twos number sequence, investigate doubles, partition and create representations for ten, show partitioning and standard partitioning of 'teen' numbers, represent, position and locate 'teen' numbers, represent and solve simple addition and subtraction problems, investigate commutativity • **Data representation and interpretation** — gather data (by asking suitable questions), record data in a list and table, display data (sorting, stacking or by pictorial representation), describe displays • **Chance** — identify outcomes of familiar events that involve chance, describe events as 'will happen', 'won't happen' or 'might happen'	• **Patterns and algebra** — investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence • **Number and place value** — represent and record the tens number sequence, represent two-digit numbers, standard partitioning of two-digit numbers, investigate equality, represent, record and solve simple addition and subtraction problems • **Location and transformation** — explore and identify location, investigate position, direction and movement, interpret directions • **Fractions and decimals** — investigate wholes and halves • Using units of measurement — explore and telling time to the hour.	• **Shape** — Investigate the features three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects • **Number and place value** — Identify addition problems, applying addition strategies, recording subtraction, represent multiples of ten, compare and order numbers, partition two-digit numbers, partitioning to make equal parts, representing and recording counting sequences, describing number patterns • **Money and financial mathematics**—explore features of Australian coins	• **Number and place value** — represent and record the fives number sequence, count collections, represent and record two-digit numbers, identify and describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record and solve simple addition and subtraction problems • **Fractions and decimals** — investigate wholes and halves • **Patterns and algebra** — recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence • **Using units of measurement** — compare, measure and record lengths and capacity.	• **Using units of measurement** - describe durations in time, tell time to the half hour • **Number and place value** - recall, represent and record the ones, twos, fives & tens number sequence, identify number patterns, count collections, represent & record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling & halving, positioning & locating numbers on linear representations, representing, recording & solving simple subtraction problems • **Money and financial mathematics** - recognise, describe, & order Australian coins according to their value • **Location and transformation** - give & follow directions, investigate position, direction and movement.	• **Fractions and decimals —** identify a half • **Number and place value —** count collections beyond 100, skip count in 1s, 2s, 5s & 10s, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position & locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10,identify related addition & subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition & subtraction, solve addition & subtraction problems • **Data representation and interpretation** — ask suitable questions to collect data, gather & organise data • **Chance** — classify events based on chance.	• **Patterns and algebra** - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns • **Number and Place value** - use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown • **Using units of measurement** – compare and sequence familiar events in time • **Data representation and interpretation** – collect, organise and represent data
Assessment	**Monitoring tasks** **Spill and count** Students count to and from 100. **Longer and shorter** Students order shapes based o length using informal units.	**My favourite 'teen' number** *Observation* Students recognise, model, write and order numbers to 20 **Speed & Accuracy Test** **Mental Maths - Year 1 Term 1**	**Monitoring tasks** **Ten trains count** Students skip count in tens and describe number patterns formed by skip counting. **What shape or object am I?** **Secret object** *Observation* Students give and follow directions to familiar locations.	**Shape shakers** *Interview* Students describe and compare three-dimensional objects based on their obvious geometric features. **Pool Problems** *Observation/Interview* Students solve simple addition problems. **Speed & Accuracy Test** **Mental Maths - Year 1 Term 2**	**Book display** *Interview* Students order objects based on length using uniform informal units. **Pantry puzzle** *Interview* Students measure and compare the lengths and capacities of two pairs of objects using uniform informal units.	**Monitoring tasks** **Exploring giving and following directions** Students use the language of direction to move from place to place. **On time** *Interview* Students explain time durations and tell time to the half hour. **A handful of beans** *Interview* Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100 and locate numbers on a number line. **Speed & Accuracy Test** **Mental Maths - Year 1 Term 3**	**Monitoring tasks** **Half a strip of paper** Students partition a whole into halves and identify halves of a whole. **Recognising coins** **Will it? Won't it? Might it?** *Observation* Students classify outcomes of simple familiar events. **Cool calculations** *Interview* Students carry out simple addition and subtraction.	**Favourites** *Portfolio* Students collect data by asking questions, draw simple data displays and describe data displays. **Number mathematical guided inquiry** *Portfolio* Students use strategies to reason and solve inquiry questions. **Speed & Accuracy Test** **Mental Maths - Year 1 Term 4**

Number and Algebra		1	2	3	4	5	6	7	8
Number and place value	Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)	✓	✓	✓	✓	✓	✓	✓	✓
	Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)	✓	✓	✓	✓	✓	✓	✓	✓
	Count collections to 100 by partitioning numbers using place value (ACMNA014)	✓	✓	✓	✓	✓	✓	✓	✓
	Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)	✓	✓	✓	✓	✓	✓	✓	✓
Fractions and decimals	Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)			✓	✓	✓		✓	
Money and financial mathematics	Recognise, describe and order Australian coins according to their value (ACMNA017)				✓		✓		
Patterns and algebra	Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)	✓	✓	✓	✓	✓	✓	✓	✓

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)	✓				✓			
	Tell time to the half-hour (ACMMG020)			✓			✓		
	Describe duration using months, weeks, days and hours (ACMMG021)	✓		✓			✓		✓
Shape	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)				✓				
Location & transformation	Give and follow directions to familiar locations (ACMMG023)			✓			✓		
Statistics and Probability		1	2	3	4	5	6	7	8
Chance	Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)		✓					✓	
Data representation and interpretation	Choose simple questions and gather responses (ACMSP262)		✓					✓	
	Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)		✓					✓	

SCIENCE

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

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

	Biological sciences Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211)	**Chemical sciences** Everyday materials can be physically changed in a variety of ways (ACSSU018)	**Earth and space sciences** Observable changes occur in the sky and landscape (ACSSU019)	**Physical sciences** Light and sound are produced by a range of sources and can be sensed (ACSSU020)
I HOUR	**Living adventure** Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.	**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.
Primary Connections Unit	***Schoolyard safari (ACSSU017/211)*** *Living things have a variety of external features.* *Living things live in different places where their needs are met.*	***Spot the difference (ACSSU018)*** *Everyday materials can be physically changed in a variety of ways.*	***Up, down and all around (ACSSU019)*** *Observable changes occur in the sky and landscape.*	***Look! Listen! (ACSSU020)*** *Light and sound are produced by a range of sources and can be sensed.*
Assessment	**Collection of student work Portfolio** 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. The collection of work includes: • notes of conversations with and between children • anecdotal records (for example spoken/signed class discussions, play, oral presentations) • personalised checklists with comments • images or recordings — photographs, video or audio recordings • objects or artefacts that children develop or make (for example, drawings, models and labels) • notes of discussions with other partners • observations of oral questioning • science journal.			
	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/Portfolio** 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.

Science understanding		1	2	3	4
Biological sciences	Living things have a variety of external features (ACSSU017)	✓			
	Living things live in different places where their needs are met (ACSSU211)	✓			
Chemical sciences	Everyday materials can be physically changed in a variety of ways (ACSSU018)		✓		
Earth and space sciences	Observable changes occur in the sky and landscape (ACSSU019)			✓	
Physical sciences	Light and sound are produced by a range of sources and can be sensed (ACSSU020)				✓
Science as a human endeavour		**1**	**2**	**3**	**4**
Nature and development of science	**Science involves asking questions about, and describing changes in, objects and events (ACSHE021)**	✓	✓	✓	✓
Use and influence of science	**People use science in their daily lives, including when caring for their environment and living things (ACSHE022)**	✓	✓	✓	✓

Science inquiry skills		1	2	3	4
Questioning and predicting	Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024)	✓	✓	✓	✓
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 (ACSIS025)	✓	✓	✓	✓
	Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026)	✓	✓	✓	✓
Processing and analysing data and information	Use a range of methods to sort information, including drawings and provided tables (ACSIS027)	✓	✓	✓	✓
	Through discussion, compare observations with predictions (ACSIS212)	✓	✓	✓	✓
Evaluating	Compare observations with those of others (ACSIS213)	✓	✓	✓	✓
Communicating	Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029)	✓	✓	✓	✓

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

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

HISTORY/GEOGRAPHY

	HISTORY		GEOGRAPHY	
	By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.		By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places. Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.	
1 HOUR	**Unit 1 – At this moment in time** **Inquiry Question/s:** • How do we describe the sequence of time? **In this unit, students:** • understand concepts and terms used to describe the passing 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 special older people.	**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 purpose	**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 (Resources – videos) http://www.abc.net.au/rn/legacy/features/sharingourstories/
Assessment	**Time capsule box** *Collection of work* The purpose of this assessment is to describe significant personal and family events sequenced on a timeline.	**Exploring daily life** *Guided research* Family Tree The purpose of this technique is to assess students' abilities to pose questions about daily life in the past and then relate a story explaining aspects that have changed and remained the same.	**Collection of work** *Multi-modal* 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** *Oral* 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		1	2
Present and Past Family Life	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)		✓
	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 (ACHHK029)	✓	
	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)		✓
Historical Understandings	The key concepts of historical understanding are:	1	2
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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓
Empathy	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.		✓
Significance	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.	✓	
Historical Skills		1	2
Chronology, terms and concepts	Sequence familiar objects and events (ACHHS031)	✓	
	Distinguish between the past, present and future (ACHHS032)	✓	✓
Historical questions and research	Pose questions about the past using sources provided (ACHHS033)	✓	✓
Analysis and use of sources	Explore a range of sources about the past (ACHHS034)	✓	✓
	Identify and compare features of objects from the past and present (ACHHS035)	✓	✓
Perspectives and interpretations	Explore a point of view (ACHHS036)	✓	✓
Explanation and communication	Develop a narrative about the past. (ACHHS037)	✓	✓
	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)	✓	✓

Geographical Knowledge and Understanding		1	2
Places have distinctive features	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)	✓	✓
	The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)		✓
	The ways the activities located in a place create its distinctive features (ACHGK007)	✓	
	The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)	✓	
Geographical inquiry and skills		1	2
Observing, questioning and planning	Pose questions about familiar and unfamiliar places (ACHGS007)	✓	✓
Collecting, recording, evaluating and representing	Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)	✓	✓
	Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)	✓	
Interpreting, analysing and concluding	Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010)	✓	✓
Communicating	Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011)		✓
Reflecting and responding	Reflect on their learning and suggest responses to their findings (ACHGS012)	✓	✓

		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
HPE	**1 HOUR**	Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases. • Gross 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 • Percussive 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		Visual Art 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 tone and variation. • Line is used to suggest movement and direction. • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. • Texture is used to create variation and repetition.		Drama involves using dramatic elements and conventions 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. • (Links to English)		Media involves constructing 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 crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. • (Links to English: Creating Digital Text) Photography Unit	
	Visual Arts	**Colour** Warm and Cool colours Primary and Secondary colours Link to Sound Waves – actions/dance		**Line & Texture** Design and Create creature Cartoon Characters		**Dramatic Performance** Observation Interpretation of characters		**Photographic images** Checklist of skills - crop, print, record/capture and sequence images, inclusion of sounds and words Quality of images created	
	Other Strands			**Drama**: based on English Texts: Giraffes Can't Dance, Crunch the Crocodile.				**Media**: procedural text	
HPE	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, safe 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 0.5 HOUR	**Unit 1 – A little independence** In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.		**Unit 2 – Good choices, healthy me** In this unit students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe actions that keep themselves and others healthy in different situations.		**Unit 3 – We all belong** In this unit, students explore the need for belonging and how people meet this need. Identify who helps meet the need and how to include others in activities. Identify the reasons why people are included and why they are not included and describe the social changes that occur in year 1 and develop skills to get along with other people.		**Unit 4 – Emot-icons** In this unit, students identify their strengths and achievements and examine that each individual is different. Children explore their uniqueness and emotions and how to express them appropriately.	
	Assessment	**Collection of work:** Students 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.							
		Assessment may gather evidence of the students ability to: • describe changes that occur as they grow older • recognise diversity and how it contributes to identities		The assessment will gather evidence of the student's ability to: examine messages related to health decisions and describe actions that help keep themselves and others healthy		The assessment will gather evidence of the student's ability to: • recognise diversity and how it contributes to identities • recognise how emotional responses impact on other's feelings		The assessment will gather evidence of the student's ability to: • recognise how emotional responses impact on others feelings • select and apply strategies to keep themselves healthy and safe and able to ask for help with tasks and problems.	
	PE 1 HOUR	**Unit 1 – Let's get moving/Swimming/Cross Country** 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.		**Unit 2 – I'm a 'balliever'/Athletics** In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.		**Unit 3 – Catch that…….** In this unit, students will develop their fundamental movement skills while completing activities with a variety of balls and challenges within groups of varying sizes.		**Unit 4 – Animal dance/Swimming (5 Weeks)** In this unit students will explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. They will identify and describe how their body responds to movement. Students will participate in a variety of water activities to improve confidence, skills and safety.	
	Assessment	**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. 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.							
		The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges		The assessment will gather evidence of the student's ability to: • identify how the body reacts to different physical activities • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges		The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges		The assessment will gather evidence of the student's ability to: • identify how the body reacts to different physical activities • demonstrate fundamental movement skills in different movement situations • perform movement sequences that incorporate the elements of movement. • demonstrate swimming skills and water safety	

Personal, Social and Community health		1	2	3	4
Being healthy, safe and active	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	✓			✓
	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	✓		✓	
	Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)				✓
	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)		✓		
Communicating and interacting for health and wellbeing	Describe ways to include others to make them feel that they belong (ACPPS019)			✓	
	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)				✓
Contributing to healthy and active communities	Examine health messages and how they relate to health decisions and behaviours (ACPPS021)		✓		
	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)		✓		
	Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)		✓		
	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	✓		✓	

Movement and Physical Activity		1	2	3	4
Moving our body	Perform fundamental movement skills in different movement situations (ACPMP025)	✓	✓	✓	✓
	Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)				✓
	Create and participate in games (ACPMP027)		✓	✓	
Understanding Movement	Discuss the body's reactions to participating in physical activities (ACPMP028)		✓		✓
	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)				✓
Learning through Movement	Use strategies to work in group situations when participating in physical activities (ACPMP030)	✓		✓	
	Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)	✓	✓	✓	
	Identify rules and play fairly when participating in physical activities (ACPMP032)	✓		✓	

EXCURSIONS				

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

YEAR 2 OVERVIEW

ENGLISH

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 phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. 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 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 unjoined upper- and lower-case letters.

Unit 5 HOURS **Text/s**	**What do stories tell us?** Exploring narratives **Reading, writing and performing poetry** Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience. **Stories of families and friends** Students will explore texts to analyse **how stories convey a message** about issues that relate to families and friends.		**Characters, Characters!** Exploring characters in texts **Identifying stereotypes** Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts. **Responding persuasively to narratives** Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story.		**More than stories** Exploring informative text **Exploring Procedural Text** Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. **Exploring informative texts** Students read, view and listen to a range of stories to create an informative text about an event in a literary text.		**What Happens Next?** Exploring plot in narratives **Exploring plot and characterisation in stories** Students explore a variety of stories, to explore how stories use plot and characterisation to entertain and engage an audience. **Exploring narrative texts** Students read, view and listen to a range of stories from other cultures.	
	C2C Unit 1	**C2C Unit 2**	**C2C Unit 3**	**C2C Unit 4**	**C2C Unit 5**	**C2C Unit 6**	**C2C Unit 7**	**C2C Unit 8**
Reading 3 HOURS	Terms 1-4: ongoing • Oral Language • Phonological awareness • Soundwaves (Graphophonics) • Sight Words • Guided Reading (Reading Club)	Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning	Skimming Scanning Determining Importance Summarising/Paraphrasing				
Assessment	**Playing with verse** *Oral* Students create and present a reconstruction of a poem to a familiar audience.	**Writing an imaginative retell** *Written* Students create an imaginative retell about a character from a familiar picture book.	**Written and spoken presentation** *Written/oral* Students create and present to an audience of peers an alternative description of a stereotypical character.	**Persuasive Response** Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.	**Create a procedure** Students create, rehearse and present a procedure in front of their peers.	**Writing an informative text** *Written* Students create an informative text from a narrative text.	**Written narrative** *Written* Students write an imaginative event to add to a familiar narrative (*The* Gruffalo) and support the event with appropriate images that match the text.	**Written retell (narrative recount)** *Written* Students create a written retell of an event in the life of a person or character from one of the stories studied, and then **present a performance of the retell** to an audience of peers.(Link to Arts)
Diagnostic Assessment	Sight Words Weekly Spelling Test	PM Benchmarks Weekly Spelling Test	Sight Words Weekly Spelling Test	PM Benchmarks Weekly Spelling Test	Sight Words PAT-R Weekly Spelling Test	PM Benchmarks Weekly Spelling Test	Sight Words Weekly Spelling Test	PM Benchmarks Weekly Spelling Test

Language		1	2	3	4
Language variation and change	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	✓	✓		
Language for interaction	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)	✓			
	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	✓	✓		✓
Text structure and organisation	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	✓	✓	✓	✓
	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)	✓	✓	✓	✓
	Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)	✓	✓	✓	✓
	Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)	✓	✓	✓	✓
Expressing and developing ideas	Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)	✓	✓		✓
	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	✓	✓	✓	✓
	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	✓	✓		✓
	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	✓	✓	✓	✓
	Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)	✓	✓	✓	✓
	Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)	✓	✓	✓	✓
Sound and letter knowledge	Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)	✓	✓	✓	✓
Literature		**1**	**2**	**3**	**4**
Literature and context	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	✓	✓	✓	✓
Responding to literature	Compare opinions about characters, events and settings in and between texts (ACELT1589)	✓	✓	✓	✓
	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	✓	✓	✓	✓

Literature continued		1	2	3	4
Examining literature	Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)	✓	✓	✓	✓
	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	✓			
Creating literature	Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	✓	✓	✓	✓
Literacy		**1**	**2**	**3**	**4**
Texts in context	Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	✓	✓	✓	✓
Interacting with others	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)	✓	✓	✓	✓
	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	✓	✓	✓	✓
	Rehearse and deliver short presentations on familiar and new topics (ACELY1667)	✓	✓	✓	✓
Interpreting, analysing, evaluating	Identify the audience of imaginative, informative and persuasive texts (ACELY1668)	✓	✓	✓	✓
	Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)	✓	✓	✓	✓
	Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)	✓	✓	✓	✓
Creating texts	Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	✓	✓	✓	✓
	Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	✓	✓	✓	✓
	Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)	✓	✓	✓	✓
	Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	✓	✓	✓	✓

MATHEMATICS

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell 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 to create lists, tables and picture graphs.							
5 HOURS	• **Number and place value** -recall the ones counting sequence, investigate the 2s, 5s and 10s number sequences, represent two-digit numbers, show standard and non-standard place value partitioning, represent addition and subtraction, use part-part-whole reasoning to solve problems, add and subtract 2-digit numbers (without bridging) • **Using units of measurement** - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, Measure lengths using informal units	• **Number and place value** - represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add and subtract 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems • **Data representation and interpretation** -collect simple data e.g. sort and count, observe events, ask questions, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations • **Chance** -identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible	• **Shape** -recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes, identify 3D objects and describe the features of familiar 3D objects. • **Number and place value** - represent two-digit numbers, read and write two-digit numbers, partition two-digit numbers into place value parts, partition smaller numbers, and explore the 3s counting sequence. • **Patterns and algebra** -infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • **Fractions and decimals** - describe fractions as equal portions or shares, represent halves and quarters of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, fourths and eighths, and solve simple number problems involving halves, fourths and eighths • **Using units of measurement**- use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour.	• **Number and place value** - recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition & subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping & sharing problems • **Location and transformation** -interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest • **Money and financial mathematics** -describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins & notes • **Using units of measurement -**cover surfaces to represent area, compare area of shapes & surfaces, measure area with informal units.	• **Number and place value** - Investigating numbers beyond 100, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction facts, add and subtract with two-digit numbers • **Fractions and decimals** - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems • **Using units of measurement** -compare and order objects, and measure length, area and capacity using informal units • **Location and transformation** -describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.	• **Number and place value** -count to & from 1000, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition number facts, identify related addition & subtraction number facts, add & subtract with 2-digit numbers, count large collections • **Money and financial mathematics** -count collections of coins & notes, make money amounts, read & write money amounts, compare money amounts • **Using units of measurement** - identify purposes for calendars, explore seasons & calendars • **Shape** -identify & describe polygons, identify & describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment	• **Data representation and interpretation** - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • **Chance** - explore the language of chance, make predictions based on data displays • **Number and place value** - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division • **Patterns and algebra** - describe number patterns, identify missing elements in number patterns identify and describe patterns created by skip counting, investigate features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction • **Using units of measurement** - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute.	• **Location and transformation** -identify half and quarter turns, represent flips and slides, interpret simple maps • **Using units of measurement** - tell time to the quarter hour, directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute • **Shape** -draw two-dimensional shapes, describe three-dimensional objects • **Fractions and decimals** - identify halves, quarter and eights of shapes and collections • **Number and place value** - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.
Assessment	**Monitoring tasks:** • Counting capers • Describing outcomes of everyday events **Assessment Tasks:** • **Adding and** subtracting numbers • In the toy shop window **Speed & Accuracy Test** **Mental Maths - Year 2 Term 1**		**Monitoring tasks** • Identifying and describing patterns. Understanding time • Interpreting simple maps of familiar locations **Assessment Tasks:** • Adding and subtracting numbers • Chance and location mathematical guided inquiries **Speed & Accuracy Test** **Mental Maths - Year 2 Term 2**		**Monitoring tasks** • Exploring strategies for counting **Assessment Tasks:** • Compare them! Order them! • Secret number • Money and calendars **Speed & Accuracy Test** **Mental Maths - Year 2 Term 3** **PAT M**		**Assessment Tasks:** • Representing data and chance • Solving number problems *Short* **Assessment Tasks:** • Times, flips and slides • Location and transformation mathematical guided inquiry **Speed & Accuracy Test** **Mental Maths - Year 2 Term 4**	

Number and Algebra		1	2	3	4	5	6	7	8
Number and place value	Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)	✓	✓	✓	✓	✓	✓	✓	✓
	Recognise, model, represent and order numbers to at least 1000 (ACMNA027)	✓	✓	✓	✓	✓	✓	✓	✓
	Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)	✓	✓	✓	✓	✓	✓	✓	✓
	Explore the connection between addition and subtraction (ACMNA029)	✓	✓	✓	✓	✓	✓	✓	
	Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)	✓	✓	✓	✓	✓	✓	✓	✓
	Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)		✓	✓	✓	✓	✓	✓	✓
	Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)		✓	✓	✓	✓	✓	✓	✓
Fractions and decimals	Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)			✓		✓			✓
Money and financial math	Count and order small collections of Australian coins and notes according to their value (ACMNA034)				✓		✓		✓
Patterns and algebra	Describe patterns with numbers and identify missing elements (ACMNA035)	✓	✓	✓	✓	✓	✓	✓	✓
	Solve problems by using number sentences for addition or subtraction (ACMNA036)	✓	✓	✓	✓	✓	✓	✓	✓

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)	✓			✓	✓		✓	✓
	Compare masses of objects using balance scales (ACMMG038)							✓	
	Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)				✓	✓	✓	✓	✓
	Name and order months and seasons (ACMMG040)	✓					✓		
	Use a calendar to identify the date and determine the number of days in each month (ACMMG041)	✓			✓		✓		✓
Shape	Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)			✓	✓		✓		✓
	Describe the features of three-dimensional objects (ACMMG043)			✓			✓		
Location and transformation	Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)			✓					✓
	Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045)					✓			✓
	Identify and describe half and quarter turns (ACMMG046)					✓			✓
Statistics and Probability									
Chance	Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)		✓					✓	
Data representation and interpretation	Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)		✓					✓	
	Collect, check and classify data (ACMSP049)		✓					✓	
	Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)		✓					✓	

SCIENCE

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
	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.							
	Earth and space sciences Earth's resources, including water, are used in a variety of ways (ACSSU032)		**Chemical sciences** A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)		**Physical sciences** A push or a pull affects how an object moves or changes shape (ACSSU033)		**Biological sciences** Living things grow, change and have offspring similar to themselves (ACSSU030)	
I HOUR	**Unit 4: Save planet Earth** Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students will learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.		**Unit 1: Mix, make and use** Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about and describing changes to familiar objects and materials. They will describe changes made to materials when combining them to make an object which has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.		**Unit 2: Toy factory** Students understand how a push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain how pushes and pulls can be used to change the movement of a toy or object they create.		**Unit 3: Good to grow** Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. They consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment. They observe a class animal and plant and conduct other investigations, responding to questions and making predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	
Primary Connections Unit	***Water works (ACSSU032)*** *Earth's resources, including water, are used in a variety of ways.*		***All mixed up (ACSSU031)*** *Different materials can be combined, including by mixing, for a particular purpose.*		***Push-pull (ACSSU033)*** *A push or pull affects how an object moves or changes shape.*		***Watch it grow (ACSSU030)*** *Living things grow, change and have offspring similar to themselves.*	
Assessment	**Collection of Student Work: Earth's Resources Portfolio** Student's identify and discuss the variety of Earth's resources and describe how they can be conserved.		**Collection of Student Work: Mis, Make & Use Portfolio** Students investigate the combination of materials used to make an object for a particular purpose.		**Collection of Student Work: Toy Factory Portfolio** Students will investigate how pushes and pulls can affect shape movement and direction of an object, and communicate findings based on their observations.		**Collection of Student Work: Toy Factory Portfolio** Students describe, compare and communicate changes to a living thing as it grows.	

Science understanding		T1	T2	T3	T4
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 as a human endeavour		**T1**	**T2**	**T3**	**T4**
Nature and development of science	Science involves asking questions about, and describing changes in, objects and events (ACSHE034)	✓	✓	✓	✓
Use and influence of science	People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	✓	✓	✓	✓

Science inquiry skills		T1	T2	T3	T4
Questioning and predicting	Respond to and pose questions, and make predictions about familiar objects and events (ACSIS037)	✓	✓	✓	✓
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 (ACSIS038)	✓	✓	✓	✓
	Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS039)	✓	✓	✓	✓
Processing and analysing data and information	Use a range of methods to sort information, including drawings and provided tables (ACSIS040)	✓	✓	✓	✓
	Through discussion, compare observations with predictions (ACSIS214)	✓	✓	✓	✓
Evaluating	Compare observations with those of others (ACSIS041)	✓	✓	✓	✓
Communicating	Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS042)	✓	✓	✓	✓

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

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

HISTORY

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 describe a person, 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.

GEOGRAPHY

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students identify the influence of location and distance on people's connections to places and recognise that the world can be divided into major geographical divisions. They explain why places are important to people. Students pose questions about familiar and unfamiliar places and collect information to answer these questions. They represent data and the location of places and their features in tables, plans and labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

1 HOUR

UNIT 1 – EXPLORING THE IMPACT OF CHANGING TECHNOLOGY ON PEOPLE'S LIVES
Inquiry question/s:
- How have changes in technology shaped our daily life?

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 ways technology has impacted on peoples' lives making them different from those of previous generations.
-

UNIT 2 – EXPLORING MY LOCAL COMMUNITY
Inquiry questions:
- 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?

(Study of Murgon Dairy Museum)
In this unit, students:
- appreciate that history involves the study of the remains of the past
- examine the remains of the past in the local area through a focus on an historical site and/or a significant person
- investigate a person and/or site of significance in the local community
- ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal people and Torres Strait Islander peoples
- sequence key events in the history of the historical site and/or person over time
- discuss why a historical site and/or person has heritage value or is significant
- present a report on a person and/or site of significance to the local community.

UNIT 1 – WHAT IS THE STORY OF MY PLACE?
Inquiry question:
What is a place?
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 maps 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

UNIT 2 – HOW ARE PEOPLE AND PLACES CONNECTED?
Inquiry questions:
How are people connected to their place and other places?
What factors affect my connection to places?
In this unit, students:
- draw on studies local places within Australia and other places throughout the world
- understand that a place is connected to other places, and people are connected to their place and places throughout the world
- understand connection between places throughout the world are affected by distance and accessibility
- pose questions about the connections between places using the stems of 'what do I feel', 'what would it be like to' or 'what effect'
- collect and record geographical data and information to identify the ways and frequency of people's connections to other places in Australia, the countries of Asia, and across the world, and record
- collect and record geographical data and information to identify reasons for people's connection to other places and its maintenance
- compare the influence of purpose, distance and accessibility on connections between people and places over time
- respond with ideas on how connections with a place often enable higher levels of care for a place

Assessment

Collection of work - *Annotated timeline and description (written/digital)*
Students create an annotated timeline of key developments in a form of technology used in daily life over time, identifying change and continuity in its lifespan.

