For every child, every opportunity for success

Eagle Junction State School 2014

Whole-school curriculum, assessment and reporting plan — P–7
Our whole school Curriculum, Assessment and Reporting Plan ensures a cohesive progression and sequence of learning from Prep to Year 7. This plan is audited and monitored to ensure both horizontal (within year level) and vertical (spiraling curriculum from year to year level) alignment. The Dimensions of Teaching and Learning provide the foundation for our pedagogical framework; our overarching guide. The dimensions are used to inform our planning, assessment and teaching and learning to meet the learning needs of the diverse range of students in our classrooms.

**Intended Curriculum**

At Eagle Junction State School, we plan, teach, assess and report on the:

**Australian Curriculum Prep to Year 7**  [http://www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

- English
- Mathematics
- Science
- History
- Geography

**Queensland Essential Learnings and Standards Year 1 – Year 7**

- The arts
- Technology
- Studies of Society and Environment (SOSE)
- Health and Physical Education (HPE)
- Languages Other Than English (LOTE) - Japanese

**The Early Years Curriculum Guidelines** are implemented in Prep:

- Social and Personal Learning
- Health and Physical Learning
- Active Learning Processes.
A number of specialist teachers provide lessons in the areas of:

- Physical Education
- LOTE - Languages Other Than English (Japanese) for Years 5, 6 and 7
- Early Years Specialist Arts Program (Visual Arts and Dance)
- Resource and Information Specialist

Our teachers engage in a planning process every term to develop a shared understanding of the alignment between the curriculum intent, assessment, teaching and learning sequence, and reporting.

**Assessment and monitoring**

At Eagle Junction State School, our teachers use a variety of standardised and diagnostic assessments to diagnose learning needs, determine achievement and inform teaching. Assessment is consistent across year levels and is front-ended at the beginning of a unit of work. Students are assessed throughout and at the end of a unit of work to determine their overall understanding. Students in Years 3, 5 and 7 participate in NAPLAN (National Assessment Program in Literacy and Numeracy).

**Sequencing Teaching and Learning**

Our whole school Curriculum, Assessment and Reporting Plan ensures a cohesive progression and sequence of learning. Our students are exposed to a wide variety of learning opportunities through each of the learning areas across all year levels. We also provide many opportunities for students to be involved in a range of additional curriculum offerings.

**Making Judgements**

Our teachers work in year level teams to ensure consistency of expectations. Consistent teaching and learning practices are defined through our Pedagogical Framework. We prioritise teacher professional development to ensure best practice and improved outcomes for all students. Student assessment pieces and portfolios are moderated across year levels and across the City Cluster to ensure consistency of assessment and judgements.
Quality Feedback Processes - Reporting

Written report cards are issued twice yearly, using a five point scale to report student achievement. Parent teacher interviews are offered twice yearly. A variety of assessment pieces are used to demonstrate student learning and inform end of semester reporting.

Reporting on student learning reflects the content of what has been taught and assessed in class.

Our report comments reflect:

- the content and achievement standards of the Australian Curriculum: English, Mathematics, Science and Geography
- the Essential Learning and Ways of Working in the Arts, Technology, Health, Studies of Society and Environment, LOTE
- the Early Years Curriculum Guidelines (Prep)

Teachers provide feedback to students both formally and informally through a variety of modes, including; conferencing, written feedback and verbal feedback.

Information Communication Technology

- Students and teachers at EJ have access to a range of information, communication technologies including; laptop banks, iPads, and a range of other devices and software. Teachers and students use information, communication technologies to inquire, communicate and create.
**EQ recommended minimum time allocations – 2014**


<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yearly allocation (40 weeks)</td>
<td>Hours per week</td>
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<td>7 hrs/wk</td>
<td>7 hrs/wk</td>
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<tr>
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<tr>
<td><strong>Science</strong></td>
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<td></td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr45/ wk</td>
<td>1 hr45/ wk</td>
<td>1 hr45/ wk</td>
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<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1hr25 /wk</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>2 hrs/wk (includes PE lesson, Gala Days, Smart Moves is no longer a requirement)</td>
<td>2 hrs/wk (includes PE lesson, Gala Days, Smart Moves is no longer a requirement)</td>
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</tbody>
</table>

**QSA time recommendations – schools determine time allocations**

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Yearly allocation (40 weeks)</td>
<td>Hours per week</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>50</td>
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<tr>
<td></td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr/wk</td>
<td>1 hr25 /wk</td>
<td>1hr25 /wk</td>
</tr>
<tr>
<td><strong>Civics /Citizenship Economics/Business (SOSE – Political and Economic Systems)</strong></td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>30m/wk</td>
<td>1hr /wk</td>
<td>1hr /wk</td>
<td>1.5hr/wk</td>
<td>1.5hr/wk</td>
<td>2 hr/wk</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>1hr /wk</td>
<td>1hr /wk</td>
<td>1hr /wk</td>
<td>1hr 15m</td>
<td>1hr 15m</td>
<td>1hr 15m</td>
<td>1hr 15m</td>
<td>2 hr/wk</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Optional in these year levels</td>
<td>1hr</td>
<td>1.5hr/wk</td>
<td>1.5hr/wk</td>
<td>1.5hr/wk</td>
<td>1.5hr/wk</td>
<td>1.5hr/wk</td>
<td>1.5hr/wk</td>
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<tr>
<td><strong>TOTAL p/week</strong></td>
<td>17.5</td>
<td>17.5</td>
<td>17.5</td>
<td>20.5</td>
<td>19.5</td>
<td>21.5</td>
<td>22</td>
<td>24.5</td>
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</tbody>
</table>

EJ hours = 25
Assembly – 30 min, Religion (Year 5, 6 & 7) – 30
Whole-school curriculum and assessment overview

AUSTRALIAN CURRICULUM: ENGLISH - P–7 teaching and learning unit overview

<table>
<thead>
<tr>
<th>Term 1 Unit 1</th>
<th>Term 2 Unit 2</th>
<th>Term 3 Unit 3</th>
<th>Term 4 Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive modes (listening, reading and viewing)</strong>&lt;br&gt;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.</td>
<td><strong>Productive modes (speaking, writing and creating)</strong>&lt;br&gt;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.</td>
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</tr>
<tr>
<td><strong>Achievement Standard</strong>&lt;br&gt;Enjoying our new world&lt;br&gt;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. They 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.</td>
<td><strong>Enjoying and retelling stories</strong>&lt;br&gt;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. They 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. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</td>
<td><strong>Interacting with others</strong>&lt;br&gt;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. They 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. Students will create and recite a rhyming verse 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.</td>
<td><strong>Responding to text</strong>&lt;br&gt;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 which includes illustrations. They 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.</td>
</tr>
<tr>
<td><strong>Context</strong>&lt;br&gt;Enjoying and retelling stories&lt;br&gt;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.&lt;br&gt;They 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. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</td>
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<tr>
<td><strong>Assessment</strong>&lt;br&gt;Retell a story&lt;br&gt;Oral: Students demonstrate comprehension of, and connection to a familiar story through retelling events.</td>
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<tr>
<td><strong>Written and oral</strong>&lt;br&gt;Students listen to and demonstrate knowledge of rhyme through written and spoken communication. Students create and write a rhyme, using a familiar structure. Written: Students create a written retell of a familiar story.</td>
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<tr>
<td><strong>Writing and creating a response to a story</strong>&lt;br&gt;Written: Students write a letter to a character from a story to inform them about their likes and dislikes of the character and story.</td>
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</table>

**PREP**

<table>
<thead>
<tr>
<th>Context</th>
<th>Enjoying our new world</th>
<th>Enjoying and retelling stories</th>
<th>Interacting with others</th>
<th>Responding to text</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no summative assessment of student learning in this unit.</td>
<td>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. They 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.</td>
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<td>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 which includes illustrations. They 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.</td>
</tr>
</tbody>
</table>

**Monitor** student learning through the unit.

*Also refer to Internal Monitoring and Assessment Framework for diagnostic / formative assessment.*
### Achievement Standard

**Receptive modes (listening, reading and viewing)**

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.

**Productive modes (speaking, writing and creating)**

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.