Collection of Work & Research
Students follow 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.

Collection of work *(Multi-modal)*
Students use geographical methods to represent and communicate the location and features of places

Guided research *(Multimodal or oral)*
Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.

HISTORY/GEOGRAPHY

Historical Knowledge		1	2
The Past in the Present	The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)		✓
	The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)		✓
	The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)	✓	
Historical Understandings[I] The key concepts of historical understanding are:		**1**	**2**
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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓
Empathy	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.	✓	✓
Significance	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.	✓	✓
Historical Skills		**1**	**2**
Chronology, terms and concepts	Sequence familiar objects and events (ACHHS047)	✓	✓
	Distinguish between the past, present and future (ACHHS048)	✓	✓
Historical questions & research	Pose questions about the past using sources provided (ACHHS049)	✓	✓
Analysis and use of sources	Explore a range of sources about the past. (ACHHS050)	✓	✓
	Identify and compare features of objects from the past and present (ACHHS051)	✓	
Perspectives & interpretations	Explore a point of view (ACHHS052)	✓	✓
Explanation and communication	Develop a narrative about the past (ACHHS053)	✓	✓
	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)	✓	✓

Geographical Knowledge and Understanding		1	2
People are connected to many places	The location of the major geographical divisions of the world in relation to Australia (ACHGK009)	✓	
	The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)		
	The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)		✓
	The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)		✓
	The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)		✓
Geographical inquiry and skills		**1**	**2**
Observing, questioning and planning	Pose geographical questions about familiar and unfamiliar places (ACHGS013)		✓
Collecting, recording, evaluating and representing	Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)	✓	✓
	Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015)	✓	
Interpreting, analysing and concluding	Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016)	✓	
Communicating	Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)	✓	✓
Reflecting & responding	Reflect on their learning and suggest responses to their findings (ACHGS018)		✓

THE ARTS

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
1 HOURS	Visual Art 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 tone and variation. • Line is used to suggest movement and direction. • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. • Texture is used to create variation and repetition.		Drama involves using dramatic elements and conventions 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. (Links to English)		Media involves constructing 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 crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. • (Links to English: Creating Digital Text)		Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases. • Gross 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 • Percussive 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	**Texture:** Collage of a character .(Link to English) **Line:** Monoprints (Narelle Oliver)		Puppet Plays		Compare and Contrast Australian Art/Indigenous Art		**Drama:** students use dramatic conventions to explore characters and characterisation in stories and **present a performance of the retell** to an audience of peers.(Link to English)	
			Drama: Our Special Place **http://www.qcaa.qld.edu.au/els-arts-drama.html**					

HPE

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, safe 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 **0.5 HOUR**	**Unit 1 – My classroom is healthy , safe and fun** In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in their classroom.	**Unit 2 – Our culture** In this unit students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences.	**Unit 3 – Stay safe** In this unit, students identify safe and unsafe situations for children such as personal safety, taking medicines, water and sun safety. They identify people in their lives that would help to keep them safe in personal situations.	**Unit 4 – Advertising targets** In this unit, students health messages which are targeting their age group such as advertising –sun and water safety, food. They identify the products that are being sold and how they sell the products. Students identify slogans and create their own positive health message.
Assessment	**Research:** Students will complete an assignment. They will answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to: • describe actions that help keep themselves and others healthy and safe • select and apply strategies to keep themselves and others healthy and safe.	**Research:** Students will complete an assignment. They will read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity. The assessment will gather evidence of the student's ability to: • recognise diversity and how it contributes to cultures	**Collection of work:** Students 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. Students will view information about safe behaviours and be given scenarios to role play safe behaviours. The assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • select and apply strategies to keep themselves healthy safe and bale to ask for help with a task or problems.	**Research:** Students will complete an assignment. Students will examine the aspects of an advertisement to ascertain the health message and the emotional responses it evokes. The assessment will gather evidence of the student's ability to: • recognise how emotional responses impact on other's feelings • examine health messages related to health decisions.
PE **1 HOUR**	**Unit 1 – Let's get moving/Swimming** 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.	**Unit 2 – I'm a 'balliever'/Athletics** In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.	**Unit 3 – Catch that…….** In this unit, students will develop their fundamental movement skills while completing activities with a variety of balls and challenges within groups of varying sizes.	**Unit 4 – Animal dance/Swimming (5 Weeks)** In this unit students will explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. They will identify and describe how their body responds to movement. Students will participate in a variety of water activities to improve confidence, skills and safety.
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in different movement situations • perform movement sequences that incorporate the elements of movement.	The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	The assessment will gather evidence of the student's ability to: • identify how the body reacts to different physical activities. • perform movement sequences that incorporate the elements of movement	The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges

Personal, Social and Community health		1	2	3	4
Being healthy, safe and active	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)		✓		
	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)		✓		
	Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)	✓		✓	
	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	✓		✓	✓
Communicating and interacting for health and wellbeing	Describe ways to include others to make them feel that they belong (ACPPS019)		✓	✓	
	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)				✓
	Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	✓			✓
Contributing to healthy and active communities	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	✓		✓	
	Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)	✓			
	Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)		✓		

Movement and Physical Activity		1	2	3	4
Moving our body	Perform fundamental movement skills in different movement situations (ACPMP025)	✓	✓	✓	✓
	Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)			✓	
	Create and participate in games (ACPMP027)		✓	✓	✓
Understanding Movement	Discuss the body's reactions to participating in physical activities (ACPMP028)			✓	
	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)	✓		✓	
Learning through Movement	Use strategies to work in group situations when participating in physical activities (ACPMP030)		✓		✓
	Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)		✓		✓
	Identify rules and play fairly when participating in physical activities (ACPMP032)	✓			✓

Excursions				

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

YEAR 3 OVERVIEW

ENGLISH

By the end of Year 3, students understand how content 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 connecting ideas 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 to express and develop in some detail experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and 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.

	There's a Wallaby at the Bottom of my Garden Persuasion + Investigating characters and events in narrative	**Persuade Me!** Exploring persuasive text	**Imagine That!** Examining imaginative text	**Letters and Poems/Imagination** Engaging with letters and poetry
Unit 5 HOURS	**Investigating characters** Students listen to, view and read **There's a Wallaby at the Bottom of my Garden** to explore authors' use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in the novel. Persuasive – Election of class representatives – Why Should I Vote For You? **Exploring personal experiences through events** Students continue to explore books with a focus on an ethical situation. They make inferences about characters' feelings and use comprehension strategies to answer questions about the text.	**Analysing and creating a persuasive text** Students read, view and analyse persuasive texts, exploring text structure and language features. In a monitoring task students will write a series of short written persuasive texts and be able to justify arguments. **Reading, responding to and writing people's stories** Students listen to, read, view, write and create a range of informative and imaginative texts.	**Examining stories from different perspectives** Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives **Examining imaginative texts** Students listen to, read, 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.	**Reading, responding to and writing people's stories** Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters. **Engaging with poetry** Students listen to, read, view and adapt poems. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning.
Text/s	**There's a Wallaby at the Bottom of my Garden** Jackie French (Senior Australian of the Year) – from picture books to age appropriate novels Diary of Wombat, Wombat Goes to School, Pete the Sheep, Josephine Wants to Dance, Animal Rescue Series, Hairy Charlie and the Frog, ANZAC A Day to Remember, The Donkey who Carried the Wounded.	*Fantastic Mr Fox by Roald Dahl* *ANZAC Stories + Non Fiction titles* *Variety of informative and imaginative texts including Charlotte's Web*	Tiddalick the Frog The Lorax Kumiko & the Dragon A&TSI Stories	*Jolly Postman's Letters* http://www.readwritethink.org/classroom-resources/lesson-plans/genre-study-letters-with-322.html?tab=4 *Poetry Lesson Poetry Ideas* Mary Gilmore ABC Book of Australian Poetry
Assessment	• Compose and present an election speech • Narrative Written Based on themes and characters in the novel studied.	**Write a persuasive text** *Written* • Students write a multimodal persuasive letter about the school week being 4 days x 71/2 hours • Character Dialogue – create and present in groups of 2 or 3 (based on Fantastic Mr Fox) • Oral presentation of another's point of view eg a farmer	**Dialogue presentation** *Oral* Students create and present a spoken retell of a story from an alternative perspective. **Creating an Imaginative Text** *Written* Students create a multimodal imaginative text using images and language features.	**Writing Letters** *Written* 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.
Reading 3 HOURS	Terms 1-4: ongoing • Phonological awareness • Soundwaves (Graphophonics) • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing	Language choices in a variety of texts Developing criteria for establishing preference in literature Writing – paragraph use, editing, rereading	
Diagnostic Assessment	**SA Spelling Test** PM Benchmark Waddington	NAPLAN PM Benchmark Waddington	PAT-R PM Benchmark Waddington	SA Spelling Test PM Benchmark Waddington

Language		1	2	3	4
Language for interaction	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	✓	✓		
	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	✓	✓	✓	✓
Text structure and organisation	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)	✓	✓	✓	✓
	Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	✓	✓	✓	✓
	Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	✓	✓		✓
	Identify the features of online texts that enhance navigation (ACELA1790)	✓		✓	✓
Expressing and developing ideas	Understand that a clause is a U of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)	✓	✓	✓	✓
	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)	✓	✓	✓	✓
	Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)			✓	
	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)	✓	✓	✓	✓
	Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	✓	✓	✓	✓
	Recognise high frequency sight words (ACELA1486)	✓	✓	✓	✓
Literature		**1**	**2**	**3**	**4**
Literature and context	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	✓	✓	✓	✓
Responding to literature	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	✓	✓	✓	✓
	Develop criteria for establishing personal preferences for literature (ACELT1598)	✓	✓	✓	✓
Examining literature	Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	✓	✓	✓	✓
	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)			✓	✓
Creating literature	Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	✓	✓	✓	✓
	Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	✓	✓	✓	✓
Literacy		**1**	**2**	**3**	**4**
Texts in context	Identify the point of view in a text and suggest alternative points of view (ACELY1675)	✓	✓	✓	✓
Interacting with others	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	✓	✓	✓	✓
	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)	✓	✓	✓	✓
	Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)	✓	✓	✓	✓
Interpreting, analysing, evaluating	Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	✓	✓	✓	✓
	Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)	✓	✓	✓	✓
	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)	✓	✓	✓	✓
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)	✓	✓	✓	✓
	Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	✓	✓	✓	✓
	Write using joined letters that are clearly formed and consistent in size (ACELY1684)	✓	✓	✓	✓
	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	✓	✓	✓	✓

MATHEMATICS

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
	By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.							
	In these units students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of:							
5 HOURS	• **Number and place value** - count to 1000 and beyond, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard), match number representations, add and subtract 2-digit and 3-digit numbers • **Using units of measurement** - interpret and use a calendar, tell time to hour, ½ hour, ¼ past & to, measure length with non-standard units, represent a metre, measure with metres	• **Number and place value** - recall multiplication number facts and related division facts, represent multiplication and division, double 2-digit numbers, solve simple multiplication and division problems, recall addition number facts and related subtraction facts, add and subtract 2-digit and 3-digit numbers • **Data representation and interpretation** - collect data (by observing events, asking questions, conducting experiments), record data in lists and tables, display data as a picture or simple column graph, describe outcomes of data investigations • **Chance** - identify every day events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments • **Using units of measurement** - identify the need for standard units, represent one metre, measure in metres	• **Shape** - identify and describe the features of familiar three-dimensional objects, make models of 3D objects • **Number and place value** - represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers into place value parts, use place value to add & subtract numbers, consolidate familiar counting sequences, investigate odd & even numbers, recall multiplication number facts, represent multiplication & division, double & halve multiples of ten, solve simple problems involving multiplication & division. • **Patterns and algebra** - infer pattern rules from familiar number patterns, identify & continue additive number patterns, identify missing elements in number patterns • **Fractions and decimals** - describe fractions as equal portions or shares, represent halves, quarters & eighths of shapes & collections, represent thirds of shapes & collections, describe the connection between halves, fourths (quarters) & eighths, solve simple number problems involving fractions	• **Number and place value** – represent, compare and order 3-digit numbers, partition 3-digit numbers, investigate 1000, count to & beyond 1000, add & subtract 2-digit & 3-digit numbers, solve addition & subtraction word problems • **Location and transformation** - represent positions on a simple grid map, show full, half & quarter turns on a grid map, describe positions in relation to key features, represent movement & pathways on a simple grid map • **Money and financial mathematics** - count collections of coins & notes, make & match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.	• **Number and place value** - count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts • **Money and financial mathematics** - represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals • **Fractions and decimals** - represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths • **Geometric Reasoning** - identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non- symmetrical	• **Using units of measurement** - measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute • **Patterns and algebra** - identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction • **Number and place value** - recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract two-digit and three-digit numbers, add two-digit numbers using a written strategy.	• **Number and place value** - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems • **Fractions and decimals** - identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions • **Location and transformation** - represent symmetry, interpret simple maps and plans • **Data representation/interpretation** - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • **Chance** - explore language of chance, make predictions based on data displays	• **Geometric reasoning** - identify angles as measures of turn, compare angle sizes in everyday situations • **Shape** - make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces • **Money and financial mathematics** - represent money values in multiple ways, count the change required for simple transactions to the nearest five cents • **Using units of measurement** - measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute, investigate relation-ship between units of time • **Number** and place value - recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts
Assessment	**Monitoring tasks** • Number detective • Measuring length **Assessment Tasks** • **Conduct a chance experiment** *Short answer* Students collect and interpret data from a simple chance experiment • **Solving addition and subtraction problems** *Short answer questions* To identify and recognise the connection between additive concepts and solve problems using a range of strategies. **Checks of each area taught** **Speed & Accuracy Test** **Mental Maths - Year 3 Term 1**		**Monitoring tasks** • U3: Number patterns • U4: Recognising, representing and ordering 3-digit numbers **Assessment Tasks** • **Counting, comparing and partitioning numbers** *Short answer questions* Students will count, compare and partition numbers based on concepts associated with place value and to solve problems using place value understanding. • **Measurement/location - guided inquiry questions** *Written* Students use simple strategies to reason and solve inquiry questions. **Checks of each area taught** **Speed & Accuracy Test** **Mental Maths - Year 3 Term 2** **NAPLAN**		**Monitoring tasks** • U6: Investigating the relationship between units of time **Assessment Tasks** • **Money** *Short answer questions* Students demonstrate the ability to represent money combinations, select appropriate coins and notes and calculate change. • **Multiplication Fair** Students represent multiplication and solve multiplication problems using a range of strategies. • **Measurement scavenger hunt** Students measure objects using familiar metric units of length, mass and capacity. **Checks of each area taught** **Speed & Accuracy Test** **Mental Maths - Year 3 Term 3** **PAT M**		**Assessment Tasks** • **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* Students match positions on maps with given information. • **Making 3-dimensional models and recognising angles** *Assignment/Project* Students make models of 3-dimensional objects and recognise angles in real situations. **Checks of each area taught** **Speed & Accuracy Test** **Mental Maths - Year 3 Term 4**	
		Speed & Accuracy Test **Mental Maths - Year 3 Term 1**	NAPLAN	**Speed & Accuracy Test** **Mental Maths - Year 3 Term 2**		**Speed & Accuracy Test** **Mental Maths - Year 3 Term 3**		**Speed & Accuracy Test** **Mental Maths - Year 3 Term 4**

Number and Algebra ✓**Not in C2C, but added at Goomeri**		1	2	3	4	5	6	7	8
Number and place value	Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)	✓		✓		✓		✓	
	Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)	✓	✓	✓	✓	✓	✓	✓	✓
	Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)	✓	✓	✓	✓	✓	✓	✓	✓
	Recognise and explain the connection between addition and subtraction (ACMNA054)	✓	✓	✓	✓	✓	✓	✓	✓
	Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)	✓	✓	✓	✓	✓	✓	✓	✓
	Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)		✓	✓	✓	✓	✓	✓	✓
	Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)		✓	✓	✓	✓	✓	✓	✓
Fractions and decimals	Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole (ACMNA058)		✓	✓	✓	✓	✓	✓	✓
Money and financial math	Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)				✓	✓			✓
Patterns & Algebra	Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)	✓		✓			✓		✓

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)	✓					✓		✓
	Tell time to the minute and investigate the relationship between units of time (ACMMG062)	✓					✓		✓
Shape	Make models of three-dimensional objects and describe key features (ACMMG063)			✓				✓	✓
Location and transformation	Create and interpret simple grid maps to show position and pathways (ACMMG065)				✓			✓	
	Identify symmetry in the environment (ACMMG066)					✓		✓	✓
Geometric reasoning	Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)				✓				✓
Statistics and Probability		1	2	3	4	5	6	7	8
Chance	Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)		✓			✓		✓	
Data representation and interpretation	Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)		✓			✓		✓	
	Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)		✓			✓		✓	
	Interpret and compare data displays (ACMSP070)		✓			✓		✓	

SCIENCE

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

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

1.75 HOURS	**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 they can 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 formal measurements. Students will represent their data in tables and simple column graphs 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.
Assessment	***Feathers, fur or leaves? (ACSSU044)*** *Living things can be grouped on the basis of observable features and can be distinguished from non-living things.*	***Night and day (ACSSU048)*** *Earth's rotation on its axis causes regular changes, including night and day.*	***Heating up (ACSSU049)*** *Heat can be produced in many ways and can move from one object to another.*	***Melting moments (ACSSU046)*** *A change of state between solid and liquid can be caused by adding or removing heat.*
Primary Connections Unit	**Collection of Student Work -Science Journal Portfolio** Students investigate living and non-living things and communicate grouping of living things based on observable features.	**Collection of Student Work: Spinning Earth Portfolio** Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and how people use knowledge of the movement of the Earth in their lives.	**Collection of Student Work: Hot Stuff Portfolio** Students will investigate the properties of the states of matter the effects of adding / removing heat.	**Collection of Student Work: What's the Matter? Portfolio** Students will investigate the effects of adding / removing heat to solids and liquids, and will describe changes of state at a particulate level.

Science understanding		1	2	3	4
Biological sciences	Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	✓			
Chemical sciences	A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)				✓
Earth and space sciences	Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)		✓		
Physical sciences	Heat can be produced in many ways and can move from one object to another (ACSSU049)			✓	
Science as a human endeavour		**1**	**2**	**3**	**4**
Nature and development of science	Science involves making predictions and describing patterns and relationships (ACSHE050)	✓	✓	✓	✓
Use and influence of science	Science knowledge helps people to understand the effect of their actions (ACSHE051)	✓	✓	✓	✓

Science inquiry skills		1	2	3	4
Questioning and predicting	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS053)	✓	✓	✓	✓
Planning and conducting	Suggest ways to plan and conduct investigations to find answers to questions (ACSIS054)	✓	✓	✓	✓
	Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS055)	✓	✓	✓	✓
Processing and analysing data and information	Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)	✓	✓	✓	✓
	Compare results with predictions, suggesting possible reasons for findings (ACSIS215)	✓	✓	✓	✓
Evaluating	Reflect on the investigation, including whether a test was fair or not (ACSIS058)	✓	✓	✓	✓
Communicating	Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS060)	✓	✓	✓	✓

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

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

HISTORY/GEOGRAPHY

HISTORY

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.
Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

GEOGRAPHY

By the end of Year 3, students describe the characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify interconnections between people and places. They describe the location of selected countries and the distribution of features of places. Students recognise that people have different perceptions of places and how this influences views on the protection of places. Students pose simple geographical questions and collect information from different sources to answer these questions. They represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They suggest action in response to a geographical challenge.

2 HOURS	**UNIT 1: 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 Patricks Day, Chinese New Year, Easter, Australian of the Year** **Elections – Political Parties, Names of leaders, Processes**	**UNIT 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	**UNIT 1 – 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?	**UNIT 2 – 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	**Celebrations and commemorations** *Collection of work* 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.	**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 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.	**Research (Written or multimodal)** 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.

Historical Knowledge		1	2
Community and Remembrance	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) (ACHHK060)		✓
	ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)		✓
	The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)	✓	
	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. (ACHHK063)	✓	
	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 (ACHHK064)	✓	

Historical Skills		1	2
Chronology, terms and concepts	Sequence historical people and events (ACHHS065)	✓	✓
	Use historical terms (ACHHS066)	✓	✓
Historical questions and research	Pose a range of questions about the past (ACHHS067)	✓	✓
	Identify sources (ACHHS215)	✓	
Analysis and use of sources	Locate relevant information from sources provided (ACHHS068)	✓	✓
Perspectives and interpretations	Identify different points of view (ACHHS069)	✓	
Explanation and communication	Develop texts, particularly narratives (ACHHS070)	✓	✓
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)	✓	✓

Geographical Knowledge and Understanding		1	2
Places are both similar and different	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 (ACHGK015)	✓	
	The location of Australia's neighbouring countries and their diverse characteristics (ACHGK016)	✓	✓
	The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)	✓	✓
	The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)		✓
	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)		✓

Geographical inquiry and skills		1	2
Observing, questioning and planning	Develop geographical questions to investigate (ACHGS019)	✓	✓
Collecting, evaluating, recording, and representing	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 (ACHGS020)	✓	✓
	Represent data by constructing tables and graphs (ACHGS021)	✓	
	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 (ACHGS022)	✓	
Interpreting, analysing & concluding	Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023)	✓	✓
Communication	Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)	✓	✓
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 (ACHGS025)		✓

HPE

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

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.

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 we look for in a friend as well as their roles and responsibilities. Students learn how 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 Morecombe 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 searching 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.
Assessment	Students respond to a case study and a series of activities about changes and making new friends.	Students respond to a stimulus picture to investigate how emotional responses vary and understand how to interact positively with others. They use decision making and problem solving skills to select and demonstrate strategies to help them stay safe.	Students complete an assignment. They investigate sustainable practices suitable in their localised context, such as recycling food scraps, and separating recyclable waste from other waste.	Students complete an assignment. They conduct a survey to collect data on play activity options in the school playground and suggest other games/ activities that match their interests.
PE **1 HOUR**	**Unit 1 Superstars/Swimming/Cross Country** In this unit students will practise 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 activeand how they relate to skipping.	**Unit 2- Take your marks, 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 striking 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
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • understand the benefits of being fit and physically active • refine fundamental movement skills and movement concepts in different physical activities and to solve movement challenges • perform movement sequences using fundamental movement skills and the elements of movement	The assessment will gather evidence of the student's ability to: • understand the benefits of being fit and physically active • refine fundamental movement skills and movement concepts and strategies in different physical activities.	The assessment will gather evidence of the student's ability to: • apply rules fairly • refine fundamental movement skills and movement concepts and strategies in different physical activities • create and perform movement sequences using fundamental movement skills and the elements of movement	The assessment will gather evidence of the student's ability to: • refine fundamental movement skills • create and perform movement sequences using fundamental movement skills and the elements of movement.

Personal, Social and Community health		1	2	3	4
Being healthy, safe and active	Examine how success, challenge and failure strengthen personal identities (ACPPS033)	✓			✓
	Explore strategies to manage physical, social and emotional change (ACPPS034)	✓	✓		✓
	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)		✓		
	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)			✓	✓
Communicating and interacting for health and wellbeing	Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)	✓			
	Investigate how emotional responses vary in depth and strength (ACPPS038)	✓	✓		
	Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)			✓	
Contributing to healthy and active communities	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)		✓	✓	✓
	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)			✓	✓
	Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)		✓		

Movement and Physical Activity		1	2	3	4
Moving our body	Practise and refine fundamental movement skills in different movement situations (ACPMP043))	✓	✓	✓	✓
	Perform movement sequences which link fundamental movement skills (ACPMP044)	✓			✓
	Practise and apply movement concepts and strategies (ACPMP045)	✓	✓	✓	
Understanding Movement	Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046)		✓		✓
	Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)	✓			✓
Learning through Movement	Adopt inclusive practices when participating in physical activities (ACPMP048)			✓	
	Apply innovative and creative thinking in solving movement challenges (ACPMP049)	✓	✓	✓	
	Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050)			✓	

The Arts

1 HOUR	Visual Art 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 tone and variation. • Line is used to suggest movement and direction. • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. Texture is used to create variation and repetition.	Drama involves using dramatic elements and conventions 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. (Links to English)	Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases. • Gross 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 • Percussive 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	Media involves constructing 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 crop, print, record/capture and sequence images, sounds and words, are used to create media texts. • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. • (Links to English: Creating Digital Text) • AUSLAN Sign Language • Irish Dancing
Assessment	**Visual Art:** Posters – Skills Painting – Presentation & Composition Music: Recognising a variety of types of music eg. Lullaby, jazz, rap	**Visual Arts** Students use visual art elements, concepts and processes to express their own stories.	**Visual Arts** Students explore symbolism and storytelling in Indigenous artworks. Raw Art	• Chinese New Year – Lion & Dragon Mask Music • Play simple pieces on recorder or keyboard • Recognise a few composers/bands
		Drama: Storybook Drama **http://www.qcaa.qld.edu.au/els-arts-drama.html**	**Dance – climate (Link: Geography)** http://www.qcaa.qld.edu.au/els-arts-dance.html	**Media: Telling Digital Stories** **http://www.qcaa.qld.edu.au/els-arts-media.html**
Excursions		ANZAC Day March - Goomeri	Observatory – Kingaroy (formerly Maidenwell)	Dairy Museum – Murgon Or Barambah Environmental Education Centre

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

YEAR 4 OVERVIEW

ENGLISH

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 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 **5 HOURS**	**Unit 1 That's Funny** Investigating language features in humorous poetry and narrative	**Unit 3 Messages and Morals: Traditional Tales** Understanding stories from different cultures	**Unit 2 On a Quest** Exploring characters in a quest novel	**Unit 4 Can a packet tell you what to eat?** Persuasive techniques in advertising and packaging
	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 humorous poetry. They will use this knowledge to evaluate the poems by expressing a personal viewpoint using evidence from the poem. **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.	Students listen to, read and view information and stories from: Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing **identifying language features, ideas, relationships and messages** in the stories. The Holistic Planning and Teaching Framework is used to support the understanding of the stories. **Link: to History Unit 1** Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying **structural and language features**, finding **literal and inferring meaning** and explaining the **message or moral** in traditional stories from Asia.	Students read and analyse a quest novel, exploring representation of character. In the assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel. *The Key to Rhondo* *Beast Quest Series*	**Examining persuasion in:** **Advertisements** 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 still image advertisements. **Product packaging** Students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers.
Assessment	**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. **Write a new chapter** *Written* Students create a new chapter for the narrative for an audience of their peers.	**Written response** *Written* Students explain how the author of a quest novel represents the main character in an important event.	**Informative multimodal presentation** *Poster/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. **Write a traditional story which includes a lesson or message for a younger audience** *Written* Students write a traditional story which includes a moral, lesson or message for a younger audience.	**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.
Reading **3 HOURS**	Terms 1-4: ongoing • Phonological awareness • Soundwaves (Graphophonics) • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**		Pat-R test	

Language		1	2	3	4
Language variation and change	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 (ACELA1487)		✓	✓	
Language for interaction	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)		✓		✓
	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)		✓		✓
Text structure and organisation	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	✓	✓	✓	✓
	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	✓	✓	✓	
	Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)	✓	✓		
	Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)				✓
Expressing and developing ideas	Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)	✓	✓	✓	✓
	Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)		✓		
	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	✓	✓	✓	
	Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)				✓
	Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)	✓	✓	✓	✓
	Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)	✓	✓	✓	✓
	Recognise homophones and know how to use context to identify correct spelling (ACELA1780)			✓	✓
Literature		**1**	**2**	**3**	**4**
Literature and context	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)		✓	✓	✓
Responding to literature	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	✓	✓	✓	✓
	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	✓	✓	✓	✓
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 (ACELT1605)	✓	✓		
	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 puns (ACELT1606)	✓			
Creating literature	Create literary texts that explore students' own experiences and imagining (ACELT1607)		✓	✓	✓
	Create literary texts by developing storylines, characters and settings (ACELT1794)	✓		✓	
Literacy		**1**	**2**	**3**	**4**
Texts in context	Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	✓	✓		✓
Interacting with others	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)		✓		✓
	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)		✓	✓	✓
	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)		✓	✓	✓
Interpreting, analysing, evaluating	Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)	✓	✓		✓
	Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)	✓	✓	✓	✓
	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	✓	✓	✓	✓
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	✓	✓	✓	✓
	Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	✓	✓	✓	✓
	Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)	✓	✓	✓	✓
	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	✓	✓	✓	✓

MATHEMATICS

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
	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 compare areas of regular and irregular shapes using informal units. They 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 use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar 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	• Number and place value — make connections between representations of numbers, partition and combining numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks • Fractions and decimals — communicate sequences of simple fractions • Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths	• 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 operations, compare large numbers with each other, 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 — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays	• Number and place value – 5 digit numbers: read; identify and describe place value; partition using place value; compare & order. Identify and make generalisations about the properties of odd & even numbers & make generalisations about adding, subtracting, multiplying & dividing odd & even numbers, identify sequences created from multiplying by 10, 100 & 1 000, continue number sequences, revise informal recording methods & strategies used for calculations, & make generalisations about the sequences, & apply mental & written strategies to computation • Fractions and decimals - revise & investigate the fractions that can be created through repetitive halving & thirding, counting & representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts • Shape - revise properties of 2D shapes including polygons & quadrilaterals, identify combined shapes, explore the properties of shapes used in tangrams, & creating polygons & other combined shapes using tangrams.	• Location and transformation – investigate features on maps and plans, identify need for legends, investigate language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, explore compass directions on maps, explore the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes, explore appropriate units of measurement & calculate distances using scales. • Geometric reasoning – identify angles, construct & label right / angles not equal to a right angle • Number and place value – consolidate place value understanding of 5-digit numbers, compare & order 5-digit numbers, revise addition & subtraction concepts, solve addition & subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems, • Money and financial mathematics – read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases & the calculation of change, explore Asian currency & calculate foreign currencies.	• Money and financial mathematics - represent, calculate and round amounts of money required for purchases and change. • Number and place value - model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families. • Fractions and decimals - partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators. • Location and transformation - investigate different types of symmetry, analyse and create symmetrical designs.	• Using units of measurement - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement • Shape - compare the areas of regular and irregular shapes using informal units of area measurement • Fractions and decimals – model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals • Number and place value - apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations • Patterns and algebra - use equivalent addition and subtraction number sentences to find unknown quantities.	• Fractions and decimals - count and identify equivalent fractions, locate fractions on a number line, read & write decimals, identify fractions & corresponding & decimals, compare & order decimals (to hundredths) • Chance - describe the likelihood of everyday chance events, order events on a continuum • Data representation and interpretation - write questions to collect data, collect & record data, display & interpret data • Patterns and algebra — Patterns and algebra - investigate & describe number patterns, solve word problems & use equivalent multiplication & division number sentences to find unknown quantities. • Number and place value - calculate addition & subtraction using a range of mental & written strategies, recall multiplication & related division facts, calculate multiplication & division using a range of mental & written strategies, solve problems involving the four operations.	• Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases • Shape — measure area of shapes , compare the areas of regular and irregular shapes by informal means • Using units of measurement (volume, time) —measure and compare volume, use am and pm notation, solve simple time problems • Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation • Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers
Assessment	**Monitoring tasks** U1: Place value, fractions and operations/U2: How much is 10 000? **Assessment** **Unit 2: Knowing numbers** *Written* **What are the chances?** *Written*		**Monitoring tasks** U4: Valuing number **Assessment** **Unit 3**: Using odd and even numbers *Short answer questions* **Unit 4**: Legend land *Short answer questions* **Unit 4:** Number and location mathematical inquiries *Written*		**Monitoring tasks** U5: Manipulating digital images. **Assessment** **Unit 5: Fraction fit** *Short answer questions* **Unit 6: Marvellous Measurement** *Short answer questions* S		**Assessment** **Unit 7: Deadly decimals** **Unit 7 Data analysers**. **Unit 8 Measurement**	
Diagnostic		**Speed & Accuracy Test Mental Maths Year 4 Term 1**		**Speed & Accuracy Test Mental Maths Year 4 Term 2**	**PAT M**	**Speed & Accuracy Test Mental Maths Year 4 Term 3**		**Speed & Accuracy Test Mental Maths Year 4 Term 4**

Number and Algebra		1	2	3	4	5	6	7	8
Number and place value	Investigate and use the properties of odd and even numbers (ACMNA071)			✓			✓	✓	
	Recognise, represent and order numbers to at least tens of thousands (ACMNA072)	✓	✓	✓	✓	✓	✓	✓	✓
	Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)	✓	✓	✓	✓	✓	✓	✓	✓
	Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)	✓	✓	✓	✓	✓	✓	✓	✓
	Recall multiplication facts up to 10 × 10 and related division facts (ACMNA075)	✓	✓	✓	✓	✓	✓	✓	✓
	Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)	✓	✓	✓	✓	✓	✓	✓	✓
Fractions and decimals	Investigate equivalent fractions used in contexts (ACMNA077)	✓		✓		✓		✓	✓
	Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)	✓		✓		✓		✓	✓
	Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)						✓	✓	✓
Money and financial mathematics	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)				✓	✓	✓	✓	✓
Patterns and algebra	Explore and describe number patterns resulting from performing multiplication (ACMNA081)		✓		✓		✓		✓
	Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)		✓		✓		✓		✓
	Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)		✓		✓		✓		✓

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)	✓		✓			✓		
	Compare objects using familiar metric units of area and volume (ACMMG290)			✓			✓		
	Convert between units of time (ACMMG085)	✓		✓			✓		✓
	Use am and pm notation and solve simple time problems (ACMMG086)	✓		✓			✓		✓
Shape	Compare the areas of regular and irregular shapes by informal means (ACMMG087)						✓		✓
	Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)			✓					
Location and transformation	Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)				✓				✓
	Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)					✓			
	Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)					✓			
Geometric reasoning	Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)				✓				

Statistics and Probability		1	2	3	4	5	6	7	8
Chance	Describe possible everyday events and order their chances of occurring (ACMSP092)		✓					✓	
	Identify everyday events where one cannot happen if the other happens (ACMSP093)		✓					✓	
	Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)		✓					✓	
Data representation and interpretation	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)		✓					✓	
	Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)		✓					✓	
	Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)		✓					✓	

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

SCIENCE

By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions. Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

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

	Biological sciences • Living things have life cycles (ACSSU072) • Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)	**Physical sciences** • Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)	**Earth and space sciences** • Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)	**Chemical sciences** • Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074)
C2C UNITS 2 HOURS	**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 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 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.
Assessment	**Collection of work – Ready, Set, Grow** *Portfolio* Students understand how relationships of living things impact on their life cycle and describe situations where science understanding can influence actions and organise and communicate data.	**Collection of work – Fast Forces** *Portfolio* Students will investigate how forces can be exerted on an object by either contact or non-contact forces and to communicate findings based on data collected.	**Collection of work – Here Today Gone Tomorrow** *Portfolio* Students will represent, investigate and explain how natural processes and human activity change the Earth's surface.	**Collection of work – Properties Matter** *Portfolio* Students design packaging for a product. They consider suitability of materials and factors such as sustainability that impact upon the design.
Primary Connections	***Plants in action/ Friends and foes (ACSSU072/073)***	***Material world/ Package it better (ACSSU074)***	***Beneath our feet (ACSSU075)***	***Smooth moves (ACSSU076)***

Science understanding		1	2	3	4
Biological sciences	Living things have life cycles (ACSSU072)	✓			
	Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)	✓			
Chemical sciences	Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074)				✓
Earth and space sciences	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)			✓	
Physical sciences	Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)		✓		
Science as a human endeavour		**1**	**2**	**3**	**4**
Nature and development of science	Science involves making predictions and describing patterns and relationships (ACSHE061)	✓	✓	✓	✓
Use and influence of science	Science knowledge helps people to understand the effect of their actions (ACSHE062)	✓	✓	✓	✓

Science inquiry skills		1	2	3	4
Questioning and predicting	With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS064)	✓	✓	✓	✓
Planning and conducting	Suggest ways to plan and conduct investigations to find answers to questions (ACSIS065)	✓	✓	✓	✓
	Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS066)	✓	✓	✓	✓
Processing and analysing data and information	Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)	✓	✓	✓	✓
	Compare results with predictions, suggesting possible reasons for findings (ACSIS216)	✓	✓	✓	✓
Evaluating	Reflect on the investigation; including whether a test was fair or not (ACSIS069)	✓	✓	✓	✓
Communicating	Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071)	✓	✓	✓	✓

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

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

HISTORY/GEOGRAPHY

HISTORY

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.
Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

GEOGRAPHY

By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge. Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, 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 .Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

2 HOURS	**Unit 1 – Investigating European exploration and the movement of peoples** Inquiry question/s: • Why did the great journeys of exploration occur? • Why did the Europeans settle in Australia?	**Unit 2 – Investigating the impact of colonisation** Inquiry question/s: • What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans? • What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?	**Unit 1 – Exploring environments and places** Inquiry question/s: • How does the environment support the lives of people and other living things?	**Unit 2 – Using places more sustainably** Inquiry question/s:: • How do different views about the environment influence approaches to sustainability? • How can people use places and environments more sustainably?
Assessment	**Life of a convict** *Collection of work* The purpose of this assessment task is to explain how and why life changed for a convict of the First Fleet.	**Experiences of the Eora peoples** *Research* This technique is used to assess students' abilities to describe the experiences of the Eora peoples, identifying aspects of the past that remained the same over time.	**Collection of work** *Multimodal or written* The purpose of this assessment is to make judgments about students use geographical methods to represent, interpret and communicate data and information.	**Research** *Oral* 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.

Historical Knowledge		1	2
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)		✓

Historical Skills		1	2
Chronology, terms and concepts	Sequence historical people and events (ACHHS081)	✓	✓
	Use historical terms (ACHHS082)	✓	✓
Historical questions and research	Pose a range of questions about the past (ACHHS083)	✓	✓
	Identify sources (ACHHS216)	✓	✓
Analysis and use of sources	Locate relevant information from sources provided (ACHHS084)	✓	✓
Perspectives and interpretations	Identify different points of view (ACHHS085)	✓	✓
Explanation and communication	Develop texts, particularly narratives (ACHHS086)	✓	✓
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)	✓	✓

Geographical Knowledge and Understanding		1	2
The earth's environment sustains all life	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		1	2
Observing, questioning & planning	Develop geographical questions to investigate (ACHGS026)	✓	✓
Collecting, recording, evaluating and representing	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 (ACHGS027)	✓	✓
	Represent data by constructing tables and graphs (ACHGS028)	✓	
	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 (ACHGS029)	✓	
Interpreting, analysing & concluding	Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS030)	✓	✓
Communicating	Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (ACHGS031)	✓	✓
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 (ACHGS032)		✓

	Term 1		Term 2		Term 3		Term 4	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

HPE

By the end of Yr 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

Health **0.5 HOUR**	**Unit 1 – Making healthy choices** In this unit students will identify strategies to keep healthy and improve fitness. They will explore the *Australian Guide to Healthy Eating* and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.	**Unit 2 – Culture in Australia – Positive interactions** In this unit students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.	**Unit 3 – Health channels** 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.	**Unit 4 – Netiquette and online protocols** In this unit, students explore and implement strategies to interpret health information and messages on the internet. They describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe using the net. They explore respect and empathy and how important it is in relationships on the net.
Assessment	**Research** Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity.	**Practical performance** To examine the influence of heritage and culture on identity by completing a 'Me Card'. To demonstrate communication skills and strategies for working cooperatively during games from the Be Positive collection and observe varying emotional responses.	**Research** 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.	**Research** Students will undertake a case study task. They will take on the role of a digital detective and examine online behaviour to identify possible dangers and suggest strategies to stay safe online.
PE **0.5 HOUR**	**Unit 1 Superstars/Swimming** In this unit students will practise 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. Students will practise and refine their swimming skills	**Unit 2- Take your marks, 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** In this unit, students will develop and apply overarm throwing and object control skills (with small balls) to participate in various striking and fielding games. They will apply rules fairly.	**Unit 4 – Party dance/Swimming** In this unit, students will perform social dances individually and in groups
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • understand the benefits of being fit and physically active • refine fundamental movement skills and movement concepts in different physical activities and to solve movement challenges • perform movement sequences using fundamental movement skills and the elements of movement	The assessment will gather evidence of the student's ability to: • develop and refine fundamental movement skills • create and perform movement sequences using fundamental movement skills and the elements of movement	The assessment will gather evidence of the student's ability to: • apply rules fairly • refine fundamental movement skills and movement concepts and strategies in different physical activities • create and perform movement sequences using fundamental movement skills and the elements of movement.	The assessment will gather evidence of the student's ability to: • refine fundamental movement skills • create and perform movement sequences using fundamental movement skills and the elements of movement.

Personal, Social and Community health		1	2	3	4
Being healthy, safe and active	Examine how success, challenge and failure strengthen personal identities (ACPPS033)		✓		✓
	Explore strategies to manage physical, social and emotional change (ACPPS034)	✓			
	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)				✓
	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	✓		✓	✓
Communicating and interacting for health and wellbeing	Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037)		✓		✓
	Investigate how emotional responses vary in depth and strength (ACPPS038)		✓		
	Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)	✓		✓	✓
Contributing to healthy and active communities	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)				✓
	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)	✓			
	Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)		✓		

Movement and Physical Activity		1	2	3	4
Moving our body	Practise and refine fundamental movement skills in different movement situations (ACPMP043)	✓	✓	✓	✓
	Perform movement sequences which link fundamental movement skills (ACPMP044)	✓	✓		✓
	Practise and apply movement concepts and strategies (ACPMP045)	✓		✓	
Understanding Movement	Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046)	✓			
	Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)	✓	✓		✓
Learning through Movement	Adopt inclusive practices when participating in physical activities (ACPMP048)				✓
	Apply innovative and creative thinking in solving movement challenges (ACPMP049)	✓		✓	✓
	Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050)			✓	

The Arts

1 HOUR	**Visual Art 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.** • Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns. • Continuous, broken and hatched lines are used to create balance, contrast, space and patterns. • Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns. Texture creates contrast and patterns using lines, rubbings and markings.	**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.** • Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice. • Purpose and context guide the selection of time frames, language, place and space to express ideas. • Dramatic action is structured through storytelling, improvisation and extended role-plays.	**Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.** • Still and moving images, sounds and words are selected to construct media texts. • Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts. • Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes.	**Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.** • Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences. • Group formations are used to organise dancers in short movement sequences • Simple rhythmic patterns are used for timing of movements in short movement sequences. • Swinging and collapsing movement qualities are used to alter energy in short movement sequences. • Structuring devices, including contrast and canon forms, are used to organise short movement sequences.
Assessment	**Visual Arts** Quentin Blake – illustrator (English): Continuous, broken and hatched lines are used to create balance, contrast, space and patterns.	**Drama** Advertisement – freeze frame (English) **http://www.qcaa.qld.edu.au/els-arts-drama.html**	**Media response** Postcard response to Cultural Story (English) http://www.qcaa.qld.edu.au/els-arts-media.html	**Dance** Dancing Poems (English) http://www.qcaa.qld.edu.au/els-arts-dance.html
Excursions				

YEAR 5 OVERVIEW

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 analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.
Productive modes (speaking, writing and creating)
Students use language features 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.

	Fantastic Fantasy Exploring fantasy novels and characters	**Viewpoints** Examining viewpoints in media texts	**Australia in Poetry** Appreciating and responding to poetry	**Film or Novel?** Exploring narrative through novels and film
Unit **5 HOURS**	**Examining literary texts - fantasy novel** 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.	**Examining media texts** 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.	**Appreciating poetry** 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 message and ideas of text. **Responding to poetry** Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.	**Exploring narrative through novels and film** Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel. **Reviewing narrative film** Students listen to/view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about the film during a panel discussion.
Assessment	**Imaginative Text** *Written* Students write an analysis to explain how a character is represented in a fantasy novel. Students plan and draft the first chapter of a fantasy novel depicting contrasting characters in relation to setting and plot.	**Comprehend a feature article** Students select information and create a multimodal feature article that presents a particular point of view about an environmental issue. **Create a multimodal feature article** Students create a short story animation that focuses on two main characters behaviours when faced with an ethical dilemma.	**Poetry Analysis (monitoring)** Create a poetry analysis folio. Students write a poetry analysis for three poems, explaining the topic of the poem, the way the poet has used form structure, vocabulary & context to convey meaning, the tone & mood of the poem as well as a personal response to each poem. **Poetry Transformation** *Poster/Multimodal presentation* Students write a digital multimodal narrative that includes ideas from poem 'Fur & Feathers' by A.B. Patterson.	Written comparison of a novel and film Students write a comparison of the novel and film versions of 'Storm Boy' Film Review Students write a short film review of a chosen film. Panel Discussion Students participate in a panel discussion about a film and provide material for a multimodal presentation.
Reading **3 HOURS**	Terms 1-4: ongoing • Soundwaves (Graphophonics) • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**	NAPLAN		Pat-R test

Language		1	2	3	4
Language variation and change	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)		✓	✓	
Language for interaction	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)		✓		✓
	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	✓	✓	✓	✓
Text structure and organisation	Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	✓	✓	✓	✓
	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	✓	✓	✓	✓
	Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)		✓	✓	✓
	Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797) (Include in Cross-Curricular Reading)			✓	
Expressing and developing ideas	Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)	✓	✓	✓	
	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	✓	✓	✓	
	Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)	✓	✓	✓	✓
	Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)	✓	✓	✓	✓
	Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)	✓	✓	✓	✓
Literature		**1**	**2**	**3**	**4**
Literature and context	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)		✓	✓	✓
Responding to literature	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	✓	✓	✓	✓
	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	✓	✓	✓	✓

Literature *continued*		1	2	3	4
Examining literature	Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	✓		✓	✓
	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)	✓		✓	
Creating literature	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	✓	✓	✓	
	Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	✓		✓	
Literacy		**1**	**2**	**3**	**4**
Texts in context	Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)	✓	✓	✓	
Interacting with others	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)		✓		✓
	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)			✓	✓
	Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)		✓		✓
Interpreting, analysing, evaluating (Include in Cross-Curricular Reading)	Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	✓	✓	✓	✓
	Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	✓	✓	✓	✓
	Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	✓	✓	✓	✓
Creating texts	Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	✓	✓	✓	✓
	Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	✓	✓	✓	✓
	Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)	✓	✓	✓	✓
	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	✓	✓	✓	✓

MATHEMATICS

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 data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

5 HOURS	• **Chance** — identify and describe possible outcomes, describe equally likely outcomes and represent probabilities of outcomes using fractions • **Number and place value** — explore and identify factors and multiples, revise multiplication and division facts, round and estimate to check the reasonableness of answers, explore mental computation strategies (split and compensate) for multiplication and division, solve problems using mental computation strategies, 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** — identify different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, interpret dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations	• **Chance** — identify and describe possible outcomes, describe equally likely outcomes and representing probabilities of outcomes using fractions, conduct a chance experiment • **Number and place value** — round and estimating to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems use mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems • **Fractions and decimals** — compare and ordering unit fractions, explore hundredths, represent fractions on number lines, add and subtract fractions with the same denominator • **Using units of measurement** — investigate time concepts, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles	• **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 and explore and identify factors and multiples • **Fractions and decimals** — make connections between fractional numbers and the place value system, and represent, compare and order decimals • **Location and transformation** — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes • **Shape** — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects.	• **Geometric reasoning** – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles • **Location and transformation and Shape** – describe and create transformations using symmetry, represent 3D objects with 2D representations • **Number and place value** – multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental computation to multiply and divide, solve multiplication and division problems with no remainders • **Patterns and algebra** – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities • **Data representation and interpretation** – explore methods of data representations to construct and interpret data displays, reason involving data.	• **Money and financial mathematics** — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • **Location and transformation** — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. • **Number and place value** — round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems.	• **Using units of measurement** — chooses appropriate units for length, area, capacity & mass, measures length, area, capacity & mass, finds perimeter, problem solves & reasons when applying measurement to answer a question • **Fractions and decimals** — makes connections between fractions & decimals, compares & orders decimals • **Patterns and algebra** — creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions, use number sentences to find unknown quantities involving multiplication & division • **Number and place value** — adds & subtracts using mental & written strategies including the right-to-left strategy, multiplies whole numbers & divides by a one-digit whole number with & without remainders	• **Chance** — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments • **Data representation and interpretation** — investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion) • **Using units of measurement** — read and represent 24-hour time, convert between 12- and 24-hour time • **Number and place value** — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples	• **Money and financial decisions** — create simple budgets, calculate with money, identify the GST component of invoices & receipts, make financial decisions • **Geometric reasoning** — estimate & measure angles, construct angles using a protractor • **Location and transformation** — explore maps & grids, use a grid to describe locations, describe positions using landmarks & directional language • **Fractions and decimals** — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order & represent decimals, locate decimals on a number line, extend the number system to thousandths & beyond • **Number and algebra** — apply computation skills, use estimation & rounding to check reasonableness, solve problems involving addition subtraction multiplication & division, use efficient mental & written strategies to solve problems.
Assessment	**Monitoring tasks** U1: Number properties, operations and fractions U2: Accent on area/ Perfecting perimeter / Ticking away with time/ Conducting a chance experiment **Assessment** **Unit 1:Digging into data** *Short answer questions* Students classify and interpret data and pose questions to gather data. **Unit 2: Number crunch** *Short answer questions* Students solve problems involving multiplication by one-digit numbers, using efficient mental and written strategies and checking for reasonableness of answers; to compare and order common unit fractions and locate and represent them on a number line.		**Monitoring tasks** U3: Delivering decimals/ Mastering multiples and factors / Sailing through symmetry/ Shaping up U4: Solving problems **Assessment** **Unit 4: Generation geometry** *Short answer questions* Students estimate, measure and construct angles, to make connections between three-dimensional objects and their two-dimensional representation, to describe the symmetry and transformation of two-dimensional shapes and designs. **Unit 4: Chance and data** *Written* Students use simple strategies to reason and solve chance and data inquiry questions.		**Monitoring tasks** U5: Look at location / Stuart's simple savings plan U6: Reactions to fractions/ Investigating the size of an object **Assessment** **Unit 5: George and Janelle's "Eggs-cellent" Idea** *Short answer questions* Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. **Unit 6: Year 5's Great garden** *Short answer questions* Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles. **Unit 6: Perfecting Patterns:** Students continue patterns by adding & subtracting fractions & decimals, use number sentences to find unknown quantities & order decimals & locate them on number lines.		**Monitoring tasks** U7: 12 and 24 hour time Students convert between 12 and 24 hour time. **Assessment** **Unit 7: What is the chance of that?** *Short answer questions* Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes on a continuum. **Unit 7: Fantastic factors and magnificent multiples *Short* answer questions** Students identify and describe factors and multiples of whole numbers. **Unit 8: Measurement and location mathematical guided inquiries** Students use simple strategies to reason and solve measurement and location inquiry questions.	
Diagnostic		**Speed & Accuracy Test Mental Maths Year 5 Term 1**	**NAPLAN**	**Speed & Accuracy Test Mental Maths Year 5 Term 2**		**PAT M**	**Speed & Accuracy Test Mental Maths Year 5 Term 3**		**Speed & Accuracy Test Mental Maths Year 5 Term 4**

Number and Algebra		1	2	3	4	5	6	7	8
Number and place value	Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098)	✓		✓		✓		✓	✓
	Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)	✓	✓	✓	✓	✓	✓	✓	✓
	Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)	✓	✓	✓	✓	✓	✓	✓	✓
	Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)	✓	✓	✓	✓	✓	✓	✓	✓
	Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)	✓	✓	✓	✓	✓	✓	✓	✓
Fractions and decimals	Compare and order common unit fractions and locate and represent them on a number line (ACMNA102)	✓	✓				✓		
	Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)	✓	✓				✓		
	Recognise that the place value system can be extended beyond hundredths (ACMNA104)	✓	✓				✓		✓
	Compare, order and represent decimals (ACMNA105)			✓			✓		✓
Money and financial math	Create simple financial plans (ACMNA106)					✓			✓
Patterns and algebra	Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107)				✓		✓		
	Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA121)				✓		✓		

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)						✓		✓
	Calculate the perimeter and area of rectangles using familiar metric units (ACMMG109)		✓				✓		
	Compare 12- and 24-hour time systems and convert between them (ACMMG110)		✓					✓	✓
Shape	Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111)			✓	✓				
Location and transformation	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)					✓			✓
	Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114)			✓	✓	✓			
	Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115)			✓	✓	✓			
Geometric reasoning	Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)				✓				✓
Statistics and Probability		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Chance	List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)	✓	✓					✓	
	Recognise that probabilities range from 0 to 1 (ACMSP117)							✓	
Data representation and interpretation	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)	✓			✓		✓	✓	
	Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)	✓			✓		✓	✓	
	Describe and interpret different data sets in context (ACMSP120)	✓						✓	

SCIENCE

By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.
Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

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

	Earth and space sciences	**Chemical sciences**	**Biological sciences**	**Physical sciences**
	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043	Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)
C2C UNITS **2 HOURS**	**Unit 2: Our place in the solar system** Students: • describe the key features of our solar system including planets and stars. • 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. • pose questions, plan and conduct investigations to answer questions and solve problems. • decide on variables to change and measure to conduct fair tests. Students will • recording in data sheets and as a report for popular media.	**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.
Assessment	**Trading Cards – Research Project** Students design packaging for a product. They consider suitability of materials and factors such as sustainability that impact upon the design	**Assessment: Investigations & Exam:** Explaining solids, liquids & gases Students apply their knowledge of solids, liquids and gases to real life contexts. Students will complete a series of experiments throughout the course which will be assessed.	**The aMAZEing trick** *Assignment/ project* Students will plan, conduct, evaluate and communicate investigations into how the direction of light can be affected and its appearance changed. They will discuss the effect of an invention on a person's life.	**Investigating evaporation and explaining solids, liquids and gases** *Assignment/project* 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
Primary Connections	***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.*	***Desert survivors (ACSSU043)*** *Living things have structural features and adaptations that help them to survive in their environment.* `	***Light shows (ACSSU080)*** *Light from a source forms shadows and can be absorbed, reflected and refracted.*

Science understanding		**1**	**2**	**3**	**4**
Biological sciences	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)			✓	
Chemical sciences	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)		✓		
Earth and space sciences	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)	✓			
Physical sciences	Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)				✓
Science as a human endeavour		**1**	**2**	**3**	**4**
Nature and development of science	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)	✓	✓	✓	✓
	Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)	✓	✓	✓	
Use and influence of science	Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)	✓	✓	✓	✓
	Scientific knowledge is used to inform personal and community decisions (ACSHE217)		✓		

Science inquiry skills		**1**	**2**	**3**	**4**
Questioning and predicting	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS231)	✓	✓	✓	✓
Planning and conducting	With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSIS086)	✓	✓	✓	✓
	Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSIS087)	✓	✓		✓
	Use equipment and materials safely, identifying potential risks (ACSIS088)		✓	✓	✓
Processing and analysing data and information	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 (ACSIS090)	✓	✓	✓	✓
	Compare data with predictions and use as evidence in developing explanations (ACSIS218)	✓	✓	✓	✓
Evaluating	Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS091)		✓		✓
Communicating	Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS093)	✓	✓	✓	✓

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

HISTORY & GEOGRAPHY

	HISTORY	GEOGRAPHY
	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 people 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 the characteristics of places and environments. 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 geographical data to identify spatial distributions, simple patterns and trends, 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 action.
2 HOURS	**Unit 1 – *Exploring the development of British colonies in Australia*** Inquiry Questions: • How did an Australian colony develop over time and why? • How did colonial settlement change the environment? • 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 • economic, political and social motivations behind colonial developments, 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.	**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? Students: • recognise 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.	**Unit 1 – Exploring how people and places affect one another** Inquiry question/s: • How do people and environments influence one another? Students: • extend their mental map of the world with a focus on Europe and North America. • learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The concept of place is further developed by exploring the human and environmental factors that influence the characteristics of places. The interconnections between people and environments are examined through climate and landforms. • learn how climate and landforms influence the human characteristics of places and how human actions influence the environmental characteristics of places. • represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. The impact of human actions on the environmental characteristics of places in two countries in Europe and North America is further explored through a focus on examples and a case study.	**Unit 2 – Exploring how places are changed and managed by people** Inquiry questions: • How do people influence the human characteristics of places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced?
Assessment	**Colonial life in Moreton Bay** *Collection of work* Students identify the cause and effect of changes and continuities in Moreton Bay. Students locate information in provided sources to identify aspects of daily life of a free settler living in Moreton Bay during the 1800s. They develop a **historical narrative** in role as a free settler to describe their experiences.	**The gold rush** *- Research* Students conduct an historical inquiry to investigate how Peter Lalor and the Eureka Stockade were significant in bringing about change in Australian democracy.	**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 sorting of information to draw conclusions and propose action. Students undertake an inquiry that aligns with the geographical inquiry and skills strand.