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### Term 1

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Examining language of communication — questioning Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</td>
<td>Retelling cultural stories Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers. The Two Bullies  The Four Dragons  The Hawk and the Crow</td>
<td>Creating digital procedural texts Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.</td>
</tr>
</tbody>
</table>

| **Assessment** | Monitor student learning and progress throughout this unit. 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. | Comprehending Poetry Written Students read, view or listen to a poem and compose an innovation using rhyme and repetition. Poem Recitation Oral Students perform a recitation or reading of a poem for a familiar audience. | Create and present a character Written and Oral Students create a character and discuss choices in an interview / pairs. Annotated illustration, with written description. Comprehension activity | Written retell of a cultural story Students write a retell of a traditional or cultural story, The Two Bullies. | Digital Multimodal Procedures Poster/multimodal presentation Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements. | Monitor student learning and progress throughout this unit. |

*Also refer to Internal Monitoring and Assessment Framework for diagnostic / formative assessment.*
<table>
<thead>
<tr>
<th>Achievement Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>Receptive modes (listening, reading and viewing)</td>
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<tr>
<td>Productive modes (speaking, writing and creating)</td>
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</table>

**Context**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Reading, writing and performing poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Stories of families and friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write a biography about a character from a book and present it in multimodal digital form.</td>
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<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Identifying stereotypes</th>
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</thead>
<tbody>
<tr>
<td>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 and create an alternative character description to present to an audience of peers.</td>
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<thead>
<tr>
<th>Unit 4</th>
<th>Responding persuasively to narratives</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 and write a persuasive response giving reasons for a particular preference.</td>
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<thead>
<tr>
<th>Unit 5</th>
<th>Exploring procedural texts</th>
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<tbody>
<tr>
<td>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. Students create, rehearse and present a procedure in front of their peers.</td>
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<thead>
<tr>
<th>Unit 6</th>
<th>Exploring and creating informative texts</th>
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<tbody>
<tr>
<td>Students read, view and listen to a range of texts to create an informative text about an animal.</td>
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<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Exploring narrative texts</th>
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<tbody>
<tr>
<td>Students read, view and listen to a range of stories from other cultures. They 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.</td>
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<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Exploring plot and characterisation in stories</th>
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</thead>
<tbody>
<tr>
<td>Students explore a variety of stories including dreaming stories, pictures books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative with appropriate images that match the text. Students present their written event to their peers.</td>
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**Assessment**

<table>
<thead>
<tr>
<th>Playing with verse Oral</th>
<th>Oral</th>
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<tbody>
<tr>
<td>Students create and present a reconstruction of a poem to a familiar audience.</td>
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<table>
<thead>
<tr>
<th>Listening comprehension Short answer questions</th>
<th>Written/oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students respond to an oral reading of a story in short answer format.</td>
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</table>

| Imaginative biography Written | Students create a biography about a character from a familiar picture book. |

<table>
<thead>
<tr>
<th>Written and spoken presentation</th>
<th>Reading and comprehension Interview</th>
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</thead>
<tbody>
<tr>
<td>Students create and present to an audience of peers an alternative description of a stereotypical character.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Reading comprehension Interview Short answer questions</th>
<th>Reading comprehension Short answer questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate reading accuracy and respond orally to comprehension questions.</td>
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</table>

<table>
<thead>
<tr>
<th>Written an informative text -Written</th>
<th>Writing an informative text about an animal.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Writing a procedure</th>
<th>Reading comprehension Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create a written procedure to make a new medicine, based on George's Marvellous Medicine text.</td>
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<table>
<thead>
<tr>
<th>Reading comprehension Interview</th>
<th>Written narrative</th>
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</thead>
<tbody>
<tr>
<td>Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</td>
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</table>

Also refer to Internal Monitoring and Assessment Framework for diagnostic / formative assessment

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Eagle Junction State School 2014 Whole-school curriculum, assessment and reporting plan — P–7

Education Queensland
### Term 1

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring personal experiences through events&lt;br&gt;Students listen to, read and view personal stories and experiences through different media. They analyse texts to understand how language features and images can be adapted to create new meaning. They write and present a personal story.</td>
<td>Exploring procedure&lt;br&gt;Students listen to, read and view and analyse informative texts and create a spoken procedure between two characters.</td>
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### Term 2

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td>Investigating characters&lt;br&gt;Students read, view and analyse digital and written personal texts. They complete a running record and reading comprehension and write short personal texts.</td>
<td>Comparing stories from different perspectives&lt;br&gt;Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They understand how language features and images can be adapted to suit context, purpose and audience. They create a multimodal text.</td>
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### Term 3

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<tr>
<th>Unit 5</th>
<th>Unit 6</th>
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<tbody>
<tr>
<td>Analysing and creating a persuasive text&lt;br&gt;Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences in different stories and texts. They select information and ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately.</td>
<td>Examining imaginative texts&lt;br&gt;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. They create a multimodal imaginative text.</td>
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### Term 4

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<tr>
<th>Unit 7</th>
<th>Unit 8</th>
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<tbody>
<tr>
<td>Reading, responding to and writing people’s stories&lt;br&gt;Students listen to, read, view and create a range of informative and imaginative texts set in the past about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</td>
<td>Reading, responding to and writing people’s stories&lt;br&gt;Students write about their experiences. They read and respond to others’ texts. They write in different text forms, including letters, stories and poems. 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.</td>
</tr>
</tbody>
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**Achievement Standard**

- **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.

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**Context**

- **Receptive modes (listening, reading and viewing)**<br>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.<br>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.<br><br>- **Productive modes (speaking, writing and creating)**<br>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.<br>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.

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**Assessment**

- **There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.**
- Also refer to Whole School Assessment Overview for diagnostic / formative assessment.

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Eagle Junction State School 2014 Whole-school curriculum, assessment and reporting plan — P–7
Education Queensland
Students read and view a range of product packaging. Students demonstrate an understanding of the persuasive language and visual techniques used in breakfast cereal packaging digitally, write a persuasive text to promote the breakfast cereal and present it to peers.

Examining persuasion in product packaging

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.

Examining persuasion in advertisements

Students listen to, read and explore a variety of historical texts including historical and literary recounts written by different authors. They will analyse and interpret the persuasive language features, visual elements and audio effects in television advertisements to understand different historical texts. Additionally, they answer questions about different historical texts. In the spoken presentation, students will present an account of events in the role of a person who was around at the time of January 1788. This unit complements Year 4 History Unit 1.

Exploring recounts set in the past

Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in a humorous poem. They will interpret and evaluate how effective these are in creating a humorous poem.

Examining humour in poetry

Productive modes (speaking, writing and creating)

Students create an imaginative new chapter for a book. They also express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.

Assessment

Written

Monitoring tasks:

Exam/test: Students will respond to others’ posts to analyse and interpret a quest novel. Written response: Students explain in writing how the author of a quest novel represents the main character in an important event.

Monitoring comprehension task: Students will respond to others’ posts to analyse and interpret a quest novel. Written response: Students explain in writing how the author of a quest novel represents the main character in an important event.

Written discussion:

Exam/test: Students write posts and respond to others’ posts to analyse and interpret a quest novel. Written: Students write a traditional story with a moral or message for a younger audience.

Monitoring and assessment framework for diagnostic/formative assessment.

Context

Eagle Junction State School 2014 Whole-school curriculum, assessment and reporting plan — P–7

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Education Queensland
### YEAR 5 Context

**Examining literary texts — fantasy novel**

Students listen to, read and interpret a novel from the fantasy genre, showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyze the development of a main character through a written response.

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</table>

**Creating fantasy characters**

Students continue to read a novel from the fantasy genre, interpreting the understanding of character development. In role as a character, they deliver a spoken presentation to explain their character’s actions.

**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.

**Examining characters in animated film**

Students listen to, read and view a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character’s behavior when faced with an ethical dilemma.

**Appreciating poetry**

Students listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analyzing 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 and create a transformation of a selected poem into a narrative. Students explain how they develop a character within their transformation of the poem.

**Reviewing narrative film**

Students listen to and 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.

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**Assessment**

- **Spoken presentation**
  - **Oral**
    - Students will adopt the role of a fantasy character and explain their justification of their character's actions.

- **Comprehend a feature article Exam/Test**
  - Students interpret and analyze information from a feature article. Students select information and create a multimodal feature article that presents a particular point of view about an issue.

- **Written response**
  - **students create a written response to a poem, identifying language features, poetic devices and ideas.**

- **Written comparison**
  - **written**
    - Students write a comparison of the novel and film versions of a chosen film.

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**Achievement Standard**

**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 analyze 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.

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*Also refer to Whole School Assessment Overview for diagnostic/formative assessment.*
### Term 1

**Unit 1**

- **Achievement Standard 6**
  - **Context**
    - **Short Stories**
      - In this unit, students read and analyze a range of short stories by different authors. They identify and compare similarities and differences in the ways authors use text structure, language features, and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.

- **Assessment**
  - Reading comprehension - Short stories
    - Written - Constructing a persuasive article for a class magazine
    - Written - Constructing a narrative Students create a portfolio of three narratives.

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyze and explain how language features, images, and vocabulary are used by different authors to represent ideas, characters, and events. Students compare and analyze information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

### Term 2

**Unit 3**

- **Achievement Standard 7**
  - **Context**
    - **Short Stories**
      - In this unit, students read and analyze a range of short stories by different authors. They investigate and compare supporting evidence and implied meaning. Students select specific details from texts to develop their own response, recognizing that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

- **Assessment**
  - Written - Construction of a short story focusing on the characters' behaviors when faced with a dilemma.

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, analyzing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognizing that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

### Term 3

**Unit 5**

- **Context**
  - **Interpreting literary texts**
    - Students read, view, and analyze a range of short stories by different authors. They create a written persuasive article in response to a current issue within the media and publish it in a class magazine.

By the end of Year 6, students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas 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 specialized vocabulary, accurate spelling and punctuation.

### Term 4

**Unit 7**

- **Context**
  - **Appreciating poetry**
    - Students listen to, read, and view a range of poetry, songs, anthems, and odes from different times, to create a folio of responses analyzing authors' use of language and its impact on the message and ideas of text.

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, analyzing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognizing that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

### YEAR 6 / 7

- **Short answer questions**
- **Online discussion**
- **Spoken presentation - oral**
- **Poetry Analysis Folio**
- **Written - Literary Text**
  - Students write a literary letter to the future, sharing experiences of life today.

- **Persuading through motivational speeches**
  - Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts.

There is no summative assessment in this unit.

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**Eagle Junction State School** 2014 Whole-school curriculum, assessment and reporting plan — P–7

Education Queensland
In this unit through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning — students have opportunities to 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, identifying and interpreting data collected.

In this unit through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning — students have opportunities to develop understandings of:

- **Using units of measurement** — explore the duration of a day, directly compare the mass of objects, sequencing events within a day, directly and indirectly comparing the duration of events, directly compare the length width and height of objects and distances.

- **Patterns and algebra** — identifying pattern and non-pattern, copying, continuing and describing simple repeating patterns.

- **Number and place value** — recalling counting sequences, visualising arrangements to five, matching number names, numerals and quantities, counting forwards and backwards from different starting points, identifying parts within a whole.

- **Location and direction** — describing, representing and generating simple movement paths.

- **Shape** — sort describe and arrange 3D objects, connect 2D shapes to the faces of 3D objects, arrange two-dimensional shapes to represent familiar objects.

- **Data representation and interpretation** — generate yes/no questions, identify and interpret data collected.

**Life in Prep** Monitoring
Students compare and order events using the everyday language of time.

**Bag sort** Interview
Students will sort and classify familiar objects and explain the basis for these classifications.

**Number watch** Monitoring
Students count to and from twenty.

**Super George Monitoring**
Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.

**Data questions** Monitoring
Students answer simple questions to collect information.

**Shape sort** Observation
Students sort, describe and name familiar two dimensional shapes.

**How heavy is your school bag?** Monitoring
Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.

**Exciting sandwich** Work sample/Observation
Students will plan an activity to complete with a toy (visitor) on every school day for a week.

**Plan a week of events** Work sample/Interview
Students will plan an activity to complete with a toy (visitor) on every school day for a week.

**Crazy cards** Work sample/Peer review
Students will create sets of playing cards with each student representing a number to ten or beyond in a variety of ways.

**Where to go** Monitoring
Students give and follow directions to familiar locations.
### Achievement Overview

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.

### Year 1

#### Term 1

- **Students develop understandings of:**
  - 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.

- **Students develop understandings of:**
  - 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’.

#### Term 2

- **Students develop understandings of:**
  - 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.

- **Students develop understandings of:**
  - Number and place value — represent and record the tens number sequence, locate and identify position, direction and movement, interpret directions
  - Number and place value — represent and record the tens number sequence, represent and record two-digit numbers including multiples of ten, identify and describe number relationships, standard and flexible partitioning of two-digit numbers
  - Fractions and decimals — explore and identify location, represent and record two-digit numbers, standard place value partitioning of two-digit numbers, partition numbers in more than two parts, represent, record and solve simple addition and subtraction problems

#### Term 3

- **Students develop understandings of:**
  - Number and place value — recall, represent and record the fives number sequence, counting collections, represent and record two-digit numbers, standard place value partitioning of two-digit numbers, identify digit values, exploring doubling and halving, identifying and locating numbers on linear representations, representing, recording and solving simple subtraction problems
  - Money and financial mathematics — recognise, describe, and ordering Australian coins according to their value.
  - Chance — identify chance events

- **Students develop understandings of:**
  - 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.

- **Students develop understandings of:**
  - Fractions and decimals — halving and doubling collections/quantities
  - Number and Place value — use standard and nonstandard partitioning of two-digit numbers, count in number patterns, add single digit numbers to two digit numbers, subtract multiples of ten, represent part unknown
  - Money and financial mathematics — recognise, describe, and ordering Australian coins according to their value.
  - Location and transformation — give and follow directions, investigate position, direction and movement.

#### Term 4

- **Students develop understandings of:**
  - Using units of measurement — compare, measure and record lengths and capacity.
  - Fractions and decimals — halving and doubling collections/quantities
  - Number and Place value — use standard and nonstandard partitioning of two-digit numbers, count in number patterns, add single digit numbers to two digit numbers, subtract multiples of ten, represent part unknown
  - Money and financial mathematics — recognise, describe, and ordering Australian coins according to their value.
  - Location and transformation — give and follow directions, investigate position, direction and movement.

### Context

Students identify, classify and describe the geometric features of two-dimensional shapes and three-dimensional objects. Students describe data displays.

### Assessment

**Monitoring and Assessment Framework for diagnostic / formative assessment.**

- **How to represent our class?**
  - **Observation**
    - Students choose a simple question for data collection, gather, represent and describe the collected data
  - **Assignment/Project**
    - Students give and follow directions

- **Finding a safe path to Grandma’s house**
  - **Observation**
    - Students identify, classify and describe the geometric features of two-dimensional shapes and three-dimensional objects
  - **Assignment/Project**
    - Students give and follow directions

- **What shape or object am I?**
  - **Observation**
    - Students identify, classify and describe the geometric features of two-dimensional shapes and three-dimensional objects
  - **Assignment/Project**
    - Students give and follow directions

- **How long is that?**
  - **Assignment/Project**
    - Students measure and compare lengths of objects using uniform informal units

- **On Time**
  - **Short answer questions**
    - Students To describe duration using hours, days, weeks and months. To tell time to the hour and half hr.
  - **Handful of Beads**
    - **Observation**
      - Students recognise, describe and order numbers in number sequences to 100.

- **Will it? Won’t it?**
  - **Observation/interview**
    - Students will classify outcomes of simple familiar events.

**Monitoring**

There is no summative assessment of student learning in this unit. Monitor student progress.
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.

### YEAR 2

#### Term 1

**Students develop understandings of:**
- Number and place value — represent two-digit numbers, partitioning 2-digit numbers, rounding numbers to the nearest ten, adding strings of single-digit numbers, adding and subtracting 2-digit numbers, representing multiplication and division, solving simple multiplication and division problems
- Data representation and interpretation — collecting simple data e.g. sorting and counting, observing events, asking questions, recording data in lists and tables, displaying data in a picture graph, describing outcomes of data investigations
- Chance — identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible

**Context**

Students develop understandings of:
- Shape — recognise, name, describe and draw 2-D shapes, identify and describe the features of familiar 3-D objects
- Number and place value — represent two-digit numbers, partition 2-digit numbers, represent and read 2-digit numbers, partition 2-digit numbers into place value parts, partition smaller numbers, consolidate familiar counting sequences, 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 and 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
- Location and transformation — interpret simple maps of familiar locations, describe ‘bird’s eye view’, use appropriate language to describe locations and give directions, use simple maps to identify locations of interest

**Assessment**

- **Monitoring**
  - There is no summative assessment of student learning in this unit.
  - Monitor student progress throughout this unit.
  - Also refer to Internal Monitoring and Assessment Framework for diagnostic/formative assessment

- **In the toy shop window**
  - Short answer questions
  - Students will collect, represent and describe simple, single-variant data.

- **Summative assessment**
  - Students complete short answer responses on a range of concepts covered within the unit.

- **Monitor student progress throughout this unit**
  - Summative assessment — Students complete short answer questions based on a range of concepts covered within the unit.

- **Adding and subtracting numbers**
  - Short answer questions
  - Students solve simple addition and subtraction problems.

- **Summative assessment**
  - Students complete short answer responses on a range of concepts covered within the unit.

- **Compare them! Order them!**
  - Short answer questions
  - Students will compare, measure and order several shapes and objects using informal uniform units.

- **Summative assessment**
  - Students complete short answer responses based on a range of concepts covered within the unit.

### Term 2

**Students develop understandings of:**
- Number and place value — recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition and subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems
- Fractions — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems
- Money and financial mathematics — count collections of coins and notes, make money amounts, count small collections of coins and notes
- Measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, cover surfaces to represent area, compare shapes and surfaces, measure area with informal units
- Location and transformation — describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real world situations

### Term 3

**Students develop understandings of:**
- Number and place value — recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition and subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems
- Fractions — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems
- Money and financial mathematics — count collections of coins and notes, make money amounts, count small collections of coins and notes
- Measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, cover surfaces to represent area, compare shapes and surfaces, measure area with informal units
- Location and transformation — describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real world situations

### Term 4

**Students develop understandings of:**
- Patterns and algebra — describe number patterns, identify missing elements in number patterns and describe patterns created by skip counting, investigate features of number patterns resulting from adding two, fives and 10s, solve problems using number sentences for addition and subtraction
- 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
- Money and financial mathematics — count collections of coins and notes, make money amounts, count small collections of coins and notes, make money amounts, count small collections of coins and notes
- 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
- 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
- Number and place value — recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division
- 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

### Monitoring

- There is no summative assessment of student learning in this unit.
- Monitor student progress throughout this unit.
Students develop understandings of: Number and place value — counting to 1000 and beyond, investigating the 2s, 3s, 5s and 10s number sequences, identifying odd and even numbers, representing 3-digit numbers, partitioning numbers (standard and non-standard), matching number representations, adding and subtracting 2-digit and 3-digit numbers.

Students develop understandings of: Using units of measurement — measure using familiar metric units of length, mass and capacity, tell time to the nearest minute, measuring length with non-standard units, representing and measuring a metre.

Students develop understandings of: Number and place value — counting to 1000 and beyond, investigating the 2s, 3s, 5s and 10s number sequences, identifying odd and even numbers, representing 3-digit numbers, partitioning numbers (standard and non-standard), matching number representations, adding and subtracting 2-digit and 3-digit numbers.

Students develop understandings of: Using units of measurement — measure using familiar metric units of length, mass and capacity, tell time to the nearest minute, measuring length with non-standard units, representing and measuring a metre.