Historical Knowledge		1	2
The Australian Colonies	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)	✓	
	The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)	✓	
	The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)		✓
	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)		✓
	The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)		✓

Historical Skills		1	2
Chronology, terms and concepts	Sequence historical people and events (ACHHS098)	✓	
	Use historical terms and concepts (ACHHS099)	✓	✓
Historical questions and research	Identify questions to inform an historical inquiry (ACHHS100)		✓
	Identify and locate a range of relevant sources (ACHHS101)	✓	✓
Analysis and use of sources	Locate information related to inquiry questions in a range of sources (ACHHS102)	✓	✓
	Compare information from a range of sources (ACHHS103)	✓	✓
Perspectives and interpretations	Identify points of view in the past and present (ACHHS104)	✓	✓
Explanation and communication	Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)	✓	✓
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)	✓	✓

Geographical Knowledge and Understanding		1	2
Human and environmental processes shape places	The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)	✓	
	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 people have 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		1	2
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 (ACHGS034)	✓	✓
	Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)	✓	✓
	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 (ACHGS036)	✓	
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)		✓

HPE

Health 0.5 HOUR	**Unit 1 – Emotional interactions** In this unit students explore review friendships and relationships. They explore relationship skills, influences on relationships, (including feelings and opinions). They develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours. Finally students discuss their overall emotional health, safety and wellbeing. ***Includes parts of Daniel Morecombe Curriculum.***	**Unit 2 – Healthy habits** In this unit students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.	**Unit 3 – Growing up** In this unit, students identify changes that are happening to the body as they grow older. They explore cultural beliefs regarding coming of age and investigate the resources available to assist them with the transition. They evaluate the resources and their reliability.	**Unit 4 – Multicultural Australia** In this unit, students identify the cultural groups in Australia and their habits, celebrations, cultural foods, and how these foods comply to the Australian guide to healthy eating.
Assessment	**Research:** Students will complete an assignment. They will respond to a series of questions and scenarios about emotional responses and interactions with others.	**Research:** Students will complete an informative written response. They will investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits.	**Research:** Students will complete a journal. They will conduct an investigation to write an advice column on a specific resource or campaign related to growing up.	**Research:** Students will investigate a particular culture and explore their traditional foods, suggest modifications that could be made to preparing the foods to ensure they meet the Australian Guide to Healthy Eating and present the virtual foods at a virtual stall.
PE 1 HOUR	**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. nutbush, 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.
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • perform specialised movement skills • apply the elements of movement when composing and creating movement sequences.	The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.	The assessment will gather evidence of the student's ability to: • propose and combine movement concepts and strategies to achieve movement outcomes – dance routine • solve movement challenges	The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges • demonstrate swimming skills and confidence in the water

Personal, Social and Community health		1	2	3	4
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 transitions associated with puberty (ACPPS052)			✓	
	Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)		✓		
	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	✓	✓		✓
Communicating and interacting for health and wellbeing	Practise skills to establish and manage relationships (ACPPS055)	✓			
	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	✓			
	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)		✓		
	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)		✓		
	Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)				✓

Movement and Physical Activity		1	2	3	4
Moving our body	Practise specialised movement skills and apply them in different movement situations (ACPMP061)	✓	✓		✓
	Design and perform a variety of movement sequences (ACPMP062)	✓			
	Propose and apply movement concepts and strategies (ACPMP063)		✓	✓	✓
Understanding Movement	Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)			✓	
	Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)	✓			
	Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)			✓	
Learning through Movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)		✓		✓
	Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)		✓	✓	✓
	Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)		✓	✓	✓

THE ARTS

1 HOUR	**Visual Art**: select visual art elements to express Fantasy Art (portraiture). Link to English Units 1/2	**Visual Arts**	**Visual Arts**	**Visual Arts**
Possible Assessment	**Drama** Students in role from Novel	**Media Arts** (English Unit 3)	**Music**- Music Appreciation of songs and song writers; Relate to English Unit Appreciating Poetry	**Drama**: explore dramatic action through conversion of Narratives to script.

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.

	4	5
•Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice	✓	
•Purpose and context guide the selection of time frames, language, place and space to express ideas		✓
•Dramatic action is structured through storytelling, improvisation and extended role-plays		✓

THE ARTS: Media

Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.

	4	5
Still and moving images, sounds and words are selected to construct media texts	✓	
Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts		✓
Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes	✓	✓

THE ARTS: Visual Arts

Visual Art 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.

	4	5
• Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns		✓
•Continuous, broken and hatched lines are used to create balance, contrast, space and patterns		✓
• Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns	✓	
• Texture creates contrast and patterns using lines, rubbings and markings	✓	

THE ARTS: Dance

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

	4	5
•Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences		
•Group formations are used to organise dancers in short movement sequences		✓
Simple rhythmic patterns are used for timing of movements in short movement sequences		
Swinging and collapsing movement qualities are used to alter energy in short movement sequences		
•Structuring devices, including contrast and canon forms, are used to organise short movement sequences		

Excursions				

YEAR 6 OVERVIEW

ENGLISH

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 listen to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. 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 purposes. They collaborate with others to share and evaluate 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	Interpreting literary texts	Examining advertising and news reports in the media	Making comparisons
Unit 5 HOURS	**Exploring Short Stories** Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create effects. **Writing a short story** Students read and view short stories, and write an engaging short story. Students will also reflect on the writing process when making and explaining editorial choices.	**Interpreting literary texts** Students listen to, 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.** **Exploring literary texts** Students listen to and read a novel (Don't Pat the Wombat) 12 copies to identify **language choices and author strategies used to influence the reader**.	**Examining advertising 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**. **Exploring news reports in the media** Students listen to, read and view a variety of **news reports** from television, radio and internet. Students identify and a**nalyse bias and the effectiveness of language devices** that represent ideas and events and influence an audience.	**Comparing texts** Students listen to, read, analyse and compare literary and informative texts on the same topic (endangered species). Students explore and evaluate how topics and messages are conveyed through both **literary (imaginative) and informative texts.** Students identify the **author's purpose and analyse** similarities and differences in texts. They compare and analyse the effectiveness of each text in **its ability to deliver a message**.
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.	**Reading comprehension** *Exam/Test* Students view, read and comprehend two advertisements about tourist destinations. They analyse and interpret the way language features and text structures combine for persuasive effect and make comparisons between the two texts. **Multimodal advertisement** *Multi-modal presentation* Students plan and create a multimodal advertisement to persuade viewers to promote a holiday destination **(link to Geography/Media)** **Newspaper** *Written* Students create a two page newspaper incorporating their news reports advertisements as well as findings from Geography Unit.	**Transforming a Text** *Written* Students read and compare literary and informative texts, such as websites and information texts, which deal with an endangered species. Students transform an informative text into a literary text for younger audiences.
Reading 2.5 HOURS	Terms 1-4: ongoing Soundwaves (Graphophonics) • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**		Pat-R test	

Language		T1	T2	T3	T4
Language variation and change	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)	✓		✓	
Language for interaction	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)			✓	✓
	Understand the uses of objective and subjective language and bias (ACELA1517)		✓	✓	✓
Text structure and organisation	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	✓	✓	✓	✓
	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	✓	✓	✓	✓
	Understand the uses of commas to separate clauses (ACELA1521)	✓	✓	✓	✓
Expressing and developing ideas	Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)	✓	✓		✓
	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)	✓	✓	✓	✓
	Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)		✓		✓
	Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)	✓	✓	✓	✓
	Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	✓	✓	✓	✓
Literature		**T1**	**T2**	**T3**	**T4**
Literature and context	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	✓		✓	✓
Responding to literature	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	✓	✓	✓	✓
	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)	✓	✓	✓	✓
Examining literature	Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	✓		✓	✓
	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)			✓	✓
Creating Literature	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)				
	Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)				

Literacy		T1	T2	T3	T4
Texts in context	Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)		✓		✓
Interacting with others	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)		✓	✓	✓
	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)			✓	
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)			✓	✓
Interpreting analysing, evaluating	Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)	✓	✓	✓	✓
	Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	✓	✓	✓	✓
	Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	✓	✓	✓	✓
	Analyse strategies authors use to influence readers (ACELY1801)	✓	✓	✓	✓
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)	✓	✓	✓	✓
	Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	✓	✓	✓	✓
	Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)	✓	✓	✓	✓
	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)	✓	✓	✓	✓

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 make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. 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 displays 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 a quantity. 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 number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

5 HOURS	**Number and place value** — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers **Fractions and decimals** — order and compare fractions with related denominators, add and subtract 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 **Chance** — represent the probability of outcomes as a fraction or decimal and conduct chance experiments	**Using units of measurement** — solve problems involving the comparison of lengths and areas, and interpret and use timetables **Number and place value** — apply efficient mental and written strategies to solve problems involving all four operations **Fractions and decimals** — solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages **Money and financial mathematics** — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items	**Fractions and decimals** — apply mental and written strategies to add & subtract of decimals, solve problems involving decimals, make generalisations about multiplying whole numbers & decimals by 10, 100 & 1 000, apply mental and written strategies to multiply decimals by 1-digit whole numbers **Shape** — problem solve & reason to create nets & construct models of simple prisms and pyramids Using units of measurement — make connections between volume & capacity **Number and place value** — identify, & continue square & triangular number patterns, make generalisations about the relationship between square & triangular numbers, explore numbers below zero & position integers on a number line.	**Patterns and algebra** - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations **Number and place value** - select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers. **Fractions and decimals** - locate, order and compare fractions with related denominators and locate them on a number line **Geometric reasoning** - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.	**Money and financial mathematics** – connect fractions & percentage, calculate percentages, calculate discounts of 10%, 25% & 50% on sale items **Number and place value** – identify & describe properties of prime, composite, square & triangular numbers, multiply & divide using written methods including a written algorithm, solve problems involving all four operations with whole numbers, compare & order positive & negative integers **Location and transformation** – identify the four quadrants on a Cartesian plane, plot & read points in all four quadrants, revise symmetry, reflection, rotation & translation, describe the effect of combinations of translations, reflections & rotations.	**Fractions and decimals** — add & subtract fractions with related denominators, calculate a fraction of a quantity, multiply & divide decimals by powers of ten, add & subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals & percentages, solve problems involving fractions & decimals **Measurement** — connect decimals to the metric system , convert between units of measure, solve problems involving length & area & connect volume & capacity **Patterns and algebra** — continue & create sequences involving whole numbers, fractions & decimals, describe the rule used to create the sequence & apply the order of operations to aid calculations.	**Chance** - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies **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 & Number and place value** - represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.	**Data representation and interpretation** —interpret and compare data displays, interpret secondary data, solve problems involving data, conversion of units of measure and computation **Fractions and decimals** — add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options **Geometric reasoning** — measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts **Location and transformation** — apply translations, reflections and rotations to create symmetrical shapes.
Assessment	**Data Decoder** *Short answer questions* Students interpret and compare data displays **Rodeo Round-up** *Short answer questions* Students interpret and use timetables and cost information to determine a travel schedule **Monitoring tasks** U2: Connecting fractions, decimals and percents U2: Find a fraction of them		**Shape and measurement mathematical guided inquiries** *Written* Designing the biggest pyramid /Below zero Students use simple strategies to reason and solve shape and measurement inquiry questions. **Order of operations** *Short answer questions* Students write and apply the correct use of brackets and order of operations in number sentences. **Investigating angles** *Short answer questions* Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point		**Number properties, patterns and computation** *Short answer questions* Students identify, describe and sequence whole numbers according to their properties and solve problems **Solving measurement problems** *Short answer questions* Students convert units of measure, connect volume and capacity and solve problems involving perimeter and area. **Monitoring Tasks** U5: Percentage discounts U6**:** Decimals and place value		**Is the game "Dice difference" fair?** *Written* Students apply knowledge of chance events, express probabilities as a fraction and to compare expected and observed frequencies **Data and measurement mathematical guided inquiries** *Written* Students use simple strategies to reason and solve shape and measurement inquiry questions. **Monitoring tasks** Manipulating secondary data Uncle Charles's dilemma	
Diagnostic		**Speed & Accuracy Test Mental Maths Year 6 Term 1**		**Speed & Accuracy Test Mental Maths Year 6 Term 2**		**PAT M**	**Speed & Accuracy Test Mental Maths Year 6 Term 3**		**Speed & Accuracy Test Mental Maths Year 6 Term 4**

Number and Algebra ✓ Not in C2C, but included at Goomeri		1	2	3	4	5	6	7	8
Number and place value	Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122)	✓		✓		✓			✓
	Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)	✓	✓	✓	✓	✓	✓	✓	✓
	Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124)			✓		✓		✓	
Fractions and decimals	Compare fractions with related denominators and locate and represent them on a number line (ACMNA125)	✓			✓				
	Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126)	✓	✓				✓		✓
	Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127)	✓	✓				✓		✓
	Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)			✓			✓		✓
	Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129)			✓			✓		✓
	Multiply and divide decimals by powers of 10 (ACMNA130)			✓			✓		✓
	Make connections between equivalent fractions, decimals and percentages (ACMNA131)		✓				✓		✓
Money and financial mathematics	Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)		✓			✓			✓
Patterns and algebra	Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133)				✓		✓	✓	
	Explore the use of brackets and order of operations to write number sentences (ACMNA134)				✓		✓	✓	

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Connect decimal representations to the metric system (ACMMG135)						✓		✓
	Convert between common metric units of length, mass and capacity (ACMMG136)			✓			✓		✓
	Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)		✓	✓			✓		✓
	Connect volume and capacity and their units of measurement (ACMMG138)			✓			✓		✓
	Interpret and use timetables (ACMMG139)		✓						✓
Shape	Construct simple prisms and pyramids (ACMMG140)		✓						✓
Location and transformation	Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)						✓		✓
	Introduce the Cartesian coordinate system using all four quadrants (ACMMG143)						✓	✓	
Geometric reasoning	Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)				✓				✓
Statistics and Probability		**1**	**2**	**3**	**4**	**5**	**6**	**7**	8
Chance	Describe probabilities using fractions, decimals and percentages (ACMSP144)	✓						✓	
	Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145)	✓						✓	
	Compare observed frequencies across experiments with expected frequencies (ACMSP146)							✓	
Data representation & interpretation	Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)	✓						✓	
	Interpret secondary data presented in digital media and elsewhere (ACMSP148)							✓	

SCIENCE

By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

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

C2C UNITS	**Chemical sciences** Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)	**Physical sciences** Electrical circuits provide a means of transferring and transforming electricity (ACSSU097) Energy from a variety of sources can be used to generate electricity (ACSSU219)	**Earth and space sciences** Sudden geological changes or extreme weather conditions can affect Earth's surface (ACSSU096) **Volcanoes, Earthquakes & Cyclones**	**Biological sciences** The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)
2 HOURS	**Making changes** 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.	**Energy and electricity** 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. Students 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 use of different energy sources and their sustainability.	**Our changing world** Students explore how sudden geological and extreme weather events can affect Earth's surface. They 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. *Refer to: Stormwatchers (Student Applications)*	**Life on Earth** Students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct **fair tests** and **analyse the results of these tests**. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of mould and online fair testing (the laboratory). They will gather, record and interpret observations relating to their investigations. Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.
Assessment	**Making Changes** **Assessment: Investigations & Exam** : Explaining reversible and irreversible changes. Students apply their knowledge of reversible and irreversible changes to real life contexts. Students will complete a series of experiments throughout the course which will be assessed.	**Energy & Electricity** **Assessment: Flow chart & questions** Students select a form of renewable energy and create a flow chart to illustrate how it can be transformed into energy for the home. They also complete a series of questions on energy transformation and providing energy for the home. Students will complete a series of experiments throughout the course which will be assessed.	**Natural events and change** *Exam/test* Students explain how natural events cause rapid changes to the Earth's surface, identify contributions to the development of science by people from a range of cultures, and identify how research can improve data.	**Mouldy bread** *Assignment/project* Students develop an investigation question, design and conduct an investigation including identifying potential risks and variables to be changed and measured. To collect, organise and analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge.
Primary Connections	***Change detectives (ACSSU095)*** *Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting.*	***It's electrifying/ Essential energy (ACSSU097/219)*** *Electrical circuits provide a means of transferring and transforming electricity. Energy from a variety of sources can be used to generate electricty.*	***Earthquake explorers (ACSSU096)*** *Sudden geological changes or extreme weather conditions can affect Earth's surface.*	***Marvellous micro-organisms (ACSSU094)*** *The growth and survival of living things are affected by the physical conditions of their environment.*

Science understanding		**1**	**2**	**3**	**4**
Biological sciences	The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)				✓
Chemical sciences	Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)	✓			
Earth and space sciences	Sudden geological changes or extreme weather conditions can affect Earth's surface (ACSSU096)			✓	
Physical sciences	Electrical circuits provide a means of transferring and transforming electricity (ACSSU097)		✓		
	Energy from a variety of sources can be used to generate electricity (ACSSU219)		✓		
Science as a human endeavour		**1**	**2**	**3**	**4**
Nature and development of science	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE098)	✓	✓	✓	✓
	Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)			✓	✓
Use and influence of science	Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100)	✓	✓	✓	✓
	Scientific knowledge is used to inform personal and community decisions (ACSHE220)		✓	✓	✓

Science inquiry skills		**1**	**2**	**3**	**4**
Questioning and predicting	With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS232)	✓	✓	✓	✓
Planning and conducting	With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSIS103)	✓		✓	✓
	Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSIS104)	✓			✓
	Use equipment and materials safely, identifying potential risks (ACSIS105)	✓	✓	✓	✓
Processing and analysing data and information	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)	✓	✓	✓	✓
	Compare data with predictions and use as evidence in developing explanations (ACSIS221)	✓	✓	✓	✓
Evaluating	Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS108)	✓			
Communicating	Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (ACSIS110)	✓	✓	✓	✓

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

HUMANITIES

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 events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare 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 organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

GEOGRAPHY

By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response. Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

	History	History	Geography	Geography
2 HOURS	**Investigating the development of the Australian nation** **Inquiry questions:** • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century? **Key questions:** Parliament of Birds? Discovering Democracy? • What are the roles and responsibilities of the different levels of government in Australia? • How are laws developed in Australia? • What does it mean to be Australian citizen?	**Investigating the development of Australia as a diverse society** **Connected Curriculum: English Unit 5 My Place (ABC TV Series/Novel)** **Inquiry questions:** • Who were the people who came to Australia? Why did they come? • What contribution have significant individuals and groups made to the development of Australian society?	**Exploring a diverse world** **Inquiry question/s:** • How do places, people and cultures differ across the world? **Key questions:** • Why are there trade-offs associated with making decisions? • What are the possible effects of my consumer and financial choices? • Why do businesses exist and what are the different ways they provide goods and services?	**Exploring Australia's connections with other countries** **Inquiry questions:** • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them?
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.	**Migrant experiences** *Research* This technique is used to assess students' abilities to conduct an historical inquiry to investigate the experiences of a migrant and contributions of the migrant and their group to the development of Australia. http://www.australiancurriculumlessons.com.au/2014/10/03/australia-home-history-unit-years-56-migration-australias-history/	**Collection of work** *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. Students use geographical methods to represent, interpret and analyse geographical data and other information.	**Research** *Written* 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 an inquiry that aligns with the geographical inquiry and skills strand.

Historical Knowledge and Understanding		1	2
Australia as a Nation	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)	✓	
	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children (ACHHK114)	✓	
	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. (ACHHK115)		✓
	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. (ACHHK116)		✓

Geographical Knowledge and Understanding		1	2
A diverse and connected world	The location of the major countries of the Asia region in relation to Australia, and the geographical diversity within the region (ACHGK031)	✓	
	Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)	✓	
	The world's cultural diversity, including that of its indigenous peoples (ACHGK033)	✓	
	Significant events that connect people and places throughout the (ACHGK034)		✓
	The various connections Australia has with other countries, and how these connections change people and places (ACHGK035)		✓
	The effect that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)		✓

Historical Skills		1	2
Chronology, terms and concepts	Sequence historical people and events. (ACHHS117)	✓	✓
	Use historical terms and concepts (ACHHS118)	✓	✓
Historical questions and research	Identify questions to inform an historical inquiry (ACHHS119)		✓
	Identify and locate a range of relevant sources (ACHHS120)	✓	✓
Analysis and use of sources	Locate information related to inquiry questions in a range of sources. (ACHHS121)	✓	✓
	Compare information from a range of sources. (ACHHS122)	✓	✓
Perspectives and interpretations	Identify points of view in the past and present (ACHHS123)	✓	✓
Explanation and communication	Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)	✓	✓
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)	✓	✓

Geographical inquiry and skills		1	2
Observe, question plan	Develop geographical questions to investigate and plan an inquiry (ACHGS040)	✓	✓
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 (ACHGS042)	✓	✓
	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 (ACHGS043)	✓	
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 (ACHGS044)	✓	✓
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 (ACHGS045)	✓	✓
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 (ACHGS046)		✓

HPE

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, safety and wellbeing. They describe the key features of health related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.
Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision making and problem solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

Health 0.5 HOUR	**Unit 1 – What am I drinking?** Students explore the food and drink items that contribute to a person being healthy with a focus on soft drinks, energy drinks and fruit juice, the effects they have on the body and alternatives available.	**Unit 2 – Lets all be active** Students investigate how physical activity: creates opportunities for different groups to work together and contributes to 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.
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 identify the significance 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.	Students will complete a multimodal presentation. They will research various drinks such as energy drinks, soft drinks and advise others about the effects these have on health and wellbeing.	Students will complete a reflective journal. They will reflect on how they have kept safe throughout their schools years and formulate strategies to continue to stay safe and active in secondary school.
PE 1 HOUR	**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. nutbush, 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.
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.	The assessment will gather evidence of the student's ability to: • describe the key features of health related fitness and the significance of physical activity to health and wellbeing • perform specialised movement skills • apply the elements of movement when composing and creating movement sequences.	The assessment will gather evidence of the student's ability to: • perform specialised movement skills • propose and combine movement concepts and strategies to achieve movement outcomes	The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.

Personal, Social and Community Health		**1**	**2**	**3**	**4**
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 transitions associated with puberty (ACPPS052)				✓
	Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)			✓	✓
	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	✓	✓	✓	
Communicating and interacting for health and wellbeing	Practise skills to establish and manage relationships (ACPPS055)				✓
	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)				✓
	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)			✓	
	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)		✓	✓	
	Investigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS060)		✓		✓

Movement and Physical Activity		**1**	**2**	**3**	**4**
Moving our body	Practise specialised movement skills and apply them in different movement situations (ACPMP061)	✓	✓	✓	✓
	Design and perform a variety of movement sequences (ACPMP062)		✓		
	Propose and apply movement concepts and strategies (ACPMP063)			✓	✓
Understanding Movement	Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)		✓		
	Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)		✓		
	Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)				✓
Learning through Movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067))				✓
	Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)	✓			✓
	Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)				✓

THE ARTS

THE ARTS: Visual Art		
Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.		
	6	**7**
•Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus	✓	✓
•Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas.	✓	✓
•Dramatic action is interpreted, prepared and shaped through scenarios and scripts		✓

THE ARTS: Drama		
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		
	6	**7**
Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts	✓	✓
•Media techniques and practices, including editing and publishing, are used to create media texts	✓	✓
Representations in media texts have specific purposes and are modified to maximise audience impact	✓	✓

THE ARTS: **Media**		
Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.		
	6	**7**
• Blended, controlled and symbolic colour is used to create depth, representation and symbolism	✓	✓
•Descriptive and emotive lines are used to create abstraction, proportion and symbolism	✓	
• Negative space and positive shape are used to create abstraction, non-representation and proportion		✓
• Actual, invented and simulated textures are used to create depth, representation and non-representation	✓	✓

THE ARTS: Music		
Dance involves using the human body to express ideas, considering		
	6	**7**
•Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences	✓	
•Directional focus is used to draw attention in space in movement sequences	✓	
•Combinations of simple and compound time signatures are used to modify timing of movements in sequences		✓
•Suspending and vibrating movement qualities are used to modify energy		✓
•Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences		✓

	Visual Arts: Students explore descriptive and emotive lines and actual, simulated and invented texture. Students select and modify these elements to represent situations of conflict (as identified in short stories). (Link English Unit 1 & Goomeri Show)	**Drama:** students present roles of different groups during Australia's path to Federation (Link to History Unit 1) Arts council Under 8's Day	**Media:** *Multi-modal presentation (words and images)* Students plan and create a multimodal advertisement to persuade viewers to promote a holiday destination (link to Geography) **(Link: English Unit 2)** Links to English Units 3 & 4	**Music:** Elements of Music Assessment: Christmas Performance **Dance** I'm the Critic
Excursions				

THE ARTS QCAA- Essential Learnings (Year 1 – Year 7)

THE ARTS: Drama

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

	1	2	3
•Role can be established using movement, voice, performance space, cues and turn-taking *e.g. pretending to be someone else within a given or original story.*	✓	✓	✓
•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.*	✓	✓	
•Dramatic action is structured by being in role and building story dramas *e.g.developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and sharks.*			✓

THE ARTS: Media

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

	1	2	3
•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.*	✓	✓	
•Media techniques and practices, including crop, 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.*			✓
•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.*		✓	✓

THE ARTS: Visual Arts

Visual Art 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.

	1	2	3
• Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, 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.*	✓		
• 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.*		✓	
• 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.*			✓
•Texture is used to create variation and repetition *e.g. using rough and smooth fabrics and paper to create different surfaces in a collage.*			✓

THE ARTS: Dance

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

	1	2	3
• Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases *e.g. travelling with hops, runs and slides; staying on the spot using whole-body stretches, curls and twists.*			
•Directions, levels, shapes and pathways are used to move in space within movement phrases *e.g using forwards direction, a low level on the ground, curved shapes and a straight pathway to move within a space.*			
•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.*	✓		
•Percussive 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.*	✓		
•Structuring devices, including repetition and narrative forms, are used to organise movement phrases *e.g. using a nursery rhyme to structure a dance story.*		✓	✓

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.

	4	5
•Role and status of relationships can be maintained 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.*	✓	
•Purpose and context guide the selection of time frames, language, place and space to express ideas *e.g. altering time frames by starting at the end of a story and retelling it from that perspective.*		✓
•Dramatic action is structured through storytelling, improvisation and extended role-plays *e.g. Presenting an interpretation of stories originating from the Torres Strait Islands.*		✓

THE ARTS: Media

Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.

	4	5
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.*	✓	
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.*		✓
Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes *e.g.using altered digital images of the school to portray it as a different place in an audio-visual presentation.*	✓	✓

THE ARTS: Visual Arts

Visual Art 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.

	4	5
• Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns *e.g.using light colours to bring objects forward in a painting, while using dark colours to make objects recede.*		✓
•Continuous, broken and hatched lines are used to create balance, contrast, space and patterns *e.g.using broken and hatched marks to show contrast of light and dark.*		✓
• Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns *e.g. using repeated shapes in a wax-resist painting to create a visual pattern.*	✓	
• Texture creates contrast and patterns using lines, rubbings and markings *e.g. using feathery marks that contrast with smooth rubbings in clay sculptures; a pencil drawing of a tree showing smooth leaves and rough bark.*	✓	

THE ARTS: Dance

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

	4	5
•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.*		
•Group formations are used to organise dancers in short movement sequences *e.g. placing dancers in a V formation within the space.*		✓
Simple rhythmic patterns are used for timing of movements in short movement sequences *e.g.moving to simple and time signatures.*		
Swinging and collapsing movement qualities are used to alter energy in short movement sequences *e.g. collapsing or falling movement to represent a leaf dropping to the ground.*		
•Structuring devices, including contrast and canon forms, are used to organise short movement sequences *e.g.using different levels in a group shape; repeating an arm movement one after the other down a line of dancers.*		

THE ARTS: Drama

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

	6	7
•Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus *e.g. Presenting land-user, traditional owner, environmentalist and government representative roles in an environmental issues drama.*	✓	✓
•Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas *e.g. Changing mood of tired and depressed shipwreck survivors when a rescue boat is sighted.*	✓	✓
•Dramatic action is interpreted, prepared and shaped through scenarios and scripts *e.g. using a student-devised script on a school-based issue such as bullying.*		✓

THE ARTS: Media

Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.