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  - Fractions and decimals — comparing and ordering unit fractions, creating a range of models for fractions, adding and subtracting fractions with the same denominators and exploring mental computation strategies for multiples and factors.
  - Number and place value — rounding and estimating to check the reasonableness of answers, exploring mental computation strategies for multiplication and division, solving problems using mental computation strategies and informal recording methods, comparing and evaluating strategies that are appropriate to different problems;
  - Fractions and decimals — comparing and ordering unit fractions, exploring hundredths, representing fractions on number lines, adding and subtracting fractions with the same denominator;
  - Chance — identifying and describing possible outcomes, describing equally likely outcomes and representing probabilities of outcomes using fractions;
  - Data representation and interpretation — identifying different types of data, distinguishing between numerical and categorical data, collecting primary data, organising data using tables, creating and interpreting dot plots and column graphs, identifying and posing questions to collect different data types, using technology to create representations.

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By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in multiplying and dividing whole numbers, fractions and decimals. Students use appropriate units of measurement to perform calculations. They make connections between decimal, fraction and percentage forms of numbers 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.

• Number and place value — identify and describe prime, composite, square and triangular numbers; multiply and divide using written methods including a denominator & locate them on a number line

• Data representation & interpretation — revise the concept of a variable; write simple algebraic expressions & substitute into an expression to obtain a numerical answer; maintain balance in an equation; solve simple linear equations; plot points in the four quadrants on the Cartesian plane; use correct notation for coordinates, record coordinate values in a table & represent patterns as a table of values & graphically; develop methods of isolating a variable in an equation & solve simple linear equations

• 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 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 patterns in a table and graphically, write a rule to describe the pattern, create a graph for the pattern, find the rule used to create the sequences, explore order of operations to perform calculations

Money and financial mathematics — apply the unitary and other methods to calculate best buys

Money and financial mathematics — compare fractions, locate and represent fractions, solve problems involving addition & subtraction of fractions & percentages, identify generalisations, find the percentage of a quantity

Money and financial mathematics — apply the unitary and other methods to calculate best buys

Money and financial mathematics — use formulae for the area and perimeter of a rectangle & solve problems involving perimeter & area.

Linear and non-linear relationships — solve simple linear equation word problems

Linear and non-linear relationships — revise the concept of a variable; write simple algebraic expressions & substitute into an expression to obtain a numerical answer; maintain balance in an equation; solve simple linear equations; plot points in the four quadrants on the Cartesian plane; use correct notation for coordinates, record coordinate values in a table & represent patterns as a table of values & graphically; develop methods of isolating a variable in an equation & solve simple linear equations

Use of units of measurement — connect volume and capacity and their units of measurement, measure capacity and volume, problem solve and reason involving measurement and time

Fractions & decimals — add, subtract, multiply and divide fractions, decimals and percentages

Real numbers — revise place value & round numbers; describe the properties of rectangles, parallelograms, triangles and rectangular prisms; calculate the area of triangles and parallelograms; solve measurement problems

• Number and place value — identify and describe prime, composite, square and triangular numbers; multiply and divide using written methods including a denominator & locate them on a number line

• Data representation & interpretation — revise the concept of a variable; write simple algebraic expressions & substitute into an expression to obtain a numerical answer; maintain balance in an equation; solve simple linear equations; plot points in the four quadrants on the Cartesian plane; use correct notation for coordinates, record coordinate values in a table & represent patterns as a table of values & graphically; develop methods of isolating a variable in an equation & solve simple linear equations

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Patterns and algebra & Number and place value — represent patterns in a table and graphically, write a rule to describe the pattern, create a graph for the pattern, find the rule used to create the sequences, explore order of operations to perform calculations

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Money and financial mathematics — use formulae for the area and perimeter of a rectangle & solve problems involving perimeter & area.

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Linear and non-linear relationships — revise the concept of a variable; write simple algebraic expressions & substitute into an expression to obtain a numerical answer; maintain balance in an equation; solve simple linear equations; plot points in the four quadrants on the Cartesian plane; use correct notation for coordinates, record coordinate values in a table & represent patterns as a table of values & graphically; develop methods of isolating a variable in an equation & solve simple linear equations

Use of units of measurement — connect volume and capacity and their units of measurement, measure capacity and volume, problem solve and reason involving measurement and time

Fractions & decimals — add, subtract, multiply and divide fractions, decimals and percentages

Real numbers — revise place value & round numbers; describe the properties of rectangles, parallelograms, triangles and rectangular prisms; calculate the area of triangles and parallelograms; solve measurement problems
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<tr>
<td><strong>Data Decoder</strong></td>
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<td>Short answer questions</td>
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<tr>
<td>Students interpret and compare data displays</td>
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<td><strong>Year 7</strong></td>
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<td><strong>Basketball scores</strong></td>
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<tr>
<td>Short answer questions:</td>
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<tr>
<td>Students calculate mean, median, mode and range and construct displays</td>
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<tr>
<td>Properties of triangles and quadrilaterals</td>
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<td>Short answer questions:</td>
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<tr>
<td>Students demonstrate the angle sum of triangles and quadrilaterals and classify them according to side and angle properties</td>
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<tr>
<td>Also refer to 2014 Internal Monitoring and Assessment Framework for diagnostic and summative assessment.</td>
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<tr>
<td><strong>Investigating angles</strong></td>
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<td>Short answer questions: Find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point</td>
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<td><strong>Year 7</strong></td>
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<tr>
<td><strong>Algebra and angle relationships</strong></td>
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<td>Short answer questions: Students represent, identify and use corresponding, alternate and co-interior angles on parallel lines and solve simple linear equations</td>
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<td><strong>Number properties, patterns and computation</strong></td>
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<td>Short answer questions</td>
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<tr>
<td>Students identify, describe and sequence whole numbers according to their properties and solve problems</td>
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<td><strong>Solving measurement problems</strong></td>
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<tr>
<td>Purpose: To convert units of measure, connect volume and capacity and solve problems involving perimeter and area.</td>
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<td>Short answer questions</td>
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<tr>
<td>Students compare the cost of items to make financial decisions and solve problems involving decimals.</td>
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<tr>
<td><strong>Comparisons and computations of integers and proportional numbers</strong></td>
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<td>Short answer questions</td>
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<tr>
<td>Students compare, convert and perform computations of fractions, decimals, percentages and integers.</td>
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<tr>
<th>Ongoing monitoring of student progress throughout this unit.</th>
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<tr>
<td><strong>Is the game &quot;Dice difference&quot; fair?</strong></td>
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<tr>
<td>Written</td>
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<tr>
<td>To apply knowledge of chance events, expected and observed frequencies to develop arguments and improve game fairness.</td>
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<tr>
<td><strong>Year 7</strong></td>
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<tr>
<td><strong>Constructing sample spaces and assigning probability</strong></td>
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<tr>
<td>Written</td>
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<tr>
<td>Students construct sample spaces and assign probabilities to outcomes.</td>
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### PREP

#### Context
- **Our living world**
  - Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things when their needs are not met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth’s resources and support the provision of the needs of living things.

#### Access
- **Collection of student work**
  - Portfolio
- **Portfolio**
  - Students participate in a range of activities and discussions throughout the unit, involving learning about the needs of living things.

### YEAR 1

#### Context
- **Living adventure / Staying Alive**
  - 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 investigate and describe physical changes that can be made to familiar materials. They modify an existing material by making physical changes for a given purpose and conduct a guided investigation to test their modifications. Students create a storyboard to describe the process and the resultant effects to others.

#### Assessment
- **Presentation — A Better place: Multimodal presentation**
  - Students identify a range of habitats, and examine an unhealthy local habitat to determine changes required to make it ‘a better place’ for living things.

#### Presentation — Melting Chocolate
- Students predict the changes that can be made to an existing material by making physical changes. They conduct a guided investigation to test their modifications. Students to describe the process and the physical changes.

#### Collection of work: Light and sound Portfolio
- Students investigate sources of light and sound, and changes that may be made to the light/sound produced. Students record their observations and share observations in discussions.

#### Day and night landscapes Diorama and written description
- Students construct and present a representation of the sky and landscape during the day and night. Students identify an observable change that may occur in this landscape at night, and identify an effect of the change on everyday lives.

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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.

### Context

**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 combine materials to make an object which has a purpose in everyday life.

**Toy factory**

Students investigate and explain how pushes and pulls cause movement in objects used in their daily lives. 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 the pushes and pulls involved in moving a toy or object they create.

**Good to grow**

Students examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment.

**Save planet Earth**

Students investigate Earth’s resources, describing changes to and reflecting on 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 an oral presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

### Assessment

**Investigation and scientific report — Combining materials for a purpose: Assignment/project**

Students investigate the combination of materials used to make an object for a particular purpose - jelly.

**Presentation: Toy design Assignment/project**

Students investigate and communicate an understanding of pushes and pulls through classifying illustrations demonstrating push or pull and the Paper Helicopters assessment task.

**How does it grow? - Assignment/project Storyboard of life stages**

Students describe and represent changes to a living thing. Students create a storyboard to represent the life stages of a living thing and describe its characteristics and needs at each stage. They explain how this knowledge is used to care for the living thing and its environment.

**Save planet Earth - Poster**

Students create a poster to promote actions to conserve Earth’s resources.

**Which water? Investigation**

Students identify the role and conservation of water in their everyday life by sorting and matching water uses and planning and creating a water conservation poster.
### YEAR 3

#### Achievement Standard

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 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.

#### Context

**Is it living?**

Students will justify groupings of living and non-living things according to observable features and recognize once-living things. Students will investigate the living and non-living things in their local environment and recognize the use of this science knowledge in their lives.

**Spinning Earth**

Students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the sun to suggest explanations for everyday observations. The everyday observations include shadows, day and night and length of days. Students will make predictions using their prior experiences and collect and present data to help answer questions. Students will examine uses of these everyday observations of the relationship between the sun, Moon, Earth and time in various cultures.