	6	7
Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts *e.g. using conventions such as studio interviews, narration, commentary and dramatic re-enactment in a radio, video or web-based documentary on Australian Indigenous land rights.*	✓	
•Media techniques and practices, including editing and publishing, are used to create media texts *e.g.using digital editing techniques to produce a DVD.*	✓	
Representations in media texts have specific purposes and are modified to maximise audience impact *e.g. using eye-catching images, slogans and jingles for a marketing campaign for a new product to target a teenage audience; using appropriate media images of Aboriginal peoples in a promotional video for a local context.*	✓	

THE ARTS: Visual Arts

Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.

	6	7
• 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.*		✓
•Descriptive and emotive lines are used to create abstraction, proportion and symbolism *e.g. using fluid lines to show an emotional response to a stimulus.*		✓
• Negative space and positive shape are used to create abstraction, non-representation and proportion *e.g. using photographs of natural shapes in their environments to focus on negative spaces and positive shapes and thus show effects of light and dark.*	✓	✓
• Actual, invented and simulated textures are used to create depth, representation and non-representation e.g. *using texture in a collograph print to express ideas about water without using representational imagery.*	✓	✓

THE ARTS: Dance

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

	6	7
•Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences *e.g. combining leaping, extending arms and dropping to the ground.*		
•Directional focus is used to draw attention in space in movement sequences *e.g. extending arms to stage right to draw the audience's attention to a focus.*		
•Combinations of simple and compound time signatures are used to modify timing of movements in sequences *e.g. moving to mixture of and time signatures.*		
•Suspending and vibrating movement qualities are used to modify energy *e.g. using quick pulsating movements to represent a racing heartbeat; using slow floating movements to represent the land*		
•Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences *e.g. representing anger with a recurrent theme or pattern (motif) of strong fists.*		

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.	**Yr1**	**Yr2**	**Yr3**	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.	**Yr4**	**Yr5**	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.	**Yr6**	**Yr7**
•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.*				• 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.*			• Duration, beat, time values and metre are used to create rhythm *e.g. playing a polyrhythm within a small ensemble.*		
•Pitch and intervals are used to create melodic phrases and sequences *e.g. using an improvised melody to accompany a known nursery rhyme.*				• Pitch and intervals are used to create the melodic arrangement of sound *e.g. singing a melodic ostinato to accompany a song.*			• Pitch and intervals are used to create melody *e.g.composing a short melody over a tonic and dominant chord progression.*		
• Repetition is used to structure music *e.g. using the same, similar and different phrases within a known song.*				•Tonalities and harmonies are used to organise music *e.g. hearing and identifying major and minor songs and chords.*			•Tonalities and harmonies are used to organise music in vertical arrangements *e.g. playing major/minor keys, chord progressions and riffs.*		
• 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.*				• Musical forms are used to structure music *e.g. a recurring theme in rondo form, ABACA; verse/chorus form.*			• 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 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.*				•Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour) *e.g. hearing the hum of city traffic; the resonating bass of a didgeridoo.*			• Vocal, instrumental and electronic sound sources have characteristic sound qualities (tone colour)*e.g.hearing and identifying orchestral timbres.*		
				•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.*			•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.*		

LOTE QCAR- Essential Learnings (Year 5 – Year 8)

See LOTE Program Page

Term 1		Term 2		Term 3		Term 4	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8

YEAR 7 OVERVIEW

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, textual analysis 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, accurate spelling and punctuation.

	C2C Unit 1/2 Persuasive Texts	C2C 3/4 Unit Courageous People	C2C 5/6Unit Ned Kelly	C2C 7/8 Unit
Unit 5 HOURS	**Analysing persuasion in media texts** Students: • understand how text structures and language features combine in media texts to influence audiences. • analyse an advertisement and identify text and language features that persuade. • create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions. **Persuading 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.	**Reading and creating life writing: biographies** Students: • read biographies to identify text structures and language features. • demonstrate their knowledge of the language features of a biography in a reading comprehension. • gather information to create a written biography about a person who has displayed courage. **Reading and creating life writing: literary memoirs** Students: • continue their study of life writing by reading and analysing autobiographical narratives, including pictures books. • identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. • create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.	**Reading and interpreting literature about Australia and Australians** Students: • listen to, read and view literature about Australia and Australians, including the close study of a literary text. • demonstrate their understanding of the literary text by responding to comprehension questions. • explore ideas and viewpoints about events, issues and characters represented in the text. • examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. • create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition. **Examining representations of Australia and Australians in literature** Students: • examine the ways events, issues and characters have been represented in texts. • identify and use language choices which influence a reader to form opinions or judgments. • write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. • write an argument to persuade the reader to accept their point of view about a character in the text.	**Exploring perspectives in poetry and songs** Students: • listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. • create and present a persuasive response to a song to promote a point of view • participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue. **Re-imagining poetry** Students: • read and interpret a variety of poems. • analyse the text structure and language devices used in each poem to create particular effects and meaning. • select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed through the poem in groups
Assessment	**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.	**Assessment – Biography** Students write a biography about someone who has displayed courage.	**Assessment – Imaginative Recount** Create an imaginative recount of an event from a different person's perspective.	**Assessment – Panel Discussion** Promote a point of view about the effectiveness of song lyrics to convey a commentary on an issue.
READING 2.5 HOURS SPELLING	Terms 1-4: ongoing • Guided Reading (Reading club) • Soundwaves • Context specific words Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**	NAPLAN	Pat-R test	

Language		T1	T2	T3	T4
Language variation and change	Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)		✓	✓	✓
Language for interaction	Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	✓	✓	✓	
	Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	✓	✓	✓	✓
Text structure and organisation	Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)	✓	✓	✓	✓
	Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	✓	✓	✓	✓
	Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)		✓	✓	
Expressing and developing ideas	Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)	✓	✓	✓	
	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	✓	✓	✓	
	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	✓	✓		✓
	Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)	✓	✓	✓	✓
	Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	✓	✓	✓	✓
Literature		**T1**	**T2**	**T3**	**T4**
Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	✓	✓	✓	✓
Responding to literature	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)			✓	✓
	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	✓		✓	✓
	Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	✓		✓	✓
Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)			✓	
	Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)				✓

Literature *continued*		T1	T2	T3	T4
Creating literature	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	✓	✓	✓	
	Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)		✓	✓	✓
Literacy		**T1**	**T2**	**T3**	**T4**
Texts in context	Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	✓			
Interacting with others	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	✓			✓
	Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	✓			✓
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	✓			✓
Interpreting analysing, evaluating	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	✓	✓		✓
	Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	✓	✓	✓	
	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	✓	✓	✓	✓
	Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724	✓			✓
Creating texts	Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	✓	✓		✓
	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726	✓	✓		
	Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	✓	✓		✓
	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	✓	✓		✓

Term 1	Term 2	Term 3	Term 4

YEAR 8 OVERVIEW

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students 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 of 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 combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts 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.

	TERM 1 C2C UNITS 1 & 2	TERM 2 C2C UNITS 3 & 4	TERM 3 C2C UNITS 5 & 6	TERM 4 C2C UNITS 7 & 8
Unit 5 HOURS	**Representations in news media** Students: • read, view and listen to a variety of news media texts including those taken from digital environments and television. • 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** Students: • 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 issue on a teenager and to encourage a specific emotional response in their audience.	**Representing human experience** Students: • 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 their opinion about the text. The text will be the Australian film ***Rabbit Proof Fence*.** **Understanding how texts communicate ideas about values** Students: • view 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 their opinion in a persuasive oral response to engage and influence an audience of peers.	**Understanding how meaning is created in a television drama text** Students: • examine a television drama series to understand how meaning is created. • read and view a selection of script excerpts and film clips to interpret stated and implied meanings. • identify and explain text structures and language features that convey character, plot and issues. • analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the identities. Students will view and analyse the Australian series ***Noah and Saskia.*** **Analysing and expressing viewpoints on ethical issues in a drama text** Students: • 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 and influence 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.	**Creating an illustrated short story** Students: • 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 practise short story writing to experiment with visual and language choices that engage an audience
Assessment	**Written - Imaginative response -Teen issues in a novel** Students write a series of imaginative journal entries as a character from the novel. Theses entries must address some teen issues explored in the novel.	**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**	**Analysing a television series excerpt** 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.	**Written - Create an illustrated short story**
Reading 2.5 HOURS	Terms 1-4: ongoing • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**		Pat-R test	

Language		T1	T2	T3	T4
Language variation and change	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)	✓			✓
Language for interaction	Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)			✓	
	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	✓	✓	✓	
Text structure and organisation	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)	✓			
	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)	✓	✓	✓	
	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	✓	✓	✓	✓
	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)	✓		✓	✓
Expressing and developing ideas	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)	✓			✓
	Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)		✓	✓	
	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)	✓	✓		✓
	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)	✓			✓
	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)	✓	✓	✓	✓
Literature		**T1**	**T2**	**T3**	**T4**
Literature and context	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)		✓		✓
	Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)		✓		
Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)				
	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	✓	✓	✓	
	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)	✓	✓		
	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	✓		✓	
Examining literature	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)			✓	✓
	Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)	✓		✓	
	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)	✓		✓	✓

Literature *continued*		T1	T2	T3	T4
Creating literature	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	✓		✓	✓
	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)	✓			✓
Literacy		**T1**	**T2**	**T3**	**T4**
Texts in context	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	✓			
Interacting with others	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)			✓	
	Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	✓		✓	
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	✓	✓		
Interpreting analysing, evaluating	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	✓			
	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	✓	✓	✓	✓
	Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)	✓	✓	✓	✓
	Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)	✓	✓	✓	
Creating texts	Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	✓	✓	✓	
	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	✓	✓		✓
	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)			✓	✓

YEAR 9 OVERVIEW
DUE TO ONLY ONE YEAR 9 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 influence 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 interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. 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 grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

	TERM 1 C2C UNITS 1 & 2	TERM 2 C2C UNITS 3 & 4	TERM 3 C2C UNITS 5 & 6	TERM 4 C2C UNITS 7 & 8
Unit 5 HOURS	**Examining representations of Australia's peoples, histories and cultures** Students: • listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. • participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures. **Exploring different perspectives** Students: • listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. • use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. • analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.	**Reading and interpreting information texts** Students: • listen to, read and view a variety of information texts to produce close readings of these texts. • examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction. **Creating speculative fiction** Students: • listen to, read and view information texts and speculative fiction texts. • use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. • examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.	**Exploring ethical issues 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. • 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 that explores an ethical issue. **Manipulating language for effect** Students: • listen to, read and view a variety of literary and non-literary texts to understand the ways that texts position an audience to accept particular perspectives about ethical and global issues. • edit texts for greater precision and persuasive effect. • compare and evaluate how the manipulation of language features can influence an audience.	**Evaluating characters in a novel** Students: • read extracts from a novel to understand how representations of characters and issues are constructed. • read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels. • create a radio interview transcript to examine characters, their relationships and how they allow the reader to see different perspectives on characters and issues. **Examining perspectives on issues** Students: • listen to, read 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. • create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. • create a multimodal book trailer to engage audiences to read a familiar novel.
Assessment	**Panel discussion** Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures. **Monitoring task - Critical analysis** Students read a personal memoir and analyse the language features and text structures in order to write a critical analysis of the personal memoir.	**Comprehending an information text** Students read and comprehend an information text that presents perspectives about an issue commonly represented in works of speculative fiction, evaluating the effects of text structures, language and visual features. **Hybrid speculative short story** Students create a hybrid speculative short story that is stimulated by ideas and issues represented in an information text to present perspectives on aspects of the world and significant human experiences.	**Imaginative interview script** Students create an imaginative interview script that presents a point of view about ethical issues raised in a play. **Comprehending and editing for persuasive effect** Students listen to, comprehend and edit for effect the persuasive features of different texts.	**Radio interview transcript** Students create a radio interview transcript that examines the way language features construct representations of characters and issues in a literary text. **Persuasive speech** Students create and deliver a persuasive presentation that supports or challenges the perspective conveyed on an issue represented in an extract from a novel.
Reading 2.5 HOURS	Terms 1-4: ongoing • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**	NAPLAN	Pat-R test	

Language		T1	T2	T3	T4
Language variation and change	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)	✓		✓	
Language for interaction	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	✓	✓	✓	✓
	Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	✓	✓	✓	✓
Text structure and organisation	Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	✓	✓	✓	✓
	Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	✓	✓	✓	✓
	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	✓	✓	✓	✓
Expressing and developing ideas	Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	✓	✓	✓	✓
	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)	✓		✓	✓
	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)	✓	✓		✓
	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	✓	✓	✓	✓
	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)	✓	✓	✓	✓
		T1	**T2**	**T3**	**T4**
Literature and context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	✓	✓	✓	✓
Responding to literature	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	✓			✓
	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)	✓		✓	
	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	✓	✓	✓	✓
Examining literature	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	✓			✓
	Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	✓		✓	✓
	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	✓			✓

Literature *continued*		T1	T2	T3	T4
Creating literature	Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)			✓	
	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)	✓		✓	
Literacy		**T1**	**T2**	**T3**	**T4**
Texts in context	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	✓	✓	✓	✓
Interacting with others	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	✓		✓	✓
	Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	✓			✓
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)				✓
Interpreting analysing, evaluating	Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	✓	✓	✓	✓
	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	✓	✓	✓	✓
	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	✓	✓	✓	✓
	Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	✓	✓		✓
Creating texts	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	✓	✓	✓	✓
	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	✓	✓	✓	✓
	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	✓	✓		✓

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.

	TERM 1 C2C UNITS 1 & 2	TERM 2 C2C UNITS 3 & 4	TERM 3 C2C UNITS 5 & 6	TERM 4 C2C UNITS 7 & 8
Unit 5 HOURS	**Understanding and analysing satire in texts** Students: • read, view and analyse the techniques used in satirical texts. • write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response. **Reading and comprehending a novel** Students: • read and respond to a contemporary novel that explores issues relevant to Australian society; ***Tomorrow When the War Began*** by John Marsden. • examine narrative viewpoint, characterisation and plot structures in literature. • consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. • create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and/or ethical positions in a novel • evaluate the value of the novel for young-adult readers.	**Responding to literary texts** Students • continue their analysis and evaluation of the contemporary novel ***Tomorrow When the War Began*** in order to develop complex responses to literature. • examine elements of creative writing and the stylistic features of authors to prepare for assessment. **Responding to poetry** Students: • examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. • examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. • consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts.	**Responding to a Shakespearean drama** Students: • read and interpret a Shakespearean tragedy; ***Romeo and Juliet.*** • develop knowledge that will help them interpret Shakespearean drama by reading and analysing the play. • produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. • evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author. **Understanding, analysing and performing Shakespearean Drama** Students: • interpret Shakespearean text and create an original performance of a part of the play. • 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.	**Evaluating representations in news media texts** Students: • listen to, read, view and discuss a variety of news texts. • 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. **Creating literary responses** Students: • examine the text structures and language features of literary texts. • experiment with a range of literary features and learn strategies to enhance imaginative writing. • create a literary text in response to stimulus of news media texts, under exam conditions.
Assessment	**Essay - Analysing satire** Students analyse a political cartoon. **Literary analysis** Students analyse and review the novel.	**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. **Assignment/Project - Creating poetry** Students will create an original poem in response to an important issue.	**Written - Analytical response:** **Evaluating an interpretation of a Shakespearean play.** Students write a persuasive letter blaming someone for the deaths of Romeo and Juliet. **Oral – Performance of scripted drama.**	**Exam/Test - Response to stimulus** **Exam** Students will write a short story using a themed stimulus sheet linked to news media texts as inspiration
Reading 2.5 HOURS	Terms 1-4: ongoing • Context specific words • Guided Reading Predicting Making Connections Comparing	Inferring Synthesising Visualising Self-Questioning Skimming Scanning Determining Importance Summarising/Paraphrasing		
Diagnostic Assessment	**SA Spelling Test**		Pat-R test	

Language		T1	T2	T3	T4
Language variation and change	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)	✓	✓	✓	✓
Language for interaction	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	✓	✓		✓
	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	✓	✓	✓	✓
Text structure and organisation	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	✓	✓	✓	✓
	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)	✓		✓	✓
	Understand conventions for citing others, and how to reference these in different ways (ACELA1568)	✓		✓	
Expressing and developing ideas	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)	✓		✓	✓
	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)	✓		✓	
	Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)	✓		✓	✓
	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)	✓	✓	✓	✓
	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)	✓	✓		✓
Literature		**T1**	**T2**	**T3**	**T4**
Literature and context	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	✓	✓	✓	
Responding to literature	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	✓		✓	
	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)	✓	✓	✓	✓
	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	✓	✓	✓	✓
Examining literature	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)	✓	✓	✓	✓
	Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)		✓		✓
	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)	✓		✓	✓

Literature *continued*		T1	T2	T3	T4
Creating literature	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)		✓		✓
	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)		✓		✓
	Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	✓	✓		✓
Literacy		**T1**	**T2**	**T3**	**T4**
Texts in context	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)	✓	✓	✓	✓
Interacting with others	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)			✓	
	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)			✓	
	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)			✓	
Interpreting analysing, evaluating	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	✓	✓	✓	
	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)			✓	✓
	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)	✓	✓	✓	
Creating texts	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	✓	✓		✓
	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)	✓	✓	✓	✓
	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)	✓	✓		

YEAR 7

MATHEMATICS

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 represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. 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 equivalences. 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 line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

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*.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1 • **Number and place value** - investigate the relationship between index notation, square roots and square numbers; apply the associative, commutative and distributive laws to aid computation; revise prime factors; express numbers as a product of their primes using index notation • **Real numbers** - compare fractions using equivalence; locate and represent fractions on a number line; solve problems involving addition and subtraction of fractions; express one quantity as a fraction of another.	**Unit 2** • **Geometric reasoning** - revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals • **Shape** - construct 3D objects, draw 3D objects from different viewpoints • **Using units of measurement** - develop a formula to find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume.	**Unit 3** • Patterns and algebra - use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution • Linear and non-linear relationships - plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.	**Unit 4** • Real numbers - add and subtract fractions with unrelated denominators, explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another, interpret, represent and simplify ratios. • Chance - identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities.	Unit 5 • **Money and Financial Mathematics** - calculate and compare unit prices, and investigate and calculate best buys with and without digital technology. • Real numbers - Round, multiply and divide decimals in a money context, multiply and divide fractions, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios.	Unit 6 • **Number and Place Value** - compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation. • Real numbers - multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another. • Patterns and algebra - create and evaluate formulas to model relationships between two variables.	Unit 7 **Data representation and interpretation** - construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and investigate issues involving numerical data collected from primary and secondary sources.	**Unit 8** • **Geometric Reasoning** – develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines. • **Location & transformation –** describe and create translations, reflection and rotations on the Cartesian plane.
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

Number and Algebra		1	2	3	4	5	6	7	8
Number and place value	Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)	✓		✓			✓		
	Investigate and use square roots of perfect square numbers (ACMNA150)	✓		✓					
	Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151))	✓				✓	✓		
	Compare, order, add and subtract integers (ACMNA280)	✓		✓	✓		✓		
Real numbers	Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152)	✓			✓				
	Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153)	✓							✓
	Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154)		✓		✓				✓
	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)				✓				
	Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)		✓				✓	✓	
	Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)		✓				✓		
	Recognise and solve problems involving simple ratios (ACMNA173)					✓			✓
Money & financial math	Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)					✓			
Patterns and algebra	Introduce the concept of variables as a way of representing numbers using letters (ACMNA175)		✓	✓	✓				
	Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176)		✓	✓	✓				
	Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)					✓			
Linear and non-linear relationships	Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178)			✓				✓	
	Solve simple linear equations (ACMNA179)			✓	✓	✓			
	Investigate, interpret and analyse graphs from authentic data (ACMNA180)							✓	

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Establish the formulas for areas of rectangles, triangles and parallelograms and use these 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 translations, 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)		✓						
	Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)		✓						
Statistics and Probability		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Chance	Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167)	✓						✓	
	Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168)	✓						✓	
Data representation and interpretation	Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)							✓	
	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 data (ACMSP171)	✓							✓
	Describe and interpret data displays using median, mean and range (ACMSP172)	✓							✓

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 duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables 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 on means and medians in that 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 and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

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*.

	TERM 1		TERM 2		TERM 3		TERM 4	
MATHEMATICS	**Unit 1** **Number and place value** - apply the four operations to rational numbers and integers and solve problems Real numbers - make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations.	**Unit 2** **Real numbers** - identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to Pi • Chance - describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.	**Unit 3** **Number and place value** - express numbers in index notation, establish the index laws with whole number bases and positive integral indices • Patterns and algebra - expand and factorise algebraic expressions.	**Unit 4** **Using units of measurement -** convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites, trapeziums and circles, calculate the perimeter and area of rhombuses, kites, trapeziums and circles, problem solve and reason involving perimeter, circumference and area.	**Unit 5** **Data representation and interpretation -** collect, organise and display data, interpret data displayed in tables and graphs, connect samples and populations, explore the effect of sample size, calculate measures of centrality, identify outliers and their effect on measures of centrality, identify sources of bias and apply this knowledge to make hypotheses and support conclusions.	**Unit 6** **Using units of measurement:** solve problems involving time duration, for 12 and 24 time formats, within a single time zone. • Linear and non-linear relationships: model situations involving proportional relationships, solve a range of problems involving rates and ratios, interpret, model and formulate patterns and relationships, represent patterns and relationships as rules, functions, tables and graphs and solve linear equations, using graphical techniques.	**Unit 7** **Linear and non-linear** relationships - apply number laws to algebraic expressions and equations, expand and factorise algebraic expressions, solve simple linear equations algebraically and graphically, connect patterns, linear functions, tables of values, graphs and worded statements, plot coordinates on the Cartesian plane and solve realistic problems. • Geometric reasoning - revise angle properties (co-interior, corresponding, alternate and vertically opposite), explore congruence, establish and apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations.	**Unit 8** **Using units of measurement:** develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement. • Geometric reasoning: apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals.
ASSESSMENT								
	C2C Assessment Task Financial Maths	C2C Assessment Task Lateral Body Functions **Speed & Accuracy Test** **Mental Maths Year 8 Term 1**	School Developed Assessment Task	C2C Assessment Task Indices, Algebra & Measurement **Speed & Accuracy Test** **Mental Maths Year 8 Term 2**	C2C Assessment Task Scrabble in Another Language **PAT M**	C2C Assessment Task Ratios & Linear Relationships **Speed & Accuracy Test** **Mental Maths Year 8 Term 3**	School Developed Assessment Task Algebra, Geometric Reasoning	C2C Assessment Task Algebra, Geometric Reasoning **Speed & Accuracy Test** **Mental Maths Year 8 Term 4**

Number and Algebra		1	2	3	4	5	6	7
Number and place value	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)	✓					✓	
Real numbers	Investigate terminating and recurring decimals (ACMNA184)		✓					
	Investigate the concept of irrational numbers, including π (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 & financial math	Solve problems involving profit and loss, with and without digital technologies (ACMNA189)	✓						
Patterns and algebra	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)			✓	✓			✓
Linear and non-linear relationships	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)			✓	✓		✓	✓

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195)				✓				✓
	Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites (ACMMG196)				✓				✓
	Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (ACMMG197)				✓				
	Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198)								✓
	Sollve problems involving duration, including using 12- and 24-hour time within a single time zone (ACMMG199)						✓		
Geometric reasoning	Define congruence of plane shapes using transformations (ACMMG200)							✓	✓
	Develop the conditions for congruence of triangles (ACMMG201)							✓	
	Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMMG202)							✓	✓
Statistics and Probability									
Chance	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)		✓						
	Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292)		✓						
Data representation and interpretation	Investigate techniques for collecting data, including census, sampling and observation (ACMSP284)					✓			
	Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206)					✓			
	Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293)					✓			
	Investigate the effect of individual data values , including outliers, on the mean and median (ACMSP207)					✓			

YEAR 9

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

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*.

MATHEMATICS

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 4 **Pythagoras and trigonometry -** apply Pythagoras' 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 naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side-length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, and calculate unknown angles in right-angled triangles.	**Unit 7** **Chance -** determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used)	**Unit 8** **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 • **Linear and non-linear relationships** - model relationships between variables and link algebraic, graphical and tabular representations of those relationships. .	**Unit 3** **Patterns and algebra –** expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y-intercepts of parabolic functions. **Geometric reasoning -** describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests and investigate scale and area	**Unit 5** **Data representation and interpretation** - consolidate 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.	**Unit 2** **Using units of measurement** - calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders, solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater storage system for a school	**Unit 6** **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, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation • Patterns and algebra - review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion (perfect squares, the difference of squares) **Money and financial mathematics** - use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest.	**Unit 1** **Real numbers -** Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically **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.

ASSESSMENT		NAPLAN		PAT M			Speed & Accuracy Test Mental Maths Year 9 Term 4
Speed & Accuracy Test Mental Maths Year 9 Term 1			Speed & Accuracy Test Mental Maths Year 9 Term 2		Speed & Accuracy Test Mental Maths Year 9 Term 3		

Number and Algebra		1	2	3	4	5	6	7	8
Real numbers	Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)								
	Apply index laws to numerical expressions with integer indices (ACMNA209)								✓
	Express numbers in scientific notation (ACMNA210)								✓
Money & financial math	Solve problems involving simple interest (ACMNA211)						✓		
Patterns and algebra	Extend and apply the index laws to variables, using positive integer indices and the zero index (ACMNA212)						✓		
	Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (ACMNA213)			✓	✓		✓		✓
Linear and non-linear relationships	Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software (ACMNA214)	✓							
	Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294)	✓							
	Sketch linear graphs using the coordinates of two points and solve linear equations (ACMNA215)	✓							✓
	Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296)			✓					

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Calculate the areas of composite shapes (ACMMG216)		✓						
	Calculate the surface area and volume of cylinders and solve related problems (ACMMG217)		✓						
	Solve problems involving the surface area and volume of right prisms (ACMMG218)		✓						
	Investigate very small and very large time scales and intervals (ACMMG219)								✓
Geometric reasoning	Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (ACMMG220)			✓	✓				
	Solve problems using ratio and scale factors in similar figures (ACMMG221)			✓	✓				
Pythagoras & Trigonometry	Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (ACMMG222)	✓			✓				
	Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (ACMMG223)								
	Apply trigonometry to solve right-angled triangle problems (ACMMG224)				✓				

Statistics and Probability		1	2	3	4	5	6	7	8
Chance	List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events (ACMSP225)							✓	✓
	Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' (ACMSP226)							✓	✓
	Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)							✓	
Data representation and interpretation	Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228)					✓			
	Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' (ACMSP282)					✓			
	Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)					✓			

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 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*.
The aim of this practical and contextualised course of mathematics is to enable students to build confidence and experience success when using mathematics in everyday contexts

MATHEMATICS

TERM 1

Term 1 Mathematics for interpreting society: data
Display/present/represent and interpret data
Students will:
- collect, access and organise data using different methods
- identify features of ungrouped data
- display/present/represent data in the form of tables and graphs
- interpret trends in data for personal, work or community life purposes.
- collect and access data, for example, through observations, experiments, surveys, sampling, existing data
- record and organise grouped and ungrouped data using standard methods, for example, templates such as tables, tallies and lists
- discern features of data, for example, range, bias, and the mean and median of ungrouped data
- calculate the mean of ungrouped data
- determine the median of ungrouped data, for example, for small groups under 20
- determine effects of chance on people's lives (including the student's own life)

TERM 2

Term 2 Mathematics for personal organisation: location and time
Students will:
- develop time management and planning methods.
- read and use maps to locate points and places
- know and understand angle (degrees) and SI units of measurement of length (mm, cm, m, km)
- use a calculator to convert measurements of length from one unit to another, for example, from cm to mm, m to km
- use a ruler or tape measure and a protractor
- use direction: 8 compass points in relation to the rising and setting of the sun: N, NE, E, SE, S, SW, W, NW
- read a variety of maps such as: mud maps, street directories, maps in an atlas, site maps (for example, school, shopping centre, hospital), online maps, globes, maps in travel brochures
- read conventions of maps, scale and distances, grid references, latitude and longitude, direction of North, keys and legends and titles.

TERM 3

Term 3 Mathematics for practical purposes: measurement
Students will:
- convert between units using the metric system and measure accurately using a range of equipment
- calculate attributes of two-dimensional shapes and regular solids using given rules
- present the relationship between everyday two-dimensional shapes and regular solids using a scaled drawing for practical purposes.

The metric system and measuring equipment
Students will calculate or determine:
- units of measurement:
- length (mm, cm, m, km)
- mass (mg, g, kg, tonnes)
- area (mm2, cm2, m2, ha, km2)
- volume/capacity (cm3, m3, mL, L, kL)
- temperature (degrees Celsius, for example, 4°C)
- tyre pressure (kPa)
- measure and record data to required level of accuracy using equipment such as:
- a magnetic compass
- scales, for example, kitchen and bathroom scales, supermarket scales, letter/parcel scales
- gauges, for example, blood pressure, pulse rate, rain, tyre pressure
- meters, for example, electricity, light meter, gas, ammeter, voltmeter
- standard containers to measure capacity, for example, measuring cups, spoons, cylinders
- thermometer, forehead thermometer (skin patch), for example, temperature in degrees Celsius
- convert between metric units using a calculator and conversion tables

TERM 4

Term 4 Mathematics for personal organisation: finance – Obtaining an income
Students will:
- discuss and describe forms of income including wages or salary, social security payments and pensions
- 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 Medicare levy
- demonstrate how to access information about obtaining an income
- demonstrate how to obtain an income
- make informed choices about spending, investing and borrowing money
- describe consumer rights and responsibilities.

Spending money
Students will
- demonstrate the concept of rounding, for example, round an amount of to the nearest 5 cents, the nearest dollar, the nearest 10 dollars
- 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
- to produce a budget to meet needs
- explain methods of payment such as cash, cheque, electronic and phone banking, direct debit, BPAY
- access information about consumer rights

Students will: • use standard methods for displaying/presenting data such as: tables (including frequency tables), graphs (pictograph, pie with percentages and/or values, bar, column, line, simple compound) • read data that has been presented using standard methods • draw tables and graphs, such as pictograph, simple bar, column, line, using electronic or manual means • conventions of tables and graphs such as: headings/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 timetables, for example, study, bus, train, tides, airline, exams, medication, calendars, for example, school, sports, festivals, performances, rehearsal • 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, Toblerones) • 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, collectables, 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, pawnbrokers, 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

ASSESSMENT

Short written tests Project **Speed & Accuracy Test** **Mental Maths Year 10 Term 3**	Short written tests Project **Speed & Accuracy Test** **Mental Maths Year 10 Term 3**	Short written tests Project **Speed & Accuracy Test** **Mental Maths Year 10 Term 3**	Short written tests Project **Speed & Accuracy Test** **Mental Maths Year 10 Term 4**

Number and Algebra		1	2	3	4	5	6	7	8
Money & financial math	Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)							✓	✓
Patterns and algebra	Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230)								
	Simplify algebraic products and quotients using index laws (ACMNA231)			✓					
	Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)								
	Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233)								
	Substitute values into formulas to determine an unknown (ACMNA234)	✓		✓				✓	
Linear and non-linear relationships	Solve problems involving linear equations, including those derived from formulas (ACMNA235)			✓	✓				✓
	Solve linear inequalities and graph their solutions on a number line (ACMNA236)								✓
	Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237)			✓	✓				✓
	Solve problems involving parallel and perpendicular lines (ACMNA238)			✓	✓				
	Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239)				✓			✓	✓
	Solve linear equations involving simple algebraic fractions (ACMNA240)				✓				
	Solve simple quadratic equations using a range of strategies (ACMNA241)				✓				

Measurement and Geometry		1	2	3	4	5	6	7	8
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)						✓		
	Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (ACMMG244)						✓		
Pythagoras & Trigonometry	Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245)	✓							
Statistics and Probability		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
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)		✓						
	Use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247)		✓						
Data representation and interpretation	Determine quartiles and interquartile range (ACMSP248)					✓			
	Construct and interpret box plots and use them to compare data sets (ACMSP249)					✓			
	Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250)					✓			
	Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251)					✓			
	Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252)					✓			
	Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253)					✓			

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*.

TERM 1	TERM 2	TERM 3	TERM 4

MATHEMATICS

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Pythagoras and trigonometry - revise Pythagoras' theorem and solving contextualised problems, apply the trigonometric ratios to solve problems by substituting into formulas, in two and three dimensions, and solving contextualised trigonometric problems including surveying and orienteering.	**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.	**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 problems.	**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 **Linear and non-linear relationships** - formulate and solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their transformations, represent relations and their transformations accurately using graphical techniques and extend application of graphing techniques from linear functions to parabolas, circles and exponential functions.	**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 known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports.	**Using units of measurement:** recall formulas 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. Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties.	**Money and financial mathematics**: recall simple and compound interest formulas, 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.	**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	Assignment **Speed & Accuracy Test** **Mental Maths Year 10 Term 1**	School Developed Exam	School Developed Exam **Speed & Accuracy Test** **Mental Maths Year 10 Term 2**	School Developed Exam	School Developed Exam **Speed & Accuracy Test** **Mental Maths Year 10 Term 3**	School Developed Exam	School Developed Exam **Speed & Accuracy Test** **Mental Maths Year 10 Term 4**

Number and Algebra		1	2	3	4	5	6	7	8
Money & financial math	Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)							✓	✓
Patterns and algebra	Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230)								
	Simplify algebraic products and quotients using index laws (ACMNA231)			✓					
	Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)								
	Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233)								
	Substitute values into formulas to determine an unknown (ACMNA234)	✓		✓				✓	
Linear and non-linear relationships	Solve problems involving linear equations, including those derived from formulas (ACMNA235)			✓	✓				✓
	Solve linear inequalities and graph their solutions on a number line (ACMNA236)								✓
	Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237)			✓	✓				✓
	Solve problems involving parallel and perpendicular lines (ACMNA238)			✓	✓				
	Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239)				✓			✓	✓
	Solve linear equations involving simple algebraic fractions (ACMNA240)				✓				
	Solve simple quadratic equations using a range of strategies (ACMNA241)				✓				

Measurement and Geometry		1	2	3	4	5	6	7	8
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)						✓		
	Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (ACMMG244)						✓		
Pythagoras & Trigonometry	Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245)	✓							

Statistics and Probability		1	2	3	4	5	6	7	8
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)		✓						
	Use the language of 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247)		✓						
Data representation and interpretation	Determine quartiles and interquartile range (ACMSP248)					✓			
	Construct and interpret box plots and use them to compare data sets (ACMSP249)					✓			
	Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250)					✓			
	Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251)					✓			
	Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252)					✓			
	Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253)					✓			

YEAR 10A

TERM 1	TERM 2	TERM 3	TERM 4

MATHEMATICS

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
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.	**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.	**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.	**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. **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, hyperbola 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, adapt graphing techniques to solve problems involving monic quadratics.	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.	Using units of measurement: recall formulas to calculate area and volume, calculate the surface area and volume of prisms, pyramids, cylinders, cones and spheres and solve problems involving calculating surface area and volume of composite solids. • Geometric reasoning: recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules, apply understanding of plane shapes to prove geometric properties, and make generalisations and develop proofs related to circle geometry.	Money and financial mathematics - recall simple and compound interest formulas, 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. • Real numbers - define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws, and solve financial problems involving the use of logarithms.	**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							
School Developed Exam	Assignment **Speed & Accuracy Test** **Mental Maths Year 10 Term 1**	School Developed Exam	School Developed Exam **Speed & Accuracy Test** **Mental Maths Year 10 Term 2**	School Developed Exam	School Developed Exam **Speed & Accuracy Test** **Mental Maths Year 10 Term 3**	School Developed Exam	School Developed Exam **Speed & Accuracy Test** **Mental Maths Year 10 Term 4**

Number and Algebra		1	2	3	4	5	6	7	8
Real numbers	Define rational and irrational numbers and perform operations with surds and fractional indices (ACMNA264)							✓	
	Use the definition of a logarithm to establish and apply the laws of logarithms (ACMNA265)							✓	
Patterns and algebra									
	Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems (ACMNA266)				✓				
Linear and non-linear relationships	Solve simple exponential equations (ACMNA270)				✓				✓
	Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations (ACMNA267)								✓
	Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation (ACMNA268)								✓
	Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)			✓	✓				✓

Measurement and Geometry		1	2	3	4	5	6	7	8
Using units of measurement	Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids (ACMMG271)						✓		
Geometric reasoning	Prove and apply angle and chord properties of circles (ACMMG272)						✓		
Pythagoras & Trigonometry	Establish the sine, cosine and area rules for any triangle and solve related problems (ACMMG273)	✓							
	Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies (ACMMG274)	✓							
	Solve simple trigonometric equations (ACMMG275)	✓							
	Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles (ACMMG276)	✓							
Statistics and Probability		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Chance	Investigate reports of studies in digital media and elsewhere for information on their planning and implementation (ACMSP277)		✓						
Data representation and interpretation	Calculate and interpret the mean and standard deviation of data and use these to compare data sets (ACMSP278)		✓			✓			
	Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation (ACMSP279)					✓			

SCIENCE YEAR 7

SCIENCE

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1 **Water - Waste not, want not** Students will: • consider the importance of water and the water cycle. • investigate mixtures, including solutions, pure substances and a range of separation techniques. • consider everyday applications 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..	**Unit 2** **Water - Waste not, want not - continued** Students will • investigate the application of filtration systems in water treatment and recycling processes. • compare and contrast artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes. • explore Australian Indigenous peoples' values about water. • conduct a water audit for the home and school and suggest ways to manage water use. • calculate their own water footprint.	**Unit 3: Moving right along — exploring motion** Students will: • investigate balanced and unbalanced forces and the effect these have on the motion of an object. • explore the effects of gravity and consider the difference between mass and weight. • investigate the impact of friction on a moving object and the forces involved in simple machines. • consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations.	**Unit 4: Moving right along — applications in real systems** Students will • consider the application of forces in everyday life. • apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. • build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. • investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.	**Unit 5: Heavenly bodies** Students will: • learn about the interrelationships between the sun, Earth and moon system. • explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. • examine how science and technology have contributed to the issue of solar storms and their effects on Earth. • explore and compare cultural beliefs related to phases of the moon and eclipses.	**Unit 6: Sensational seasons** Students will: • examine different cultural understandings of the seasons • explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management. • examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing.	**Unit 7: Organising organisms** Students will: • classify organisms based on their physical characteristics. • construct and use dichotomous keys to assist and describe classification. • analyse the effectiveness of dichotomous keys and suggest improvements. • explore feeding relationships between organisms in an environment using food chains and food webs	**Unit 8: Affecting organisms** Students will: • identify how human activity can impact food webs in the marine environment. • examine the work of scientists in Antarctica. • explore native food webs and how these were understood and used by Aboriginal peoples.
Assessment							
Water Issue Students demonstrate their understanding of water, its' importance and locations, the processes involved in the water cycle, the treatment processes of water, and how humans mimic natural processes. They communicate scientifically.	School Developed Exam	*Monitoring* There is no summative assessment in this unit. Monitor student learning and progress throughout the unit. The assessment for this unit will be conducted in Unit 4.	**Balloon powered vehicle** *Assignment/project* Students identify a question, plan and conduct fair tests considering safety, describe the forces acting on a vehicle and use data to improve vehicle design.	**Supervised assessment: Heavenly bodies** **Exam** Students demonstrate understanding of the Earth, moon and sun system and its effects on the Earth, to examine the contribution science makes in addressing a real-world problem and to communicate scientifically.	**Sensational Seasons Presentation** **Poster/multi-modal presentation** Students demonstrate the relationship between the tilt of the Earth and the seasons, to identify trends in data and to communicate the effect of the seasons on farming and agricultural practices.	**Classification of creatures** Exam Students identify and classify organisms using dichotomous keys and apply scientific conventions when constructing keys for a purpose.	**Case Study — Food Webs** **Exam** Students construct food webs, predict the effect of change on food webs and identify and propose solutions to problems.

Science understanding		T1	T2	T3	T4
Biological sciences	There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)				U7
	Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)				U7 U8
Chemical sciences	Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)	U1 U2			
Earth and space sciences	Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)			U5 U6	
	Some of Earth's resources are renewable, but others are non-renewable (ACSSU116)	U1 U2			
	Water is an important resource that cycles through the environment (ACSSU222)	U1 U2			
Physical sciences	Change to an object's motion is caused by unbalanced forces acting on the object (ACSSU117)		U3 U4		
	Earth's gravity pulls objects towards the centre of the Earth (ACSSU118)		U3 U4	U5	
Science as a human endeavour		T1	T2	T3	T4
Nature and development of science	Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world (ACSHE119)		U3	U5	
	Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE223)			U6	
Use and influence 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 (ACSHE120)		U3 U4	U5	
	Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE121)			U6	
	People use understanding and skills from across the disciplines of science in their occupations (ACSHE224)	U1	U3 U4	U6	

Science inquiry skills		T1	T2	T3	T4
Questioning and predicting	Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)	U1	U3 U4	U5	
Planning and conducting	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125)	U1	U3 U4	U5 U6	
	In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (ACSIS126)	U1	U3 U4		
Processing and analysing data and information	Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS129)	U1 U2	U3 U4	U5 U6	
	Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACSIS130)	U1 U2	U3 U4	U5 U6	
Evaluating	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 (ACSIS131)	U1	U3 U4	U5	
	Use scientific knowledge and findings from investigations to evaluate claims (ACSIS132)		U4	U6	
Communicating	Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS133)	U1 U2	U3 U4	U5 U6	U7 U8

SCIENCE YEAR 8

SCIENCE

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: **Particles Matter** Students will: • investigate physical properties of materials and the relationship between these and the use of materials. • investigate changes in state and the Particle Model of Matter which will be applied to explain physical changes. • relate the physical properties of material to their use in everyday applications • evaluate the effectiveness of the material for its identified purpose.	**Unit 2:** **Chemistry of common compounds** Students will: • investigate physical and chemical properties of materials and the relationship between these and the use of materials. • Investigate elements of the Periodic Table including symbolic representation of elements. • identify, represent and explain chemical change using the particle model of matter.	**Unit 3:** **Rocks never die** Students will: • explore different types of rocks and the minerals of which they are composed. • compare the different processes and timescales involved in their formation as part of the rock cycle. • construct and interpret models and representations to aid in the analyses of patterns and relationships in data. • investigate properties of rocks and analyse data to identify patterns and relationships. • identify rock specimens and model processes of rock formation.	**Unit 4:** **Rocks in My World** Students will: • consider the science roles involved in the production of resources from rocks and minerals and their use in the community. • consider the scientific roles involved in managing the environmental impact of mining and using a mineral resource.	**Unit 5:** **Energy For My Lifestyle** Students will: • classify energy forms. • investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks. • process and analyse experimental data and information and evaluate the experimental method used. • use models and representations to examine kinetic energy and its relationship with potential energy and to communicate how energy is transferred and transformed through systems. • recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. • discuss the use and influence of science on the utilisation of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.	**Unit 6:** **What's Up** **S**tudents will: • identify different forms of energy and investigate how it can be transferred and transformed and cause change within systems. • plan and conduct an investigation into the operating sequence, energy transfers and transformations of a Rube Goldberg machine. • reflect on the initial design of the machine and identify improvements to the method considering safety. • examine Australia's energy production and use of renewable and non-renewable energy resources. • examine the impact of solar technology in Australian Indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.	**Unit 7:** **Building Blocks of Life** Students will: • identify cells as the basic units of living things and their specialised structures. • use microscopes and digital images to distinguish between multicellular and unicellular organisms. • understand how to prepare wet mount slides and correctly draw scientific specimen diagrams from microscopic observations. • compare similarities and differences between plant and animal cell structure. • understand the advantages and disadvantages of cell specialisation e.g. specialised reproductive cells and structures. • examine the relationship between the structure and function of specialised plant and animal cells. • examine scientific work about cell formation and the processes of cell division via mitosis in organisms. • analyse the development of the cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory. • develop questions and identify problems that can be investigated scientifically.	**Unit 8:** **Reproduction** Students will: • investigate sexual reproduction and immunity, with a focus on organ systems that allow multicellular plant or animal organisms to reproduce and survive. • investigate the structure of reproductive organs and the function of each organ in relation to the overall function of the organ system • compare the basic structure of the human reproductive system with the reproductive system of other animals and the structure of animal reproductive systems compared with that of flowering plants. • examine the use of assisted reproductive technologies (ART) and their impact on the livestock industry, with special consideration to the ethical issues and guidelines involved. • explore the functions of the immune system particularly ways in which diseases can be prevented as a result of individual and societal behaviours and understanding.
ASSESSMENT							
Monitoring Tasks Investigating the strength & elasticity of natural fibre. Applying the 'Particle Model of Matter' Particles Matter – How much do you know?	**School Developed Exam**	***Rocks never die*** Rock & mineral identification and school based exam	**Rock Formations of Australia** **Assignment** : researching a specific rock feature within Australia, describing its formation and changes over time, and its cultural significance	**Energy - school developed exam**	**The Hurler** Describe the energy changes that occur within the operating sequence of a 'Rube Goldberg' machine and explain how these relate the flow of energy through the machine. Design a method to incorporate modifications to the initial design of the machine. Considering risk and assess the effectiveness of these modifications using scientific language and representations.	**The nature of the cell** Students will analyse the relationship between the structure and function of a cell. Students will also identify historical problems and explain how over time evidence has led to an improved understanding of the cell theory.	**Reproduction** To analyse the relationships between structure and function of organs of reproductive systems. To analyse relationships and draw conclusions on trends and evaluate claims about the use of assisted reproductive technologies using scientific knowledge, data and ethical considerations.

Science understanding		T1	T2	T3	T4
Biological sciences	Cells are the basic units of living things and have specialised structures and functions (ACSSU149)				U7 U8
	Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)				U7 U8
Chemical sciences	The properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151)	U1 U2			
	Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152)	U2			
	Chemical change involves substances reacting to form new substances (ACSSU225)	U1 U2			
Earth and space sciences	Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)		U3 U4		
Physical sciences	Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems (ACSSU155)		U3	U5 U6	
Science as a human endeavour		T1	T2	T3	T4
Nature and development of science	Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world (ACSHE134)	U1 U2			U7 U8
	Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE226)		U4		
Use and influence 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 (ACSHE135)	U1 U2	U4	U5 U6	U8
	Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE136)	U1 U2	U4	U5 U6	U8
	People use understanding and skills from across the disciplines of science in their occupations (ACSHE227)		U4	U5	

Science inquiry skills		T1	T2	T3	T4
Questioning and predicting	Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS139)	U1		U5	U7 U8
Planning and conducting	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140)	U1 U2	U3	U5 U6	U7 U8
	In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (ACSIS141)	U1 U2	U3	U5 U6	U8
Processing and analysing data and information	Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (ACSIS144)	U1 U2	U3	U5 U6	U7 U8
	Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (ACSIS145)	U1 U2	U3 U4	U5 U6	U7 U8
Evaluating	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 (ACSIS146)	U1 U2		U5 U6	
	Use scientific knowledge and findings from investigations to evaluate claims (ACSIS234)				U7 U8
Communicating	Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS148)	U1 U2	U3 U4	U5 U6	U7 U8

SCIENCE YEAR 9

SCIENCE

By the end of Year 9, students explain chemical processes and natural radioactivity 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. Students 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 results. 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		TERM 2		TERM 3		TERM 4	
Unit 1: Energy on the move. Students: • examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. • will form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. • will 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 related to sound and light. • investigate wave motion and how different mediums affect sound and light transfer. • explore ways in which humans have used and controlled sound and light 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, protons, neutrons and electrons. • investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. • understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. • research the use of radioisotopes in 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 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 technological developments that have aided scientists in the study of tectonic-plate movement and consider how these assist societies living in tectonic-event areas. • research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.	**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 coordinated approach. • analyse and predict the effects of the environment on body systems • discuss how the body responds to changes in the environment and to diseases. • research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. • consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. • evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.	**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. • develop 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 photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. • apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.	**Unit 8:** **Heat and eat** Students: • engage in the exploration of chemical reactions and their application in everyday life. • investigate the application of the chemical concepts to methods used by Australian Indigenous peoples to detoxify food, food production and the use of acid/base indicators. • design and conduct investigations, assess risk and gather first-hand data. • analyse data, identifying inconsistencies and describe specific ways to improve the quality of data obtained in their investigations.
ASSESSMENT							
Soil salinity and electrical conductivity To analyse and evaluate the relationship between soil salt concentration and electrical conductivity and apply this to crop choice to improve the productivity and profitability of a farm.	**Light and sound transfer** To explain the transfer of energy using different models, design an investigation method to collect data and analyse data to identify relationships.	**Radioisotope superheroes** To research a radioisotope, describe and explain its structure, radioactivity and a practical use of this radioisotope, and evaluate its importance to society.	**Plate tectonics** To communicate how geological processes result in tectonic events and changes to the Earth's surface, identify patterns and trends in secondary data and evaluate secondary sources to critique validity of claims. To describe factors that have impacted on the development of the theory of plate tectonics.	**My life in balance** To communicate understanding of the body's response to external and internal changes and describe social factors and future developments of vaccination considering scientific perspectives.	**Evaluating the impact of change on an ecosystem** Assignment/Project x2 To pose research questions, analyse data and make ethical recommendations related to the impact of change on the interrelationships within an ecosystem.	**Monitoring**	**Experimental Investigation: Heat and eat** Students explain the chemistry involved in the reactions, design and conduct a safe, controlled investigation, analyse and evaluate data and method then make recommendations for its use in reheating pre-cooked meals.

Science understanding		T1	T2	T3	T4
Biological sciences	Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)			U5	
	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)			U6	
Chemical sciences	All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177)		U3		U7
	Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178)				U7 U8
	Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179)				U7 U8
Earth and space sciences	The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)		U4		
Physical sciences	Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)	U1 U2			
Science as a human endeavour		**T1**	**T2**	**T3**	**T4**
Nature and development of science	Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE157)		U3 U4	U5	
	Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE158)		U3 U4	U5	U8
Use and influence of science	People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE160)	U1 U2		U5 U6	U7
	Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities (ACSHE161)	U1 U2	U3 U4	U5	U7 U8
	The values and needs of contemporary society can influence the focus of scientific research (ACSHE228)			U5	

Science inquiry skills		T1	T2	T3	T4
Questioning and predicting	Formulate questions or hypotheses that can be investigated scientifically (ACSIS164)	U1 U2		U5 U6	U8
Planning and conducting	Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165)	U1 U2	U4	U5 U6	U7 U8
	Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (ACSIS166)	U1 U2	U3	U5 U6	U7 U8
Processing and analysing data and information	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169)	U1 U2	U3 U4	U5 U6	U7 U8
	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170)	U1 U2	U4	U5 U6	U7 U8
Evaluating	Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS171)	U2			U7 U8
	Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems (ACSIS172)		U3 U4	U5 U6	
Communicating	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174)	U1 U2	U3 U4	U5 U6	U7 U8

SCIENCE YEAR 10

SCIENCE

By the end of **Year 10**, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. Students develop questions and hypotheses and independently 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 digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: Life Blueprints Students: • explore genetics and heredity. • examine the relationship between DNA, genes and the physical characteristics of an organism. • analyse monohybrid crosses and use patterns and trends to predict genotypes and phenotypes of offspring. • construct pedigrees to track heritable traits through generations. • examine 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 Evolves** Students: • build on their knowledge of genetics and inheritance gained in Unit 1. • develop an understanding of how the diversity of life on Earth can be explained by the theory of evolution by natural selection. • review models and mechanisms that have been developed and refined over time by a range of scientists to explain evolution and evaluate the evidence that supports these. • assess representations of how the Earth's biological diversity has branched out from a single origin, and consider how technology and scientific knowledge has affected scientific research and people's lives through genetically modified foods. • critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations.	**Unit 3: Chemistry isn't magic** Students: • 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 atom's electron arrangement to predict the formation of ions, and make predictions and draw conclusions from experimental data about the products of chemical reactions. • examine how scientific understanding of the atomic model has been refined over time and explain the role of technology in advancing this model.	**Unit 4: Chemical reactions matter** Students: • explore the factors that affect reaction rates through observation and experimentation. • plan, conduct, evaluate and report on an investigation into reaction rate of 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 this has had on society and the environment. • explore 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 • explore the effect 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 6: Energy of motion** Students: • investigate the impact of forces and energy on the motion of objects. • use the Laws of Motion and the Conservation of Energy to predict, describe and explain 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 understandings to design a vehicle and investigate the effectiveness of the design in minimising the consequences of impacts.	**Unit 7: Global Systems** Students: • explore how the Earth is composed of four interacting and dynamic spheres, within which the global systems and cycles operate. • consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced these systems, resulting in change. • design and conduct reliable and fair fieldwork investigations to collect, analyse and evaluate data related to carbon emissions produced by traffic and the potential of carbon offsetting from trees. • analyse approaches used to minimise carbon emissions and methods of sequestering carbon. • consider whether ethical decision making in relation to the environment could improve the state of the planet.	Unit 8: **The Universe** Students • understand that the universe is made up of features, 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 recognise that theories are revised and scientific ideas change over time, as new evidence is gathered. • examine different types of star lifecycles and investigate the contributions that technology has made to increased knowledge of stars over time. • understand that light from stars provides information about composition and relative motions of galaxies. • examine information related to theories about the origin and fate of the universe. • summarise how understandings of the universe have changed through new discoveries due to improved technologies. • develop an understanding of Indigenous peoples' 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.
ASSESSMENT							
To communicate an understanding of the processes that influence heredity and to evaluate claims relating to these processes	To explain how a theory of evolution affects the process of development of a species using valid scientific evidence from secondary sources, scientific language and representations.	To communicate an understanding of the Periodic Table as an organiser of elements, predict processes and products of chemical reactions and relate technological advancements to the development of the atomic model.	To carry out an investigation, formulate a hypothesis, manage risk, analyse data and identify relationships between investigated factor and reaction rate of a chemical process. To develop a conclusion consistent with experimental data and identified relationship and evaluate the effectiveness of the method, including suggestions for improvements.	Monitoring Tasks	**Assignment/Project:** **Safety first** Investigation and scientific report Students plan, conduct, evaluate and report on an investigation into a safety feature of a vehicle and explain its effectiveness using physics concepts and experimental results.	To analyse information about the carbon cycle, to describe significant stores, flows and human impact through and between spheres. To consider ethical actions in relation to the environment, consider fairness and reliability to improve a fieldwork investigation and evaluate the quality and reliability of the methodology used.	To identify understanding of the universe, including theories of the origin and fate of the universe and how new evidence and techniques supported the acceptance of particular explanations and led to changes in scientific understanding.