**Hot stuff**

Students explore ways by which heat is produced such as the Sun, rubbing, electricity, and chemically (burning). Students will also study the behaviour of heat as it moves from one object to another. Students use thermometers to measure their observations of heat and adhere to safety practices while conducting investigations of heat. Students use knowledge of the behaviour of heat to explain everyday occurrences and consider how this knowledge impacts on everyday actions.

**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

**Collection of Student Work - Science Journal Portfolio**

Students investigate living and non-living things and communicate grouping of living things based on observable features. Students make ongoing journal entries about investigation observations, predictions and data collections.

**Investigating and relating shadows to the Earth's rotation: investigation**

Students collaboratively plan and conduct an investigation on shadows. Students gather, represent and evaluate data to draw conclusions and suggest explanations of how the Earth's movement causes regular changes, including day and night.

**Keep drinks cooler: Scientific report Assignment/project**

Students apply their knowledge of the behaviour of heat to design a water bottle cooler to minimise heat transfer. Students predict, collect, represent and evaluate data to make suggestions about their water bottle cooler and heat transference. They construct a scientific report that records their investigation and findings, evaluates the data and makes suggestions about the water bottle cooler.

**Assessment: Solids and liquids**

Students predict and explain how a solid and liquid change state by adding or removing heat.
### Year 4

#### Achievement Standard

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.

#### Context

**Here today gone tomorrow - erosion**

Students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to their local area and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

**Material World / Use**

Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.

**Fast forces**

Students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces. They will 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. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.

**Ready, set, grow!**

Students will investigate plant life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things including the impact on the survival of the species.

#### Assessment

**Examining erosion - Investigation**

Students plan and conduct an investigation of factors that influence water erosion of soils. They describe the changes, collect information and analyse this information and make recommendations to reduce or stop this effect.

*Link to Geography Unit 1*

**Properties affecting the use of a material - Written**

Students plan, conduct, evaluate and report on an investigation into the properties of different materials and apply this knowledge to real life situations.

**Smooth Moves - Collection of work 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.

**Plants in Action - Investigation**

Students plan and conduct an investigation to explore and represent the life cycle of the plant or animal and identify relationships which both assist and hinder its survival.
<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Standard</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>Context</td>
<td>Desert Survivors</td>
<td>Our place in the solar system</td>
<td>Now you see it</td>
<td>Matter matters</td>
</tr>
<tr>
<td></td>
<td>Living things have structural features that help them to survive in their environment. Investigating how the structural and behavioural features of plants and animals are suited for various Australian environments.</td>
<td>Students will describe the key features of our solar system. Students explore the place of Earth in the solar system and then using this knowledge to look for patterns and relationships between components of this system. They will discuss how people have contributed science knowledge to space exploration.</td>
<td>Students investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</td>
<td>Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids, liquids and gases are used to inform decision making and solve or prevent problems.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Investigation</td>
<td>Exploring the solar system report</td>
<td>The aMAZEing trick - Assignment/project</td>
<td>Investigating evaporation and explaining solids, liquids and gases Assignment/project</td>
</tr>
<tr>
<td></td>
<td>Students plan, conduct, evaluate and report on an investigation into the structural features of living things that help them to survive in the desert environment. Students Create a model or drawing of a creature which has been designed to survive in a given environment. Students provide a written and oral justification, relating adaptations to the environment.</td>
<td>Students write a report for popular media about a space journey through the solar system including data about planets and the sun and contributions to aid space exploration.</td>
<td>Students will demonstrate their knowledge of the properties of light by investigating and explaining how the transfer of light can be changed. They will also solve a problem relating to properties and sources of light.</td>
<td>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.</td>
</tr>
</tbody>
</table>
## YEAR 6

### Achievement Standard

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.

### Context

#### Making changes

Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They 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 perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to use of different energy sources and their sustainability.

#### Life on Earth

Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of bean seeds. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.

#### Our changing world

Students explore how sudden geological and extreme weather events can affect Earth’s surface. They consider the effects of earthquakes and volcanoes 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 including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how prediction regarding the course of tropical cyclones can be improved by gathering data.

### Assessment

#### Reversible or irreversible? Assignment/project

Students apply knowledge of reversible and irreversible changes of materials to investigate a claim.

#### Energy and electricity Assignment/project

Students identify the requirements for the transfer of electricity in a circuit and to describe transformations in the generation and use of electricity.

#### Mouldy bread Assignment/project

Students develop an investigable question, plan and conduct an investigation, identifying potential risk, analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge to practical situations.

#### 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.
Students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena in 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 necessary.

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.

### Organising organisms

**Students classify organisms based on their physical characteristics.** They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements.

They explore feeding relationships between organisms in an environment using food chains and food webs and will apply these understandings in Unit 8: Affecting organisms.

This unit needs to precede Unit 8: Affecting organisms.

### Water — waste not, want not

Students demonstrate understanding of the Earth, moon and sun system and its effects on the Earth, sun and moon. They 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.

### Sensational seasons

Students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena in 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 necessary.

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## AUSTRALIAN CURRICULUM: HISTORY - P–7 teaching and learning unit overview

<table>
<thead>
<tr>
<th>Term 1 Unit 1</th>
<th>Term 3 Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achieve</strong></td>
<td><strong>Tell me a story about the past</strong></td>
</tr>
<tr>
<td>Standard</td>
<td>Inquiry question/s:</td>
</tr>
</tbody>
</table>
| 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. | **How can stories of the past be told and shared?**  
**What stories do other people tell about the past?** |
| **Prep** | In this unit students: |
| **Context** | • understand how the past is different from the present  
• investigate their personal history, particularly family relationships  
• examine the nature of and structure of families  
• **recognise** similarities and differences between families  
• appreciate diversity within their family and others  
• share information about their family with others. | • understand how they, and the stories of others communicate information about the past  
• **recognise** that sources help to tell stories, remember the past and signify importance  
• **recognise** that families commemorate different and similar events according to their beliefs and what is important to them  
• listen to and appreciate family stories, and **recognise** how the past is communicated  
• listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and **recognise** how the past is communicated  
• compare their own family commemorations to those of others  
• **discuss**, create and order pictures of significant commemorations. |
| **Exploring fabulous families** | **Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning — focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.** |
| Inquiry question/s: | **Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning — focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.** |
| • What is my history and how do I know? | **Tell me a story about the past** |
| In this unit students: | Inquiry question/s: |
| • understand how the past is different from the present | • How can stories of the past be told and shared?  
• **What stories do other people tell about the past?** |
| • investigate their personal history, particularly family relationships | In this unit students: |
| • examine the nature of and structure of families | • understand how they, and the stories of others communicate information about the past  
• **recognise** that sources help to tell stories, remember the past and signify importance  
• **recognise** that families commemorate different and similar events according to their beliefs and what is important to them  
• listen to and appreciate family stories, and **recognise** how the past is communicated  
• listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and **recognise** how the past is communicated  
• compare their own family commemorations to those of others  
• **discuss**, create and order pictures of significant commemorations. |
| • **recognise** similarities and differences between families | **Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning — focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.** |
| • appreciate diversity within their family and others | **Tell me a story about the past** |
| • share information about their family with others. | Inquiry question/s: |
| **Assessment** | • How can stories of the past be told and shared?  
• **What stories do other people tell about the past?** |
| **Collection of work - Oral description, spoken/signed talk on a picture of their family.** | In this unit students: |
| The purpose of this assessment is for teachers and students to collaborate on a series of tasks related to specific steps in the process of historical inquiry. Students undertake an interview with their teacher describing people in their family and referring to a painting of their family. The assessment will gather evidence of the student’s ability to: | • understand how they, and the stories of others communicate information about the past  
• **recognise** that sources help to tell stories, remember the past and signify importance  
• **recognise** that families commemorate different and similar events according to their beliefs and what is important to them  
• listen to and appreciate family stories, and **recognise** how the past is communicated  
• listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and **recognise** how the past is communicated  
• compare their own family commemorations to those of others  
• **discuss**, create and order pictures of significant commemorations. |
| • pose questions about their family and/or their family’s history  
• describe their family’s make-up and history  
• **identify** similarities and differences between families. | **Guided research – Presentation (multimedia)** |
| The purpose of this technique is for teachers and students to research, collect, analyse and draw conclusions about sources. Students create a drawing and a written (or scribed) recount of an important family event. The assessment will gather evidence of the student’s ability to: | The purpose of this technique is for teachers and students to research, collect, analyse and draw conclusions about sources. Students create a drawing and a written (or scribed) recount of an important family event. The assessment will gather evidence of the student’s ability to: |
| • identify events of significance that are commemorated in their family  
• relate a story about their family using a multimedia text  
• sequence familiar events. | • identify events of significance that are commemorated in their family  
• relate a story about their family using a multimedia text  
• sequence familiar events. |
### YEAR 1

#### Context

**Exploring 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
- understand how a timeline can order events according to past, present or possible future
- recognise events that happened in the past may be memorable or have personal significance
- collect and discuss sources, such as images, objects and family stories, that have personal significance
- sequence events of personal significance
- describe an event of personal significance, referring to sources, and using terms to describe the passing of time.

**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:
- identify elements of significance in the childhood lives of their parents and grandparents
- compare and contrast the childhood of their parents and grandparents with their own
- recognise elements of childhoods that may have changed or remained the same
- pose questions about what life was like in grandparents’ childhood
- examine sources showing family life over generations
- interview grandparents or older person to gain information to use in a narrative about how family life has changed
- tell a narrative supported by images contrasting childhood from their grandparents’ day to present day.