Science understanding		T1	T2	T3	T4
Biological sciences	The transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)	U1 U2			
	The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)	U2			
Chemical sciences	The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186)		U3		
	Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)		U3 U4		
Earth and space sciences	The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)				U8
	Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)				U7
Physical sciences	Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)			U6	
	The motion of objects can be described and predicted using the laws of physics (ACSSU229)			U5 U6	
Science as a human endeavour		**T1**	**T2**	**T3**	**T4**
Nature and development of science	Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE191)	U2	U3		U8
	Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE192)	U2	U3		U8
Use and influence of science	People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE194)	U1 U2	U4	U6	U7 U8
	Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities (ACSHE195)	U1 U2	U4	U6	U8
	The values and needs of contemporary society can influence the focus of scientific research (ACSHE230)	U1 U2	U4	U5 U6	U7

Science inquiry skills		T1	T2	T3	T4
Questioning and predicting	Formulate questions or hypotheses that can be investigated scientifically (ACSIS198)	U1	U3 U4	U5 U6	
Planning and conducting	Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS199)	U1	U3 U4	U5 U6	U7
	Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (ACSIS200)	U1	U3 U4	U5 U6	U7
Processing and analysing data and information	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203)	U1	U3 U4	U5 U6	U7 U8
	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204)	U1 U2	U3 U4	U5 U6	U7 U8
Evaluating	Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS205)	U2	U3 U4	U5 U6	U7 U8
	Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems (ACSIS206)	U2		U6	U7 U8
Communicating	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS208)	U1 U2	U3 U4	U5 U6	U7 U8

SCIENCE ENRICHMENT - Year 9 & 10 ELECTIVE SUBJECT

TERM 1	TERM 2	TERM 3	TERM 4
YEAR A **CHEMISTRY** Students will learn the fundamentals of titration; • What is molarity? • Manipulating equipment • Calculating strength of solutions • Understanding redox reactions • Understanding acid / base reactions The unit includes experiments and mathematical calculations using formulae	**BIOLOGY** Students will look in-depth at various body systems. They will develop an understanding of; • Organisation of multi-cellular organisms • Circulatory system • Heart structure & function • Muscular-skeletal system • Muscle structure & function • Respiratory system • Lung structure & function • The nervous system • Eye structure & function • Techniques for dissection Students will also participate in The Science & Engineering Challenge	**SCIENCE WEEK** Students will choose from an area of personal interest and design and deliver an activity to students from Years 4-6 as part of Barambah Cluster science week program.	**PHYSICS** Motion Students will study the science of roller coasters. They will use roller coaster models to demonstrate movement theory in action, whilst developing an understanding of how the following scientific concepts are related to motion; • Gravity • Energy • Mass & weight • Acceleration, speed & velocity • Forces This unit includes mathematical calculations and formulae.
ASSESSMENT Scientific reports Test	Scientific reports Assignment "The Body Book"	Student participation & feedback Personal Reflection	Scientific reports Test
YEAR B **CONSUMER SCIENCE** Students will learn about the science behind the development, testing and production of everyday substances. They will consider; • The scientific method • Fair testing & identifying variables • Writing professional scientific reports • Power of advertising • Consumer legislation Students will choose a product and design and carry out an investigation on that product to support or disprove any manufacturers' claims.	**BIOLOGY** Cells & Microscopy • Use of the microscope • Animal cells – structure & function • Plant cells – structure & function • Making wet mount slides • Using stains • Scientific drawing from the microscope Students will also participate in The Science & Engineering Challenge.	**SCIENCE WEEK** Students will choose from an area of personal interest and design and deliver an activity to students from Years 4-6 as part of Barambah Cluster science week program.	**CHEMISTRY** Students will develop an understanding of: • History of scientific experimentation • Preparation of gases • Collection of gases • Testing of gases • Analytical techniques for determining the identity of unknown solutions • Word and formulae equations The unit includes experiments and mathematical calculations using formulae.
ASSESSMENT Scientific reports Test	Test : written & practical	Student participation & feedback Personal Reflection	Scientific reports Test

Science understanding		T1	T2	T3	T4
Biological sciences	Cells are the basic units of living things and have specialised structures and functions (ACSSU149)		A2 B2		
	Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)		A2 B2		
	Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)		A2 B2		
Chemical sciences	Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178)	A1			B4
	Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)	A1			B4
Earth and space sciences	The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)				
	Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)				A4
Physical sciences	Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)				A4
	The motion of objects can be described and predicted using the laws of physics (ACSSU229)				A4
Science as a human endeavour		T1	T2	T3	T4
Nature and development of science	Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE191)	B1			B4
	Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE192)	B1			B4
Use and influence of science	People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE194)	B1			
	Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities (ACSHE195)	B1		A3 B3	B4
	The values and needs of contemporary society can influence the focus of scientific research (ACSHE230)	B1			

Science inquiry skills		T1	T2	T3	T4
Questioning and predicting	Formulate questions or hypotheses that can be investigated scientifically (ACSIS198)	*	*	*	*
Planning and conducting	Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS199)	*	*	*	*
	Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (ACSIS200)	*	*	*	*
Processing and analysing data and information	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203)	*	*	*	*
	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204)	*	*	*	*
Evaluating	Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS205)	*	*	*	*
	Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems (ACSIS206)	*	*	*	*
Communicating	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS208)	*	*	*	*

Key: A1 = Year A Unit 1
B2 = Year B Unit 2

* ALL UNITS

HISTORY Terms 1 & 2

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 and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Unit 1: Investigating the Ancient Past

Inquiry question:
• **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?**
• **What emerged as the defining characteristics of ancient Rome**?
Students:
• investigate evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
• 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 civilisation 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	**Collection of work about conflicts and contacts and the role of groups.**	**Short response test —Exam/test**.

Historical Knowledge		1	2	3
The Ancient World: Overview content for the ancient world includes the following:	The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia. (ACOKFH001)	✓		
	The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)		✓	
	Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)		✓	
Investigating the ancient past	How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)	✓		
	The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)	✓		
	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 (ACDSEH030)	✓		
	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 (ACDSEH031)	✓		
	The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)	✓		
The Mediterranean World – Rome	The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)		✓	
	Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038)		✓	
	The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039)		✓	
	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 (ACDSEH040)		✓	
	The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)		✓	
The Asian World - China	The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)			✓
	Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. (ACDSEH041)			✓
	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 (ACDSEH042)			✓
	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 (ACDSEH043)			✓

Historical Understandings The key concepts of historical understanding are:		1	2	3
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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓	✓
Empathy	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.	✓	✓	✓
Significance	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.	✓	✓	✓
Contestability	Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.	✓	✓	✓
Historical Skills		1	2	3
Chronology, terms and concepts	Sequence historical events, developments and periods (ACHHS205)	✓	✓	✓
	Use historical terms and concepts (ACHHS206)	✓	✓	✓
Historical questions and research	Identify a range of questions about the past to inform a historical inquiry (ACHHS207)	✓		
	Identify and locate relevant sources, using ICT and other methods (ACHHS208)	✓		
Analysis and use of sources	Identify the origin and purpose of primary and secondary sources (ACHHS209)	✓	✓	✓
	Locate, compare, select and use information from a range of sources as evidence (ACHHS210)	✓	✓	✓
	Draw conclusions about the usefulness of sources (ACHHS211)	✓	✓	✓
Perspectives and interpretations	Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)	✓	✓	✓
Explanations and communication	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)	✓	✓	✓
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)	✓	✓	✓

By 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 geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent 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 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 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 water 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

Unit 2 – *Place and liveability*

Inquiry questions:
- How do people's reliance on places and environments influence their perception of them?
- 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 access to services?

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
- collect, 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

ASSESSMENT

Supervised assessment

Geographical Knowledge and Understanding		1	2
Water in the world	The classification of environmental resources, and the forms that water takes as a resource (ACHGK037)	✓	
	The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)	✓	
	The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)	✓	
	The nature of water scarcity, and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)	✓	
	The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)	✓	
	The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)	✓	
Place and liveability	The factors that influence the decisions people make about where to live, and their perceptions of the liveability of places (ACHGK043)		✓
	The influence of accessibility to services and facilities on the liveability of places (ACHGK044)		✓
	The influence of environmental quality on the liveability of places (ACHGK045)		✓
	The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)		✓
	The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)		

Geographical inquiry and skills		1	2
Observing, questioning and planning	Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)		✓
Collecting, recording, evaluating and representing	Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)		✓
	Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)	✓	✓
	Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)	✓	
Interpreting, analysing and concluding	Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051)	✓	✓
	Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)	✓	
Communicating	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)	✓	✓
Reflecting and responding	Reflect on their learning to propose individual and collective action in response to on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)		✓

Collection of work (Multimodal)

Concepts for geographical understanding		1	2
Place	Places are parts of the earth's surface and can be described by location, shape, boundaries, 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 range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.	✓	✓
Space	Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.	✓	✓
Environment	Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, croplands, buildings and roads.	✓	✓
Inter-connection	Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections 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 holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection.	✓	✓
Sustainability	Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.	✓	✓
Scale	Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.	✓	✓
Change	Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift.	✓	✓

YEAR 7 KEY INQUIRY QUESTIONS
How do people's reliance on places and environments influence their perception of them?
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 access to services?

HISTORY Terms 1 & 2

YEAR 8

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.
Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Unit 1: The Western and Islamic world - Medieval Europe (c.590 - c.1500)
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?
Students:
- investigate the social, cultural, economic and political features of Medieval Europe, with a particular focus on the dominance of the Catholic Church and the relationship between Islam and the West through the Crusades.

Unit 2 Japan under the Shoguns (c. 794-1867)
Key question:
• What key beliefs and values emerged and how did they influence society?
Students:
- investigate the way of life in shogunate Japan including social, cultural, economic and political features, particularly the role of the Tokugawa shogunate.
- explore theories about the decline of the shogunate, including modernisation and westernisation.

Unit 3 The Spanish conquest of the Americas (c. 1492 - c. 1572)
Key questions:
• 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?
Students:
- investigate the Age of Exploration and why Europeans set out on the great voyages of discovery.
- analyse the motives of Spanish adventurers who explored and settled the Americas.
- consider the way of life for people in the Americas before Columbus' arrival, interactions between these people and the Spanish, and impacts of the Spanish conquest both in the Americas and Europe.

ASSESSMENT

Supervised Stimulus Response Exam	Research: A significant Tokugawa individual	Extended response to historical stimulus

Historical Knowledge		1	2	3
The Ancient to the Modern World	The transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)	✓		
	key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)	✓	✓	✓
	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). (ACOKFH010)			✓
The Western and Islamic world - **Medieval Europe (c.590-c.1500)**	The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)	✓		
	Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)	✓		
	Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)	✓		
	The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)	✓		
The Asia-Pacific World **Japan Under the Shoguns' (c.794-1867)**	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) (ACDSEH012)		✓	
	The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. (ACDSEH063)		✓	
	The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)		✓	
	Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)		✓	
Expanding Contacts **The Spanish conquest of the Americas (c.1492 – c.1572)**	Pre-Columbian life in the Americas, including social organisation, city life and beliefs. (ACDSEH016)			✓
	When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)			✓
	The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)			✓
	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 (ACDSEH075)			✓
	The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)			✓

Historical Understandings The key concepts of historical understanding are:		1	2	3
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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓	✓
Empathy	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.	✓	✓	✓
Significance	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.	✓	✓	✓
Contestability	Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.	✓	✓	✓
Historical Skills		1	2	3
Chronology, terms and concepts	Sequence historical events, developments and periods (ACHHS148)	✓	✓	✓
	Use historical terms and concepts (ACHHS149)	✓	✓	✓
Historical questions and research	Identify a range of questions about the past to inform a historical inquiry (ACHHS150)	✓	✓	
	Identify and locate relevant sources, using ICT and other methods (ACHHS151)		✓	
Analysis and use of sources	Identify the origin and purpose of primary and secondary sources (ACHHS152)	✓		✓
	Locate, compare, select and use information from a range of sources as evidence (ACHHS153)	✓	✓	✓
	Draw conclusions about the usefulness of sources (ACHHS154)	✓		✓
Perspectives and interpretations	Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)	✓	✓	✓
Explanations and communication	Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)	✓	✓	✓
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)	✓	✓	✓

GEOGRAPHY Terms 3 & 4

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 identify 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.

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 changes be managed?**

Content covered:

- concepts for geographical understandings: place, space, environment, interconnections, sustainability and scale.
- geomorphology through a study of landscapes and their landforms.
- processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures
- hazards associated with landscapes
- management of landscapes.
- concept of environment and the significance of landscapes to people, including Aboriginal and Torres Strait Islander peoples.

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.
- spatial 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 low- and 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

Research (Multimodal): Students investigate the impact of the movement of people at various scales and evaluate a scenario to develop a sustainable urban-development plan.

Geographical Knowledge and Understanding		1	2
Landforms and landscapes	The different types of landscapes and their distinctive landform features (ACHGK048)	✓	
	The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)	✓	
	The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)	✓	
	The human causes and effects of landscape degradation (ACHGK051)	✓	
	The ways of protecting significant landscapes (ACHGK052)	✓	
	The causes, impacts and responses to a geomorphological hazard (ACHGK053)	✓	
Changing Nations	The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)		✓
	The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)		✓
	The reasons for and effects of internal migration in Australia (ACHGK056)	✓	✓
	The reasons for and effects of internal migration in China (ACHGK057)	✓	✓
	The reasons for and effects of international migration in Australia (ACHGK058)	✓	✓
	The management and planning of Australia's urban future (ACHGK059)		✓

Geographical inquiry and skills		1	2
Observing, questioning and planning	Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055)	✓	✓
Collecting, recording, evaluating and representing	Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056)		
	Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS057)		
	Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058)		
Interpreting, analysing and concluding	Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS059)	✓	✓
	Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS060)	✓	✓
Communicating	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS061)	✓	✓
Reflecting and responding	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)	✓	✓

Concepts for geographical understanding		1	2
Place	Places are parts of the earth's surface and can be described by location, shape, boundaries, 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 range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.	✓	✓
Space	Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.	✓	✓
Environment	Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, croplands, buildings and roads.	✓	✓
Inter-connection	Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections 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 holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection.	✓	✓
Sustainability	Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.	✓	✓
Scale	Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.	✓	✓
Change	Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift.	✓	✓

YEAR 8 KEY INQUIRY QUESTIONS
How do 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?
What are the consequences of changes to places and environments and how can these changes be managed?

HISTORY Terms 1 & 2

YEAR 9 This year level has been combined with Year 10 and the Year 10 Curriculum is being implemented.

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.
Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

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)	Unit 2 Making a Nation	Unit 3 World War I (1914-1918)
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.	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.	Key question: • **What was the significance of World War 1?** Content covered: • The emergence and nature of significant economic, social and political ideas in this period, including nationalism.

Assessment

Research: Industrial Revolution	Short response exam	Discussion

Historical Knowledge		1	2	3
Overview of The Making of the Modern World	the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)	✓		
	the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)		✓	
	the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)	✓	✓	✓
Industrial Revolution (1750 – 1914)	The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017)	✓	✓	
	The population movements and changing settlement patterns during this period (ACDSEH080)	✓		
	The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)	✓		
	The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)	✓		
Australia and Asia Making a Nation	The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander people (ACDSEH020)		✓	
	The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)		✓	
	Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)		✓	
	Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)		✓	
	Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)		✓	
World War I	An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)			✓
	The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)			✓
	The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)			✓
	The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)			✓

Historical Understandings The key concepts of historical understanding are:		1	2	3
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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓		
Empathy	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.	✓		
Significance	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.	✓		
Contestability	Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.	✓		
Historical Skills		1	2	3
Chronology, terms and concepts	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)	✓	✓	
	Use historical terms and concepts (ACHHS165)	✓	✓	✓
Historical questions and research	Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)	✓		
	Evaluate and enhance these questions (ACHHS167)	✓		
	Identify and locate relevant sources, using ICT and other methods (ACHHS168)	✓	✓	
Analysis and use of sources	Identify the origin, purpose and context of primary and secondary sources (ACHHS169)		✓	✓
	Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)	✓	✓	✓
	Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)	✓	✓	✓
Perspectives and interpretations	Identify and analyse the perspectives of people from the past (ACHHS172)	✓	✓	✓
	Identify and analyse different historical interpretations (including their own) (ACHHS173)	✓		✓
Explanations and communication	Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)	✓	✓	✓
	Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)	✓	✓	✓

GEOGRAPHY Terms 3 & 4

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict 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 and justify a response.
Students use initial research 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 comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They 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?**
- **Why are interconnections and interdependencies important for the future of 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
- select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future
- represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes
- 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.

Unit 2 Geographies of interconnections
Key inquiry questions:
- **Why are interconnections and interdependencies important for the future of places?**
- **What are the future implications of changes to places?**
- **Why are interconnections and interdependencies important for the future of places?**

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
- select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future
- represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate
- evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes
- 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.

ASSESSMENT

Supervised task 1 - Short response exam

Geographical Knowledge and Understanding		1	2
Biomes and Food Security	The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)	✓	
	The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)	✓	
	The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)	✓	
	The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)	✓	
	The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)	✓	
Geographies of interconnections	The perceptions people have of place, and how this influences their connections to different places (ACHGK065)		✓
	The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)		✓
	The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)		✓
	The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)		✓
	The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)		✓
Geographical inquiry and skills		**1**	**2**
Observing, questioning and planning	Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)		✓
Collecting, recording, evaluating and representing	Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064)	✓	
	Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065)	✓	
	Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)	✓	
Interpreting, analysing and concluding	Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067)	✓	✓
	Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068)	✓	✓
	Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069)	✓	✓
Communicating	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)	✓	✓
Reflecting and responding	Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)	✓	✓

Collection of work (Multimodal):

Concepts for geographical understanding		1	2
Place	Places are parts of the earth's surface and can be described by location, shape, boundaries, 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 range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.	✓	✓
Space	Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.	✓	✓
Environment	Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, croplands, buildings and roads.	✓	✓
Inter-connection	Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections 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 holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection.	✓	✓
Sustainability	Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.	✓	✓
Scale	Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.	✓	✓
Change	Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift.	✓	✓

YEAR 9 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?
Why are interconnections and interdependencies important for the future of places and environments?

HISTORY Terms 1 & 2

YEAR 10

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 explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.
Students sequence 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 questions:
- **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
Depth study:
• wartime experiences through a study of World War II - causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

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 1992 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 Knowledge		1	2	3
Overview of the Modern World & Asia	The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)	✓		
	Continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)	✓		
	The major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)			
	The nature of the Cold War and Australia's involvement in 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 (ACOKFH023)			✓
	Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)			✓
World War II (1939-45)	An overview of the causes and course of World War II (ACDSEH024)	✓		
	An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)	✓		
	The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)	✓		
	The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)	✓		
	The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)	✓		
Rights & Freedoms (1945 – the present)	The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)		✓	
	Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)		✓	
	The US civil rights movement and its influence on Australia (ACDSEH105)		✓	
	The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)		✓	
	Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)		✓	
	The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)		✓	
The Globalising World Popular Culture	The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)			✓
	Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)			✓
	The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)			✓
	Australia's contribution to international popular culture (music, film, television, sport). (ACDSEH123)			✓
	Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)			✓

Historical Understandings The key concepts of historical understanding are:		1	2	3
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	A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.	✓	✓	✓
Empathy	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.	✓	✓	✓
Significance	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.	✓	✓	✓
Contestability	Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives.	✓	✓	✓

Historical Skills		1	2	3
Chronology, terms and concepts	Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)			✓
	Use historical terms and concepts (ACHHS183)	✓	✓	✓
Historical questions and research	Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)			✓
	Evaluate and enhance these questions (ACHHS185)			✓
	Identify and locate relevant sources, using ICT and other methods (ACHHS186)			✓
Analysis and use of sources	Identify the origin, purpose and context of primary and secondary sources (ACHHS187)	✓	✓	
	Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)	✓	✓	✓
	Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)	✓	✓	✓
Perspectives and interpretations	Identify and analyse the perspectives of people from the past (ACHHS190)	✓	✓	✓
	Identify and analyse different historical interpretations (including their own) (ACHHS191)	✓	✓	
Explanations and communication	Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)	✓	✓	✓
	Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)	✓	✓	✓

GEOGRAPHY Terms 3 & 4

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 explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain 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 this 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 special 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 predict 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 concepts for geographical understandings: 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 in 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 the measures of human wellbeing between countries
- evaluate multivariable data and other geographical information using 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
- represent the spatial distribution 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.

Geographical Knowledge and Understanding		1	2
Environmental Change and Management	The human-induced environmental changes that challenge sustainability (ACHGK070)		✓
	The environmental worldviews of people and their implications for environmental management (ACHGK071)		✓
	The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)		✓
	The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)		✓
	The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)		✓
	The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)		✓
Geographies of Human Wellbeing	The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)	✓	
	The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)	✓	
	The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)	✓	
	The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)	✓	
	The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)	✓	
	The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)	✓	
Geographical inquiry and skills		**1**	**2**
Observing, questioning and planning	Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS072)	✓	✓
Collecting, recording, evaluating and representing	Collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)	✓	✓
	Evaluate sources for their reliability, bias and usefulness and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams with and without the use of digital and spatial technologies (ACHGS074)	✓	✓
	Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS075)	✓	✓
Interpreting, analysing and concluding	Evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS076)	✓	✓
	Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS077)	✓	✓
	Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS078)	✓	✓
Communicating	Present findings, arguments and explanations in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS079)	✓	✓
Reflecting and responding	Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS080)	✓	✓

Unit 2 – Environmental change and management

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 and one other country
- develop geographically significant questions and plan an inquiry, for a selected environment and the challenges it faces, which follows geographical methods and applies geographical concepts
- select and record relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources to investigate how environmental functions support life and the major challenges to sustainability
- apply geographical concepts to synthesise information from various sources to identify environmental world views that influence how people perceive and respond to an environmental issue, including those of Aboriginal peoples and Torres Strait Islander peoples
- collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of primary and secondary sources for selected environments
- evaluate sources for their reliability, bias, usefulness and taking into account alternative points of view
- present findings in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate
- reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental,

Assessment: Research (Multimodal)

Students are to research the cause and effect of environmental change in Australia and suggest and evaluate strategies to manage change.

Concepts for geographical understanding		1	2
Place	Places are parts of the earth's surface and can be described by location, shape, boundaries, 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 range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.	✓	✓
Space	Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.	✓	✓
Environment	Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, croplands, buildings and roads.	✓	✓
Inter-connection	Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections 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 holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection.	✓	✓
Sustainability	Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.	✓	✓
Scale	Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs),from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.	✓	✓
Change	Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift.	✓	✓

YEAR 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 worldviews influence decisions on how to manage environmental and social change?

HEALTH & PHYSICAL EDUCATION

Years 7 & 8 2 year cycle Year A /B

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

	TERM 1	TERM 2	TERM 3	TERM 4
YEAR A **Health** **1 HOUR**	**Unit 1 – Super Snacks** **S**tudents: • engage in a variety of learning experiences about health information and its interpretation. • investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.	**Unit 2 – I can make good decisions** Students: • investigate alcohol and drugs, the laws associated with their use and the long and short term effects these have on the body. • examine health information related to alcohol and other drugs to evaluate possible health concerns • implement actions to promote wellbeing in their school community	**Unit 3 – Approaching Adolescence** Students: • focus on the individual as they grow from childhood to adolescence. • investigate a range of physical, emotional, social and intellectual changes occurring during adolescence • consider how these changes impact on identity	**Unit 4 – 'ME, ME, ME** Students: • explore the importance of a healthy body image and the detriment of an unhealthy self-image. • develop knowledge, skills, and understanding to strengthen their sense of self.
Assessment	**Written assignment** Students investigate nutrition information strategies that enhance their own and others' health and wellbeing	**Research task** Students explore the truth about alcohol and other drugs, focusing on caffeine and suggest strategies to manage the influences on their decision making.	**Written assignment** Students explore changes and transitions during adolescence and the impact they have on identity. They analyse factors that influence emotional responses and investigate and recommend strategies and resources to manage these changes and transitions.	**Folio** Students complete a series of activities over the semester.
PE **1 HOUR**	**Unit 1 – Shoots and Scores /cross country** Students: • apply and refine movement concepts and soccer skills in a variety of games and activities. • apply and refine offensive and defensive strategies to suit different movement situations in soccer.	**Unit 2 – Athletics** Students: • develop specialised skills necessary for particular athletics events.	**Unit 3 – Thrown together** Students: • apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports	**Unit 4- Swimming** Students: • develop their skills in swimming strokes, survival skills and strategies • apply these skills in a variety of situations.
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.	The assessment will gather evidence of the student's ability to: • describe the key features of health related fitness and the significance of physical activity to health and wellbeing • perform specialised movement skills • apply the elements of movement when composing and creating movement sequences.	The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes solve movement challenges.	The assessment will gather evidence of the student's ability to: • perform specialised movement skills • propose and combine movement concepts and strategies to achieve movement outcomes
YEAR B **Health** **1HOUR**	**Unit 1 – Food for life** Students: • explore dietary options for adolescents and the social and cultural influences on this. • identify health concerns • explore the information used by them to facilitate choice	**Unit 2 – My decisions, my life** Students: • examine the reasons why young people use alcohol and drugs, peer pressure • examine how to make good decisions using assertive behaviour	**Unit 3 – My adolescent relationships** Students: • recognise that they are becoming independent and explore risk taking behaviours and identity experimentation as they grow up. • explore respectful relationships with peers and how to conduct these relationships in real life and online.	**Unit 4 – Cultural understandings** Students: • explore family and kinship groups in own and other cultures and the values and beliefs in various cultures. • explore the historical significance of physical activities in various cultures and their health practices.
Assessment	**Research report** Students will investigate their diet against the Australian Guide to Healthy Eating and identify areas where they are on track and areas where they could focus efforts to enhance their health.	**Oral Presentation** Students explore drug and alcohol information/statistics to select an issue to investigate and design an action to communicate the information to Year 8 and 9 students.	**Assignment** Students analyse the factors influencing emotional responses when communicating with friends. They apply personal and social skills to establish and maintain respectful relationships	**Focused activities relating to a single context** Students examine the cultural and historical significance of physical activities and how connecting to the environment can enhance the health and wellbeing of individuals and others.
PE **1 HOUR**	**Unit 1 - Table Tennis/Cross Country** Students will investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of table tennis. They will apply elements of space, time, effort and relationships to compose and perform table tennis skill sequences	**Unit 2 – Athletics** Students will develop specialised skills necessary for particular athletics events.	**Unit 3 – Tennis** Students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They will participate in a variety of tennis games. They will apply and refine movement concepts and strategies to suit different movement situations in tennis.	**Unit 4 - Swimming** Students will develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations.
Assessment	**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. 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		1	2	3	4
Being healthy, safe and active	Investigate the impact of transition and change on identities (ACPPS070)			A B	A
	Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)			A B	
	Practise and apply strategies to seek help for themselves or others (ACPPS072)			A B	A B
	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	A B	A B	A B	
Communicating and interacting for health and wellbeing	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)			B	
	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)			A	
	Develop skills to evaluate health information and express health concerns (ACPPS076)	A B	A B		
Contributing to healthy and active communities	Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)	A B	A B		
	Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)		B		B
	Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)				B

Movement and Physical Activity		1	2	3	4
Moving our body	Practise specialised movement skills and apply them in different movement situations (Use feedback to improve body control and coordination when performing specialised movement skills (ACPMP080)	AB	AB	AB	AB
	Compose and perform movement sequences for specific purposes in a variety of contexts (ACPMP081)		AB	A	
	Practise, apply and transfer movement concepts and strategies (ACPMP082)			AB	
Understanding Movement	Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083)		B		
	Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPMP084)		AB		
	Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)				B
Learning through Movement	Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)	AB		AB	AB
	Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance (ACPMP084)	A		A	
	Darticipate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)				B

HEALTH & PHYSICAL EDUCATION

Years 9 & 10 2 year cycle Year A /B

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

	TERM 1	TERM 2	TERM 3	TERM 4
YEAR A Health 1 HOUR	**Unit 1 – Respectful relationships** This unit has sexually sensitive material. The topic overview has alternative key ideas which are elaborated in the topic outline.	**Unit 2 – Sustainable health challenge** Students: • identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. • explore Australia's Physical Activity and Sedentary Behaviour Guidelines, • research cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime • research how to monitor and regulate their effort / intensity.	**Unit 3 –My social responsibility** Students: • explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs	**Unit 4 – Active Aussies (Exercise physiology)** Students: • examine the effects physical activity and training have on the human body. • explore the training principles and methods of training. (Fitness booklet)
Assessment	Case study. Students will read a scenario and answer questions.	Multimodal presentation. Students will research information and produce a multimodal in response to an issue or decision.	Assignment Students evaluate the outcomes of emotional responses to media representations of adolescents' drinking behaviour.	Fitness booklet. Students will complete a collection of work.
PE 1 HOUR	Unit 1 – Space invaders Students: • develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.	**Unit 2 –Athletics** Students: • develop specialised skills necessary for particular athletics events.	**Unit 3 – Strike Out** Students: • evaluate their own and/ or others' performance of movement skills used in a striking and fielding games.	**Unit 4 – Swimming (water polo)** Students: • evaluate and refine their own and others' survival stroke performance • apply survival skills in challenges
Assessment	**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. 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.			
	The assessment will gather evidence of the student's ability to: • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.	The assessment will gather evidence of the student's ability to: • describe the key features of health related fitness and the significance of physical activity to health and wellbeing • perform specialised movement skills • apply the elements of movement when composing and creating movement sequences.	The assessment will gather evidence of the student's ability to: • perform specialised movement skills • propose and combine movement concepts and strategies to achieve movement outcomes	The assessment will gather evidence of the student's ability to: • demonstrate skills to work collaboratively and play fairly • perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes • solve movement challenges.
YEAR B Health 1 hour	**Unit 1 – Healthy Relationships** This unit has sexually sensitive material. The topic overview has alternative key ideas which are elaborated in the topic outline	**Unit 2 – Exercise physiology/energy systems** Students: • examine the effects physical activity and training have on the human body. • explore the training principles and methods of training.	**Unit 3 – Excellence in health** Students: • work in groups to demonstrate leadership and cooperation skills • apply the problem-solving process to take action to enhance their own and others' health, safety and wellbeing in the school community	**Unit 4 – Biomechanics - Strength Training – In the Gym…** Students: • investigate various gym equipment and its functions • investigate strength training programs for particular purposes and groups • research biomechanics in relation to particular strength training exercises • apply knowledge gained to develop strength training programs
Assessment	Students will complete an exam about the anatomy and physiology of the male and female reproductive organs. Students will also get the opportunity to display their knowledge on healthy relationships.	Students will complete an exam about the benefits of exercise and the effects of training on the body. STUDENTS COMPLETE FIRST AID & CPR CERTIFICATES	Students will demonstrate leadership and cooperation. They will apply problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.	Students will develop a strength training program using gym equipment for an identified purpose and for a particular target group. (adolescent, elderly, male, female ….)
PE 1 hour	**Unit 1 – Spirit of the Disc**	**Unit 2 - Athletics**	**Unit 3 – Touch Football**	**Unit 4- Swimming (waterpolo)** Students will evaluate and refine their own and others' survival stroke performance and apply survival skills in challenges

Assessment	**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. 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		1	2	3	4
Being healthy, safe and active	Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)	A			
	Examine the impact of changes and transitions on relationships (ACPPS090)	A			
	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091)		B		
	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	A B		A	
Communicating and interacting for health and wellbeing	Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)	A B			
	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	A B		A	
	Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095)	A B		A B	
Contributing to healthy and active communities	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)		A	B	
	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)			B	
	Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)		A	B	

Movement and Physical Activity		1	2	3	4
Moving our body	Perform and refine specialised movement skills in challenging movement situations (ACPMP099)	A B			
	Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100)		A B		
	Develop, implement and evaluate movement concepts and strategies for successful outcomes (ACPMP101)		A B		
Understanding Movement	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)				B
	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)				B
	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)		A		
Learning through Movement	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)	A B		A B	
	Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)			B	
	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)	A B		A B	

LOTE - JAPANESE YEARS 5 - 6

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 build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal and written features. They expand their understanding of their own languages, cultures and identities through engagement with and 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 Asian, European and other languages understand and appreciate the diversity expressed in languages and the influence of language on culture.
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.