#### Assessment

**Collection of work – Oral description and presentation of time capsule box**

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 historical inquiry. Students plan and present an oral description chronicling an event of personal significance.

The assessment will gather evidence of the student’s ability to:
- pose questions about personal and family events
- use sources when referring to personal and family events
- sequence events of personal significance
- plan an oral presentation describing an event that has personal significance
- present an oral description referring to sources.

**Guided research – Interview and narrative**

The purpose of this is to assess students’ abilities to research, collect and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.

The assessment will gather evidence of the student’s ability to:
- pose questions about the past when interviewing grandparents or older people during grandparent day.
- explore life in their grandparent’s day (or special older person) from their grandparent’s point of view
- gather information from interviews with grandparents and make comparisons of their grandparent’s life with their own
- develop a narrative for a page of a class book.

#### SOSE

**Culture and identity**

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities
<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Unit 1</th>
<th>Semester 2</th>
<th>Unit 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>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.</td>
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</table>

### YEAR 2

#### Context

**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.

**Assessment**

**Collection of work - Annotated timeline and description (written or digital)**

The purpose of this technique is to assess student responses to a series of focussed tasks related to specific steps in the process of historical inquiry. 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.

Students:
- identify a form of technology that has changed over time
- pose questions about continuity and change in use of this form of technology in daily life
- examine provided sources to identify the impact on daily life of changes to this form of technology
- sequence key developments in this form of technology over time
- compose annotations describing change or continuity in the form of technology used in daily life over time.

**Research - Oral report**

The purpose of this technique is to assess students’ abilities to research, collect and draw conclusions about sources. 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.

The assessment will gather evidence of the student’s ability to:
- identify a person or site of significance in the local community
- pose questions about the significance of the person or site to the community
- use provided sources to answer questions
- sequence key events related to the person or site
- develop and present an oral narrative, referring to a range of texts to support the narrative.

### Culture and identity

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging.
- Aboriginal peoples and Torres Strait Islander peoples are Australia’s Indigenous peoples and their influences are evident and valued in Australian communities.
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities.
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members.
Term 1 Unit 1

<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Term 3 Unit 2</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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</tbody>
</table>

In this unit students:
- investigate the celebration and commemoration of significant events in their lives, their local community and other places around the world
- use provided sources to examine the significance of these celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area
- pose questions about the enduring significance of these events, particularly through the use of symbols and emblems
- recognise the historical features and diversity of their community
- appreciate the remains of the past in the local area through a focus on events celebrated by the community and the contributions of different groups to the community.

Exploring continuity and change in local communities

<table>
<thead>
<tr>
<th>Inquiry question/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who lived here first and how do we know?</td>
</tr>
<tr>
<td>How has our community changed? What features have been lost and what features have been retained?</td>
</tr>
</tbody>
</table>

In this unit students:
- plan and conduct research about continuity and change in the region or state/territory
- pose a range of questions to guide research
- identify sources and locate relevant information in sources to answer questions about the past
- locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region
- recognise and appreciate the historical features and remains of the past in a local area
- record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders
- use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.

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.

The assessment will gather evidence of the student's ability to:
- describe an event from the past that has significance today and personal experiences of this event
- sequence events and develop a historical narrative about an event.

Research – Historical inquiry (brochure)

The purpose of this technique is to assess students' abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history. The assessment will gather evidence of the student's ability to:
- plan and conduct research about continuity and change in the region or state/territory
- pose a range of questions
- identify sources and locate relevant information in sources to answer questions
- locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region
- use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.

Culture and identity

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
- Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their contributions are evident and valued in Australian communities
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members

Culture and identity

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
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- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members
<table>
<thead>
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<th>Term 2</th>
<th>Unit 1</th>
<th>Term 3</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td></td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Investigating European exploration and the movement of peoples</td>
<td>Investigating the impact of colonisation</td>
<td></td>
</tr>
<tr>
<td>Inquiry question/s:</td>
<td>Inquiry question/s:</td>
<td></td>
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<tr>
<td>• How and why do people choose to remember significant events of the past?</td>
<td>• What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?</td>
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<tr>
<td>• What is the nature of the contribution made by different groups and individuals in the community?</td>
<td>• What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?</td>
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<tr>
<td>In this unit students</td>
<td>In this unit students</td>
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</tr>
<tr>
<td>• investigate the celebration and commemoration of significant events in their lives, their local community and other places around the world</td>
<td>• recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians</td>
<td></td>
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<tr>
<td>• use provided sources to examine the significance of these celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area</td>
<td>• appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples</td>
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<tr>
<td>• pose questions about the enduring significance of these events, particularly through the use of symbols and emblems</td>
<td>• investigate the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others</td>
<td></td>
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<tr>
<td>• recognise the historical features and diversity of their community</td>
<td>• pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples</td>
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</tr>
<tr>
<td>• appreciate the remains of the past in the local area through a focus on events celebrated by the community and the contributions of different groups to the community.</td>
<td>• use provided sources to identify points of view and examine the impact of these interactions on families and the environment</td>
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</tr>
<tr>
<td><strong>Collection of work — Life of a convict</strong></td>
<td><strong>Research — Historical inquiry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of this assessment task is to explain how and why life changed for a convict of the First Fleet. The assessment will gather evidence of the student’s ability to:</td>
<td>This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using the following content. The assessment will gather evidence of the student’s ability to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explain how and why life changed for a convict of the First Fleet</td>
<td>• pose a range of questions about daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• pose a range of questions about a convict’s life</td>
<td>• identify sources and locate information in provided sources in response to questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• locate information to answer questions</td>
<td>• develop a text describing continuity and change in the lives of Aboriginal peoples or a group of Torres Strait Islander peoples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• develop a historical narrative in role as a convict, using historical terms.</td>
<td>• identify and explain different points of view in sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOSE</strong></td>
<td><strong>Culture and identity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communities contain cultures and groups that contribute to diversity and influence cohesion.</td>
<td>Communities contain cultures and groups that contribute to diversity and influence cohesion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.</td>
<td>• Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles e.g. importance of elders; over 250 languages linked to specific groups and places; distinctive foods and medicines.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Also covered in English Unit 4 Retelling an Aboriginal peoples’ and/or Torres Strait Islander peoples’ story</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Eagle Junction State School 2014 Whole-school curriculum, assessment and reporting plan — P–7*

*Education Queensland*
### Term 1 Unit 1

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.

### Term 4 Unit 2

Exploring the development of British colonies in Australia – Brits in the Bay

<table>
<thead>
<tr>
<th>Inquiry question/s:</th>
<th>Investigating the colonial period in Australia – Gold Rush</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How did an Australian colony develop over time and why?</td>
<td>• What were the significant events and who were the significant people that shaped Australian colonies?</td>
</tr>
<tr>
<td>• How did colonial settlement change the environment?</td>
<td>• What do we know about the lives of people in Australia’s colonial past and how do we know?</td>
</tr>
<tr>
<td>• What do we know about the lives of people in Australia’s colonial past and how do we know?</td>
<td>In this unit students:</td>
</tr>
</tbody>
</table>

- recognise key events in Australia of the 1800s
- appreciate how Australians came to live together and were governed overtime
- sequence key events related to the development of British colonies in Australia.
- investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay colony in Queensland.
- use provided sources to examine and describe aspects of daily life in the early to mid-1800s
- locate information in sources about the reasons for migration to the colonies by people from Europe during the mid-1800s
- use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.
- Convict Clues Archaeological Dig and Historic Tour of Brisbane

- recognise key events in Australia of the 1800s
- appreciate how Australians came to live together and were governed overtime investigate the causes and effects of significant developments or events affecting development of the Queensland colony, for example, frontier conflicts and the Gold Rush.
- pose questions about the reasons people migrated to Australia from Europe and Asia
- use provided sources to examine and describe the experiences of and the contributions of significant individuals or groups to life in the colonies
- compose and present a description of the contribution of a significant individual or group to shaping colonial Australia.
- Simulation game
- Gold Rush Day

### Context

- sequence key events related to the development of British colonies in Australia.
- pose questions about the reasons people migrated to Australia from Europe and Asia
- use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.
- Convict Clues Archaeological Dig and Historic Tour of Brisbane

### Assessment

<table>
<thead>
<tr>
<th>Collection of work — Colonial life in Moreton Bay</th>
</tr>
</thead>
</table>

The purpose of this assessment is to identify the cause and effect of changes and continuities in a colony and develop a narrative in role as a free settler to describe their experiences. (Point of view journal)

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

- identify and describe the cause and effect of colonisation and describe the experiences of people in the past
- identify a range of sources and locate and record information about the colony of Queensland
- develop and organise a narrative using historical terms and concepts.

### Research – written report

This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about sources. 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.

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

- plan research
- develop questions to frame an historical inquiry
- identify a range of sources related to inquiry questions
- locate and record relevant information from sources in response to inquiry questions
- sequence the lives of people in chronological order
- describe the significance of people and events in bringing about change
- develop, organise and present an oral presentation (description), using historical terms and concepts

### Culture and identity

Communities contain cultures and groups that contribute to diversity and influence cohesion.

- Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities
- Australian society has responded to different cultures in positive and negative ways
### Achievement Standard

<table>
<thead>
<tr>
<th>Semester 1 - Unit 1</th>
<th>Semester 2 - Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Inquiry questions:

- Why and how did Australia become a nation?
- How did Australian society change throughout the nineteenth century?
- Recognise key events in the development of Australia as a nation
- Appreciate how Australians came to live together and were governed overtime
- Investigate Australia's path to Federation from the late 1800s to 1901
- Examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government
- Describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples
- Identify continuity or change
- Explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation.

### Exploring the development of the Australian nation

**Context**

In this unit, students:

- Appreciate how Australians came to live and work together
- Examine the growth of the Australian population in the twentieth century
- Appreciate how world events affected the development of Australian society during this time
- Describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples
- Identify continuity or change
- Explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation.

**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.

**Assessment**

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

- Identify change and continuity and describe the causes and effects of change on society
- Explain the significance of and individual
- Examine sources to identify and describe points of view
- Develop a description using historical terms and concepts.

### Investigating the development of Australia as a diverse society

**Context**

In this unit, students:

- Appreciate how Australians came to live and work together
- Examine the growth of the Australian population in the twentieth century
- Appreciate how world events affected the development of Australian society during this time
- Describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples
- Identify continuity or change
- Explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation.

**Research – Historical inquiry**

This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.

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

- Develop questions to guide research
- Identify a range of sources
- Locate and compare information to answer inquiry questions
- Identify and describe points of view or experiences of individuals or groups of people
- Represent a sequence of key events or personal milestones on a timeline
- Develop a narrative, incorporating relevant sources and using historical terms and concepts, to explain the significant experiences or contributions of an individual or group.

### Culture and identity

**SOSE – C & I**

Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

- Aboriginal people’s and Torres Strait Islander people’s diverse social organisation, languages and lifestyles reflect the importance of “country” — land, sea and places
- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people
- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

**Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.**

- Material and non-material elements influence personal identity and sense of belonging of groups
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media
### Unit 1
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.

### Unit 2
Achievement Standard 6
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 3

<table>
<thead>
<tr>
<th><strong>YEAR 6 - 7</strong></th>
<th><strong>Content</strong></th>
<th><strong>Context</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploring the changes that shaped Australia and other societies (Greece)</strong></td>
<td><strong>Key inquiry questions</strong></td>
<td><strong>Year 6:</strong></td>
<td><strong>Research — Historical Inquiry</strong></td>
</tr>
<tr>
<td><strong>Key inquiry questions</strong></td>
<td>Why and how did Australia become a nation?</td>
<td><strong>Year 7:</strong></td>
<td><strong>Year 6 - Students conduct a historical inquiry to investigate the significance of the experiences of people from a migrant group and their contribution to Australian society.</strong></td>
</tr>
<tr>
<td><strong>Key inquiry questions</strong></td>
<td>How did Australian society change throughout the twentieth century?</td>
<td><strong>Year 7:</strong></td>
<td><strong>Collection of work</strong></td>
</tr>
<tr>
<td><strong>In this unit, students:</strong></td>
<td>Why and where did the earliest societies develop?</td>
<td><strong>Research:</strong> <strong>Investigating an artefact — Assignment/Project.</strong></td>
<td><strong>Year 7 - Students create a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to create a historical narrative about the role of groups in a society and a significant individual, interpret sources and develop an annotated timeline.</strong></td>
</tr>
<tr>
<td><strong>Key inquiry questions</strong></td>
<td>identify questions to investigate the nature of the colonial presence in Australia and the significant events and changes that occurred during the 1800s</td>
<td></td>
<td><strong>Research — Investigating the Ancient Past</strong></td>
</tr>
<tr>
<td><strong>Year 6:</strong></td>
<td>identify and locate a range of relevant sources to explore the establishment and growth of the colonies and the impacts of colonisation, including on the environment and daily life</td>
<td><strong>Inquiry questions:</strong></td>
<td><strong>Develop a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to create a historical narrative about the role of groups in a society and a significant individual, interpret sources and develop an annotated timeline.</strong></td>
</tr>
<tr>
<td><strong>key events</strong></td>
<td>sequence events about Egypt’s contacts with her neighbours and conflicts in her internal affairs and explain the effects of changes on Egypt’s administration; to explain and give reasons for the changes and continuities in the role of the nobility in Egyptian society.</td>
<td><strong>Year 7:</strong></td>
<td><strong>Research:</strong> <strong>Investigating an artefact — Assignment/Project.</strong></td>
</tr>
<tr>
<td><strong>Year 7:</strong></td>
<td>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.</td>
<td><strong>In this unit, students:</strong></td>
<td><strong>Develop a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to create a historical narrative about the role of groups in a society and a significant individual, interpret sources and develop an annotated timeline.</strong></td>
</tr>
</tbody>
</table>
## YEAR 7

### Achievement Standard

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.

### Investigating the ancient past

**Inquiry question:**
- How do we know about the ancient past?
- Why and where did the earliest societies develop?

In this unit, students:
- identify the tools, techniques and methods used by historians and archaeologists to investigate history
- explore the range of sources that can be used in an historical investigation and the usefulness of these sources
- investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists
- appreciate the importance of conserving remains of the ancient past.

### The Mediterranean world - Greece

**Inquiry questions:**
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

In this unit, students:
- explore the physical features of Greece and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Greek society
- identify and understand the roles of key groups in ancient Greek 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.

### The Asian world – India

**Inquiry questions:**
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

In this unit, students:
- explore the physical features of India and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Indian society
- identify and understand the roles of key groups in ancient Indian 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.

### Research: Investigating an artefact — Assignment/Project.

The purpose of this assessment is to describe the context and nature of an ancient artefact and explain its purpose and significance in two paragraphs. The assessment will gather evidence of the student’s ability to:
- develop questions to frame a historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- interpret sources to identify the origin and purpose of an ancient artefact
- develop texts, particularly descriptions and explanations to organise findings
- use historical terms and concepts, incorporate relevant sources and acknowledge these sources of information.

### Supervised Assessment: Short response test- Greece — Exam/test.

This assessment task provides students with the opportunity to demonstrate knowledge and understanding of the role of groups and the significance of particular individuals in Greek society, the perspectives of different people from the time and how the past has been interpreted in different ways, as well as demonstrating an ability to analyse and interpret sources. The assessment will gather evidence of the student’s ability to:
- describe events and developments from the perspective of different people who lived at the time
- explain the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- examine sources to explain points of view
- use information from sources to answer questions
- identify origin and purpose of sources when interpreting them.

### Assessment: Extended response to historical stimulus

Students analyse, select and organise information from primary and secondary sources to develop descriptive and explanatory text. The assessment will gather evidence of the student’s ability to:
- describe events and developments from the perspective of different people who lived at the time
- explain the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- examine sources to explain points of view
- use information from sources to answer questions
- identify origin and purpose of sources when interpreting them.
### AUSTRALIAN CURRICULUM: GEOGRAPHY - teaching and learning unit overview across P–7

<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Term 2 Unit 1</th>
<th>Term 4 Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is my place like?</strong></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>What is my place like?</strong></td>
<td>In this unit, students:</td>
<td><strong>How do we care for special places?</strong></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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</td>
<td>In this unit, students:</td>
</tr>
<tr>
<td>• develop questions about places they belong to</td>
<td>• understand that what makes a ‘place’ special is dependent on how people view the place or use the place</td>
<td>• understand that what makes a ‘place’ special is dependent on how people view the place or use the place</td>
</tr>
<tr>
<td>• understand that a ‘place’ has features and a boundary, that can be represented on maps or globes</td>
<td>• pose questions about the meaning places have for people</td>
<td>• pose questions about the meaning places have for people</td>
</tr>
<tr>
<td>• understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• observe the visible elements or features of the ‘place’ they live in and belong to, and record</td>
<td>• describe the location of important places using geographical terms such as near and far</td>
<td>• describe the location of important places using geographical terms such as near and far</td>
</tr>
<tr>
<td>• 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</td>
<td>• use sources to identify ways that people care for special places, and record</td>
<td>• use sources to identify ways that people care for special places, and record</td>
</tr>
<tr>
<td>• represent the location and direction of visible elements or features of their place on a pictorial map and model</td>
<td>• describe special places and the reasons they are special to people</td>
<td>• describe special places and the reasons they are special to people</td>
</tr>
<tr>
<td>• describe their observations of the features of a familiar place, its location and direction, and the reasons for living there</td>
<td>• reflect on learning to suggest ways they could contribute to the caring of a special place</td>
<td>• reflect on learning to suggest ways they could contribute to the caring of a special place</td>
</tr>
</tbody>
</table>

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

- describe the features of familiar places
- recognise that places can be represented on maps and a globe
- represent features of a familiar place on pictorial maps and models
- describe their observations of the features of familiar 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. The assessment will gather evidence of the student’s ability to:

- recognise why some places are special to people by sharing their observations on why places are important
- share observations in an oral presentation and use everyday language to describe the direction and location of an important place
- reflect on inquiry findings and suggest ways that a familiar place can be cared for
### Achievement Standard

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.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Unit 1</th>
<th>Semester 2</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context</strong></td>
<td>How do people use places? &lt;br&gt; In this unit, students: &lt;br&gt; • draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops &lt;br&gt; • understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed', for example a building &lt;br&gt; • develop questions about places &lt;br&gt; • collect and record geographical data and information to identify and describe the natural, constructed and managed features of places &lt;br&gt; • collect and record geographical data and information to identify examples of how the features of places are used or described by people differently &lt;br&gt; • observe spaces within the school that are arranged for different activities or purposes &lt;br&gt; • represent and label spaces within a place on a pictorial map and describe using the language of direction and location &lt;br&gt; • respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes</td>
<td>What are places like? &lt;br&gt; In this unit, students: &lt;br&gt; • draw on studies at the personal scale, including familiar places for example, the school, local park and local shops &lt;br&gt; • understand that weather and climate affect the visible elements or features of a place nearby or far away &lt;br&gt; • ask questions using the stems of ‘what’, ‘how’ and ‘why’ to find out about the weather &lt;br&gt; • observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away &lt;br&gt; • 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 &lt;br&gt; • reflect on learning to respond to questions about how features of places can be cared for</td>
<td><strong>Assessment</strong></td>
</tr>
</tbody>
</table>
### Semester 1  Unit 1

**Achievement Standard**

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 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 on 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.