TERM 1	TERM 2	TERM 3	TERM 4
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.	**PETS AND ANIMALS** **Students:** • learn about animals and how to describe animals in Japanese. • learn about animals, colours, animal features (such as stripes, tail, fur etc.) and certain adjectives associated with animals (cute, furry, old, young etc.)
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.

ASSESSMENT Role Play: Job interview. Students will work in pairs and each will take turns at being the interviewer and the interviewee.	Oral presentation of a weather forecast to the class for a certain time of the year	Role Play: a trip to the doctor acted out in front of the class.	Plan a party including shopping lists etc

KNOWLEDGE & UNDERSTANDING		**5**	**6**
Comprehending and composing in the target language	Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning *e.g. Japanese — people use the gesture of bowing and say* konnichi wa *to greet someone during the day*	✓	✓
	Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning *e.g. using the appropriate language elements for common texts when drafting and revising texts.*	✓	✓
	Listening for and locating key words and phrases, and using memorised material helps to make meaning *e.g. listening to or reading/viewing a target language text to locate specific items of information, or anticipating the meaning of new words and phrases in spoken or written target language texts.*	✓	✓
	Manipulating known language helps to make meaning in different contexts *e.g. identifying and asking about people, places and things, using the target language: Where do you live?;* *I live at (place); (Person) lives at (place).*	✓	✓
Intercultural competence and language awareness	Learning languages provides insights into one's own languages and the target language, and how concepts are expressed across languages *e.g.Japanese numbers have literal meaning: 13 is ten-three,* juu san*.*	✓	✓
	Ways of using language provide information about cultures *e.g. different forms of address show relative positions in a society, and degrees of relationship in a culture: Aboriginal family relationships are defined by specific kinship lores and terms, such as the use of "Aunty" and "Uncle" for elders.*	✓	✓
	• Languages and cultural practices have particular features, conventions, patterns and practices that may be similar to or different from one's own language and culture *e.g. word choice, level of politeness and gesture vary when greeting a friend, compared with greeting a teacher, and there may be variations in language associated with gender:* *— in French,* le professeur *(masculine form) refers to both male and female teachers* *— in German, nouns to describe jobs*	✓	✓

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:

- knowledge and understanding
- comprehending texts
- composing texts
- intercultural competence
- reflecting.

TERM 1	TERM 2	TERM 3	TERM 4
YEAR 7/A (2015 – ODD YEAR) **DAILY ROUTINE** Students: • 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. • will be shown how to explain their everyday life related to time.	**AT SCHOOL** Students will: • continue to talk about their life at school. This includes what time they begin and finish School, what subjects they study, what they like and dislike about school. • look at the differences between Schools in Japan and Schools in Australia.	**MY HOUSE** Students will • learn about things that are found in their house. • talk about what things are found in certain rooms such as the living room and kitchen. • be exposed to the different counting system that the Japanese language has (Hitosu, futatsu, mittsu etc.) • be able to discuss some of the differences that are found between Australian houses and that of Japan.	**NEWS AND CURRENT AFFAIRS** Students will: • look at some of the current news events that are occurring in Japan. These could range from incidents that are having a profound effect on Japan to more light hearted stories. The stories could also range from recent stories to more historical events.
ASSESSMENT Students will take on the role of a famous celebrity or someone that the students look up to. They are to use their imagination and explain that person's everyday life.	Students will imagine they are in Japan and talking on SKYPE to their friend back in Goomeri. Students are to ask questions and discuss the differences between Japanese and Australian Schools.	Students will present a multi-modal presentation explaining a luxurious house that they live in. The house must contain some Japanese elements.	Students will choose a particular news story, either a topic that has been covered in class or not and will write a report about it. This will include not only the details of the incident but also their opinion or analysis of the event.
YEAR 8/B (2016 – EVEN YEAR) **GETTING AROUND JAPAN** Students will: • learn about how to get around Japan. • learn certain survival Japanese travel language such as how to understand directions, paying to enter a show or theme park, how to catch a train and finding out what time and where certain events are taking place.	**SPORTS IN JAPAN** Students: • will discuss sports that are common in Japan. A different sport each week will be discussed. • Will learn verbs and phrases that are common in that particular sport. For example, for the topic of Baseball, terms such as hit the ball or catch the ball, strike 3 will be introduced.	**SHOPPING IN JAPAN** Students will: • learn about how to go shopping in Japan. • learn about all of the different outlets in Japan ranging from the supermarket to the 100 yen shop to the high –end Department Stores in the centre of Tokyo.	**LIFE IN JAPAN** Students will: • learn about the logistics behind moving to and living in Japan. • learn about what the visa process is and what visas are available to enter. • learn about what job opportunities are in Japan and what kind of places to stay are available.

ASSESSMENT Students will imagine that they are in Japan and will act out a scenario that may occur.	Written assignment about the 2020 Olympics that are to be held in Tokyo.	Students will take part in a shopping conversation	Students will write an assignment that explains the above mentioned aspects of living in Japan.

KNOWLEDGE & UNDERSTANDING		**7**	**8**
Comprehending and composing in the target language	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.*	✓	✓
	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.*	✓	✓
	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.*	✓	✓
	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. retelling 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.*	✓	✓
Intercultural competence and language awareness	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" (*kanai*) and "another person's wife" (*okusan*), and for "my family" (*kazoku*) and "another's family" (*gokazoku*), which reflects the importance of respect and the notion of "in-group" (*uchi*) and "outsider" (*soto*); "mate" in Australian English has no exact one-word equivalent in other languages.*	✓	✓
	Cultural practices in the target language can be compared with those of other cultures and connections 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.*	✓	✓
	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.*	✓	✓

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.

TERM 1	TERM 2	TERM 3	TERM 4
YEAR A (2015) ODD YEAR			
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.	**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.
ASSESSMENT			
Visual Diary – documenting the imaginative process students go through when creating a work of art.	Visual Diary	Visual Diary Mixed media art work Sculpture piece	Digital Portfolio
YEAR B EVEN YEAR UNDER DEVELOPMENT			
ASSESSMENT			

Knowledge & Skills	**7**	**8**
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 artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)	✓	✓
Analyse how artists use visual conventions in artworks (ACAVAR123)	✓	✓

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.

TERM 1	TERM 2	TERM 3	TERM 4
YEAR A 2015 (ODD YEAR) **Modern art movements** Students: • investigate what is art, the change in ideas about art and who could create art. • experiment and create art from the optical illusion style, abstract realism, cubism, abstract sculpture. • produce 3 major artworks and an assignment about abstract sculpture.	**Pop Art** Students: • continue to look at the idea of What is ART? • investigate the Pop art movement and produce a power point presentation on Andy Warhol. • produce 2 major artworks, a 3d action word and a repeated print of iconic image.	**Matisse versus Modigliani** Students: • develop skills in portrait and figure drawing. • compare and contrast the works of these two very different artists and produce 2 major artworks inspired by their style.	**Vincent and Picasso Still life**. Students: • investigate the term still life and produce a series of images based upon work created by the masters. • develop skills in using college and mix-media producing 3 majors.
ASSESSMENT 1. Op art pencil drawing 2. Klee water colour 3. Abstract sculpture 4. Persuasive speech to the local council about sculpture. 5. Visual Diary	**ASSESSMENT** 1. 3D Action word 2. Power point 3. 4 way iconic print 4. Visual Diary	**ASSESSMENT** 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	**ASSESSMENT** 1. Blue guitar college 2. Cubist Vase 3. Sunflowers with clay 4. Interpretation and analysis of one artist 5. Visual diary

YEAR B 2016 (EVEN YEAR) **Mask Making** Students: • investigate other cultures that have used and made masks to celebrate or for religious reasons. • prepare a report on masks investigating, history, culture, materials and techniques. • create their own large scale mask using a wide variety of materials and surface techniques.	**Hermannsburg Potters** Students: • investigate the history of Hermannsburg potters from the Alice Springs. • develop skills in coil pot construction and complete their own native totem pot.	**Texture meets line in the animal world** Students: • develop skills and understanding about the elements of line and texture. • Create a series of animal drawings, using pen and ink. • keep detailed records of research and experimentation in their visual diary.	**Printing making** Students: • investigate different styles of print making techniques, using their line drawings from last term. • create a children's book about how to complete a printmaking task. • develop skills in lino printing and create a major print.
ASSESSMENT 1. Mask 2. Assignment/report 3. Visual diary	**ASSESSMENT** 1. Clay coil pot 2. Research assignment 3. Visual diary	**ASSESSMENT** 1. Koi fish drawing 2. Hundwasster imagination piece 3. Australian native drawing 4. Texture poster showing an understanding for texture in the environment. 5. Visual Diary	**ASSESSMENT** 1. Printmaking book 2. Lino print 3. Visual diary.

Knowledge & Skills	**9**	**10**
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)	✓	✓

BUSINESS TECHNOLOGY YEAR 9/10 ELECTIVE SUBJECT

By the end of **Year 9**, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace
When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.

By the end of **Year 10**, students explain why and how governments manage economic performance to improve living standards. They provide explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effect of workforce management on business performance.
When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue taking into account multiple perspectives. They use cost-benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts and subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

TERM 1 **Students:** • develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, • investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue • explain why and how people manage risks and rewards in the current Australian and global financial landscape; • examine the roles and responsibilities of participants in the changing Australian or global workplace.	**TERM 2** **Students:** • examine economic and business issues • explain economic performance indicators and relate their understanding to Australia's performance • explain the ways that governments manage the economy to improve economic performance and living standards • explain reasons for links that exist between economic performance and living standards • explain the variations that exist within and between economies, and the possible causes.	**TERM 3** **Students:** • study key features of Australia's system of government and explore how this system aims to protect all Australians. • examine the Australian Constitution and how its features, principles and values shape Australia's democracy. • look at how the rights of individuals are protected through the justice system. • explore how Australia's secular system of government supports a diverse society with shared values.	**TERM 4** **Students** • 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.
ASSESSMENT Multiple choice and short answer exam	Research: Analytical response and report (Written)	Multiple choice and short answer exam Extended Response (Written)	Local investigation Brochure

Economics and Business Knowledge and Understanding	**9**	**10**

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)	✓	
	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)		✓
Interpretation and Analysis	Analyse data and information in different formats to explain cause and effect relationships, make predictions and illustrate alternative perspectives (ACHES045)	✓	
	Analyse data and information in different formats to explain cause and effect relationships, make predictions and illustrate alternative perspectives (ACHES057)		✓
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 (ACHES060)		✓
	Reflect on the intended and unintended consequences of economic and business decisions (ACHES061)		✓

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.

TERM 1	TERM 2	TERM 3	TERM 4
Prep **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 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. **Significant Questions (context for learning)** **What is the purpose of our cubby House?** **What is the best materials to use?** **What is the best process to construct the cubby House?**	**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			
Suitability of the design, construction of the design and the ability of the car to propel forward.	Knowledge of the process, design ideas, relevance to its function and the construction of the replica	Students will create a tuckshop menu based on the foods that they have learned about using MS Word. Use of headings, columns and Clip Art should be included	Students will: Keep a journal of the progress of their garden. Use camera/ipad to keep a pictorial record of growth and create a picture book – "My Garden Diary"

Design and Technologies Knowledge and Understanding	**P**	**1**	**2**
Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)	✓	✓	✓
Explore how technologies use forces to create movement in products (ACTDEK002)	✓	✓	✓
Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)			✓
Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)	✓	✓	✓
Design and Technologies Processes and Production Skills			
Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)	✓	✓	✓
Visualise, generate, develop and communicate design ideas through describing, drawing and modelling (ACTDEP006)	✓	✓	✓
Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)	✓	✓	✓
Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)	✓	✓	✓
Sequence steps for making designed solutions and working collaboratively (ACTDEP009)	✓	✓	✓

Digital Technologies Australian Curriculum Content Descriptors to be added

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	TERM 2	TERM 3	TERM 4
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	**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

Year 4 **The Egg Drop** Students: • design a device that will allow an egg to be safely dropped from a 2 story building • construct a device that will allow an egg to be safely dropped from a 2 story building • test the effectiveness of their design • evaluate & reflect on their design and the process undertaken	**Town Planning** Students will: • Investigate Town Planning. • imagine the population of the town of Goomeri will increase from 500 to 5000. • develop a plan for a new housing estates, shops, town centre • Evaluate how these will be dealt with from an eco-friendly perspective.	**Food Glorious Food** Students: • look at how food technology has evolved over time. • learn about cost price, sell price and gross profit etc. by using MS Excel. .	**How Does Your Garden Grow** 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.
ASSESSMENT			
Accuracy, speed of the decent, design, construction and materials	Students: • redesign the town to cater for a larger population and be more ecofriendly. • create a pamphlet using Microsoft Publisher which outlines their ideas for the new Goomeri. • present in class in weeks 8 and 9.	Students will • design a shop that sells food that has been made by ***not*** using any modern Technology. • use MS Excel to track sales and record budgets	Students will: Keep a journal of the progress of their garden Use Excel spreadsheet to record plant growth

Design and Technologies Knowledge and Understanding	**3**	**4**
Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)	✓	✓
Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)	✓	✓
Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)		✓
Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013)	✓	✓
Design and Technologies Processes and Production Skills		
Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)	✓	✓
Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)	✓	✓
Select and use materials, components, tools and equipment using safe work practices to make designed solutions (ACTDEP016)	✓	✓
Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)	✓	✓
Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)	✓	✓

Digital Technologies Australian Curriculum Content Descriptors to be added

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	TERM 2	TERM 3	TERM 4
Year 5 Diorama Students construct a diorama depicting a scene from Forests of Silence. Linked to English Unit 1 & 2	Animation Students create a short story animation that focuses on two main characters' behaviours when faced with an ethical dilemma.	What is the Chance of That? Students investigate the use of technology to interpret and present data.	Bird House Design & Construction

Year 6 Mouse Art Paint (Systems) Keyboarding	Energy Efficient House (Materials) Linked to Science	Use of software eg Microsoft Word & Excel Links to English & Media	Design a product to assist the survival of wildlife eg endangered species eg bird house (Materials)

Design and Technologies Knowledge and Understanding	**5**	**6**
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)	✓	✓
Investigate how forces or electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)	✓	✓
Investigate how and why food and fibre are produced in managed environments (ACTDEK021)	✓	✓
Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (ACTDEK022)	✓	✓
Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)	✓	✓
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)	✓	✓
Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)	✓	✓
Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP026)	✓	✓
Negotiate criteria for success that include consideration of sustainability to evaluate design ideas, processes and solutions (ACTDEP027)	✓	✓
Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)	✓	✓

Digital Technologies Australian Curriculum Content Descriptors to be added

YEARS 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	**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
ASSESSMENT			
Students will be assessed on all three tasks.	A folio of the tasks completed, including an evaluation of their performance and the quality of the products created during the term. Practical cooking skills checklist		
Year 8 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: • 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.	**TEXTILES** Students: • complete a design challenge. • design and construct a portable storage device (a bag) for a specific purpose. • Purchase fabric, thread and other sewing notions once designs are finalised. • use a sewing machine, overlocker and an iron to construct their bag.	**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.
ASSESSMENT			
A range of assessment tasks including assignments, folio work, drawing tasks and the construction of a product.	A range of assessment tasks including assignments, folio work, drawing tasks and the construction of a product.	A folio that documents the design process	A folio of the tasks completed, including an evaluation of their performance and the quality of the products created during the term. Practical cooking skills checklist

Design and Technologies Knowledge and Understanding	**7**	**8**
Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (ACTDEK029)	✓	✓
Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups (ACTDEK030)	✓	✓
Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031)	✓	✓
Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)	✓	✓
Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)	✓	✓
Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)	✓	✓
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 (ACTDEP035)	✓	✓
Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)	✓	✓
Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions (ACTDEP037)	✓	✓
Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability (ACTDEP038)	✓	✓
Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)	✓	✓

DESIGN & TECHNOLOGIES YEARS 9 & 10

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.

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 justify 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

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.	**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	**ASSESSMENT** **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.	**ASSESSMENT** **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.	**ASSESSMENT** **FOLIO THAT INCLUDES:** • written reviews on a variety of frozen foods/ family meal choices based on information placed on their nutritional panels • suggested recipes as alternatives to buying frozen, readymade meals. • practical cooking examples of suggested recipes including reasons for their inclusion in cook book • published recipes (school newsletter/cook book)
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	**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 International Cooking** Students: • investigate food from a certain country/region. • investigate common flavours, spices, ingredients, and cooking styles. • plan to prepare a wide variety of meals based on recipes they have found from their chosen country.	**Term 4 Recycled Christmas Hamper** Students: • investigate different methods of preserving and food hygiene needed in these areas. • investigate foods that can be made with a good shelf life and are appropriate for a hamper. • investigate presentation of their hamper and ways to use recycled pieces in the presentation of this hamper • create their own food hamper for someone special.
ASSESSMENT **FOLIO THAT INCLUDES:** • Information/hand outs • Recipes cooked each week • High tea invitation • High tea menu • Reflection and evaluation High Tea for Target audience (teachers) - practical	**ASSESSMENT** **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.	**ASSESSMENT** **FOLIO THAT INCLUDES:** • Introduction to their chosen country • Map of where it is in the world • Information about commonly grown produce and how this is reflected in the food cooked • List of recipes and cooking plans used • Reflection • Evaluation	**ASSESSMENT** **FOLIO THAT INCLUDES:** • All notes • Recipes and cooking plans • Production and design booklet • Photo of final product • Reflection • Evaluation
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 patch work wall hanging. • use the design process to assist in fabric selection, colour, sewing, both hand and machine. • enter completed wall hanging in the Goomeri Pumpkin festival junior competition		**TERM 3 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 4 Softies - Making Toys** Students: • investigate what small children need in a toy to help develop their hand motor, skills, sight, creativity. • Investigate safety requirements/standards for small children's toys • Investigate different fabrics and their textures. • create a softy toy for a small baby that meets child safety standards and develops learning skills.

ASSESSMENT **FOLIO THAT INCLUDES:** Design work booklet Reflection questions Evaluation Patch work wall hanging		**ASSESSMENT** **FOLIO THAT INCLUDES:** Silk painting experiments Silk cushion Silk scarf Reflection Evaluation	**ASSESSMENT** **FOLIO THAT INCLUDES:** Research in to child safety and toys in Australia Observations on small children with toys Design booklet Completed Toy
YEAR B **Term 1 We've Got the Blues - Recycled Denim** Students • investigate the idea of up cycling their old jeans into new products. • use the design process to create a new item out of various denim products. • develop skills in machine sewing with denim.	**TERM 2 Wool For Schools** Students • investigate the many properties and the diversity of woollen fabrics. • Analyse the design brief provided for an entry into the Wool For School Competition • create a design for the WOOL for school competition, using a variety of woollen fabrics. • create a fashion board and a justification of their design ideas.	**Term 3 Smarty Pants** Students: • investigate the construction of a garment – Pyjama pants. • develop knowledge about taking body measurements to create a pattern. • develop skills in sewing clothes, fabric choices • construct their own pair of PJ Pants.	**Term 4 Handmade Christmas** Students • investigate the types of food suitable for hampers. • learn about preserving, jam making and relishes. • investigate ideas for presentation and recycling to keep costs down. • Create a hamper of food suitable as a Christmas gift
ASSESSMENT FOLIO THAT INCLUDES: • Design booklet • Pencil case • Finished item • Reflection • Evaluation	**ASSESSMENT FOLIO THAT INCLUDES:** • Vision/mood board • Research on wool qualities (Table) • Design ideas • Finished Fashion design • Justification and written statement • Reflection • Evaluation.	**ASSESSMENT FOLIO THAT INCLUDES:** • Design booklet • Materials table • Practice Shorts • PJ pants • Reflection • Evaluation	**ASSESSMENT FOLIO THAT INCLUDES:** • Research on Preserving Processes • Recipes for prepared items • Hamper of cooked goods. • Reflection • Evaluation
DESIGN TECHNOLOGY			
TERM 1 WH&S Induction process. Investigation of Materials: • Research suitability for product • Research sustainability • Research the environmental impacts Design documentation for product: • Project management • Ideation • 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** WH&S Induction process. Investigation of Materials: • Research suitability for product • Research sustainability • Research the environmental impacts Design documentation for product: • Project management • Ideation • 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 3** WH&S Induction process. Investigation of Materials: • Research suitability for product • Research sustainability • Research the environmental impacts Design documentation for product: • Project management • Ideation • 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 4** WH&S Induction process. Investigation of Materials: • Research suitability for product • Research sustainability • Research the environmental impacts Design documentation for product: • Project management • Ideation • 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
ASSESSMENT Investigation: • Materials research tasks – end week 4 Design folio: • Concept sketches - end week 4 • Completed design folio - end week 8 Production skills: • Marking out techniques • Safe use of hand tools • Safe use of power tools Evaluation: • Design folio • Product activities – end week 10	**ASSESSMENT** Investigation: • Materials research tasks – end week 4 Design folio: • Concept sketches - end week 4 • Completed design folio - end week 8 Production skills: • Marking out techniques • Safe use of hand tools • Safe use of power tools Evaluation: • Design folio • Product activities – end week 10	**ASSESSMENT** Investigation: • Materials research tasks – end week 4 Design folio: • Concept sketches - end week 4 • Completed design folio - end week 8 Production skills: • Marking out techniques • Safe use of hand tools • Safe use of power tools Evaluation: • Design folio • Product activities – end week 10	**ASSESSMENT** Investigation: • Materials research tasks – end week 4 Design folio: • Concept sketches - end week 4 • Completed design folio - end week 8 Production skills: • Marking out techniques • Safe use of hand tools • Safe use of power tools Evaluation: • Design folio • Product activities – end week 10
ENGINEERING			

TERM 1
WH&S Induction process.

Investigation of Materials:
- Research suitability for product
- Research sustainability
- Research the environmental impacts

Design documentation for product:
- Ideation
- 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
WH&S Induction process.

Investigation of Materials:
- Research suitability for product
- Research sustainability
- Research the environmental impacts

Design documentation for product:
- Ideation
- 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 3
WH&S Induction process.

Investigation of Materials:
- Research suitability for product
- Research sustainability
- Research the environmental impacts

Design documentation for product:
- Ideation
- 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 4
WH&S Induction process.

Investigation of Materials:
- Research suitability for product
- Research sustainability
- Research the environmental impacts

Design documentation for product:
- Ideation
- 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

ASSESSMENT (Term 1)
Investigation:
- Materials research tasks – end week 4

Design folio:
- Concept sketches - end week 4
- Completed design folio - end week 8

Production skills:
- Marking out techniques
- Safe use of hand tools
- Safe use of power tools

Evaluation:
- Design folio
- Product activities – end week 10

ASSESSMENT (Term 2)
Investigation:
- Materials research tasks – end week 4

Design folio:
- Concept sketches - end week 4
- Completed design folio - end week 8

Production skills:
- Marking out techniques
- Safe use of hand tools
- Safe use of power tools

Evaluation:
- Design folio
- Product activities – end week 10

ASSESSMENT (Term 3)
Investigation:
- Materials research tasks – end week 4

Design folio:
- Concept sketches - end week 4
- Completed design folio - end week 8

Production skills:
- Marking out techniques
- Safe use of hand tools
- Safe use of power tools

Evaluation:
- Design folio
- Product activities – end week 10

ASSESSMENT (Term 4)
Investigation:
- Materials research tasks – end week 4

Design folio:
- Concept sketches - end week 4
- Completed design folio - end week 8

Production skills:
- Marking out techniques
- Safe use of hand tools
- Safe use of power tools

Evaluation:
- Design folio
- Product activities – end week 10

AUTOMOTIVE TECHNOLOGY

TERM 1
- Investigation of systems' components
- Investigation of environmental and sustainability best practice
- Workplace communications and planning
- Safe and responsible work practices
- Identification and correct use of relevant equipment and tools required for a range of working systems
- Specialised equipment
- Fabrication techniques
- Prepare to undertake the inspection of small engines.
- Evaluation report of planning activities

TERM 2
- Investigation of systems' components
- Investigation of environmental and sustainability best practice
- Workplace communications and planning
- Safe and responsible work practices
- Identification and correct use of relevant equipment and tools required for a range of working systems
- Specialised equipment
- Fabrication techniques
- Prepare to undertake the inspection of small engines.
- Evaluation report of planning activities

TERM 3
- Investigation of systems' components
- Investigation of environmental and sustainability best practice
- Workplace communications and planning
- Safe and responsible work practices
- Identification and correct use of relevant equipment and tools required for a range of working systems
- Specialised equipment
- Fabrication techniques
- Prepare to undertake the inspection of small engines.
- Evaluation report of planning activities

TERM 4
- Investigation of systems' components
- Investigation of environmental and sustainability best practice
- Workplace communications and planning
- Safe and responsible work practices
- Identification and correct use of relevant equipment and tools required for a range of working systems
- Specialised equipment
- Fabrication techniques
- Prepare to undertake the inspection of small engines.
- Evaluation report of planning activities

ASSESSMENT (Term 1)
- Ongoing class and home work
- Text based research assignments
- Observation of practical activities
- Evaluation report

ASSESSMENT (Term 2)
- Ongoing class and home work
- Text based research assignments
- Observation of practical activities
- Evaluation report

ASSESSMENT (Term 3)
- Ongoing class and home work
- Text based research assignments
- Observation of practical activities
- Evaluation report

ASSESSMENT (Term 4)
- Ongoing class and home work
- Text based research assignments
- Observation of practical activities
- Evaluation report

Design and Technologies Knowledge and Understanding	FT	T	DT	E	AT
Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)	✓	✓	✓	✓	✓
Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)	✓	✓	✓	✓	✓
*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 (ACTDEK043)			✓	✓	✓
Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)	✓	✓			
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 (ACTDEK045)	✓	✓			
Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)	✓	✓	✓	✓	✓
Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)	✓	✓	✓	✓	✓
Design and Technologies Processes and Production Skills					
Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)	✓	✓	✓	✓	✓
Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (ACTDEP049)	✓	✓	✓	✓	✓
Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)	✓	✓	✓	✓	✓
Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)	✓	✓	✓	✓	✓
Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)	✓	✓	✓	✓	✓