### Year 2

#### Context

**What is the story of my 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

**How are people and places connected?**

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, for example, a survey, 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, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people’s connection to other places and its maintenance, for example, through birth, residence, heritage, and chosen or forced movement
- 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 (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 and features of places.

The assessment will gather evidence of the student’s ability to:
- identify the features that define places
- recognise that places can be described at different scales
- recognise that the world can be divided into major geographical division
- represent data and the location of places and their features in tables, plans and on labelled maps
- interpret geographical information to draw conclusions
- describe the direction and location of places

**Guided research (Multimodal or 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.

The assessment will gather evidence of the student’s ability to:
- describe how people in different places are connected to each other and identify factors that influence these connections
- explain why places are important to people
- pose questions about familiar and unfamiliar places and collect information to answer these questions
- present findings in a range of texts and use simple geographical terms
- suggest action in response to the findings of their inquiry.
<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Term 2 Unit 1</th>
<th>Term 4 Unit 2</th>
</tr>
</thead>
</table>
| **Achievement Standard** | 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. | Protecting places near and far
In this unit, students:
• draw on studies at the local scale in Australia and its neighbouring countries
• understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live
• pose questions for investigating a place of significance in Australia and in one of Australia’s neighbouring countries
• collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places
• interpret data and information to identify similarities and differences for selected places of significance
• present findings, using geographical terms, identifying connections between people and places
• reflect on how to care for and respect places at the local scale
• suggest action to protect and improve selected places of significance

| **Context** | Exploring similarities and differences in places near and far
In this unit, students:
• draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries
• understand the different climate types and their influence on the characteristics of places
• review unit inquiry questions
• recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth
• recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented
• collect and record data and information to identify similarities and differences between the climates of different places
• identify the environmental and human characteristics of schools in Australia and Australia’s neighbouring countries using sources such as photographs, stories and maps
• interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose, information provided, and use of cartographic conventions
• represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point
• identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries | Protecting places near and far
In this unit, students:
• draw on studies at the local scale in Australia and its neighbouring countries
• understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live
• pose questions for investigating a place of significance in Australia and in one of Australia’s neighbouring countries
• collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places
• interpret data and information to identify similarities and differences for selected places of significance
• present findings, using geographical terms, identifying connections between people and places
• reflect on how to care for and respect places at the local scale
• suggest action to protect and improve selected places of significance

| **Collection of work (Multimodal or written)** | Research (Written or 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 communicate data and information.
The assessment will gather evidence of the student’s ability to:
• represent data in tables and simple graphs, and the location of places and their characteristics by constructing maps on labelled maps that use the cartographic conventions of legend, title, and north point
• describe the location and characteristics of different places at the local scale and the similarities and differences between the characteristics of these places | 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.
The assessment will gather evidence of the student’s ability to:
• develop geographical questions and collect sources about people’s perceptions of places and their connections to them
• collect and record data and information from sources to identify different views on perceptions of places and how this influences views on the protection of places
• reflect on their learning to suggest action to increase awareness of protection of places and present using geographical terms

| **Assessment** | | |
## Term 1 - Unit 1

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.

### Exploring environments and places

In this unit, students:
- draw on studies at the national scale, including Australia and the location of major countries in South America and Africa
- recognise the purpose and types of geographical questions
- explore the importance of environments to animals and people and how places are characterised by their environments
- collect and record geographical information from sources to identify how environments support animals and people
- use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals
- represent data by constructing tables and graphs
- represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point
- interpret geographical information and data to identify patterns and distributions of the features of places
- interpret geographical information and data to identify different views on how environments should be protected, and form conclusions
- describe the location of places and their features using grid references, compass direction and distance
- describe and compare the characteristics of places in different locations at the national scale, using geographical terms

### Using places more sustainably

In this unit, students:
- draw on studies of Australia
- develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people
- compare how people adapt to, and alter environments
- recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste
- collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments
- collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people
- form conclusions about caring for the environment and meeting the needs of people
- present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action.

## Assessment

### 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 communicate data and information. The assessment will gather evidence of the student’s ability to:
- 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
- describe the location of places and their features using simple grid references, compass direction and distance
- interpret data to identify spatial distributions and simple patterns and draw conclusions
- describe the characteristics of places in different locations at the national scale
- describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places

### 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. The assessment will gather evidence of the student’s ability to:
- develop geographical question to guide an inquiry into a local geographical challenge
- collect and record information and data from different sources to respond to geographical question/s
- identify and describe the interconnections between people and the environment
- recognise the importance of the environment and identify different views on how to respond to a geographical challenge
- present findings using geographical terminology in a range of texts
- propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.
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.

### Exploring how places are changed and managed by people

In this unit, students:
- draw on studies at the national scale, including Australia
- identify and describe how places are affected by the interconnection between people, places and environments
- develop an inquiry question about responding to the geographical challenge of bushfire or flood, and plan an inquiry
- collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised
- collect and record relevant geographical data and information from primary and secondary sources, using ethical protocols, on the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management
- consider the usefulness of collected information
- present findings, using geographical terms on the ways people respond to a geographical challenge (natural hazards)
- propose ways of people can respond to a geographical challenge and identify the expected effects of their proposed action.
- describe the influence of environmental processes (natural hazards) on the characteristics of places, and how people can affect change, using geographical terms.

### Exploring how people and places affect one another

In this unit, students:
- draw on studies at the national scale, including Australia and the location of major countries in Europe and North America
- recognise the purpose and types of geographical questions
- collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places
- collect and record relevant geographical data and information from secondary sources, to identify the influence people have had on environmental characteristics of places
- collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of the humans on the environmental characteristics of a place
- represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place
- describe the location of selected countries in relative terms
- construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics
- compare geographical information to identify patterns or trends in how people have responded to climatic conditions in places
- compare and contrast the human and environmental characteristics of places in Europe and North America

### 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. The assessment will gather evidence of the student’s ability to:
- develop geographical questions to investigate and collect and record information from a range of sources to answer these questions
- describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments
- identify alternative views on how to respond to a geographical challenge and propose a response
- present findings using geographical terminology in a range of communication forms
- propose action in response to a geographical challenge and identify the expected effects of their proposed action.

### Assessment

- mapping folio
- photo journal
- disaster plan

### 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 data. The assessment will gather evidence of the student’s ability to:
- 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.
- interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions
- explain the characteristics of places in different locations at the national scale
- describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments

- letter to Council about development plan for Southbank
- Submission to Department of Planning about development
- Travelling Day: multimodal presentation about place
### Semester 1 - Unit 1

**Achievement Standard**

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.

### Context

**Exploring a diverse world**

In this unit, students:

- draw on studies at different scales, including Australia and the location of the major countries in the Asia region
- understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living
- use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance
- collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific
- represent data in different forms
- represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions
- interpret data and other information to identify patterns and trends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia
- form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics

### 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.

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

- 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
- interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions
- explain the characteristics of diverse places in different locations at different scales from local to global
- describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena

### Semester 2 - Unit 2

**Exploring Australia’s connections with other countries**

In this unit, students:

- draw on studies at different scales, including Australia major countries of Asia or a region within Asia
- understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales
- develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question
- collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia
- collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places
- evaluate sources for their usefulness
- present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people
- propose action on how to increase the awareness of the effect of people’s connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal

### 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.

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

- develop a geographical question to frame an inquiry on a geographical challenge
- locate relevant information from a range of sources to answer inquiry questions
- describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people
- identify and describe alternative views on how to respond to a geographical challenge and propose a response
- present findings and ideas using geographical terminology and graphic representations in a range of communication forms
- propose action in response to a geographical challenge and describe the expected effects of their proposal
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Unit 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Standard 6</strong></td>
<td>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.</td>
<td><strong>Achievement Standard 7</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**YEAR 6 / 7**

**Context**

Exploring places and their diversity

Inquiry questions

Year 6:
- How do places, people and cultures differ across the world?
- How do people’s connections to places affect their perception of them?

Year 7:
- 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, Asia, Europe and North America
- recognise the purpose and types of geographical questions
- recognise the geographical and cultural diversity within places, including that of its indigenous people
- collect and record geographical information and data to identify the influence of people on the environmental characteristics of Australia and other countries
- interpret information and data to identify the influence of the environment on the human characteristics of a place
- compare geographical information and data to identify patterns, trends and relationships between demographic and social characteristics between countries around the world
- construct large-scale and small-scale maps conforming to cartographic conventions to locate places and their characteristics
- evaluate information for its reliability and usefulness in explaining how people use water, and perceive and value water and its future sustainable use (Year 7)
- identify spatial associations in the distribution of surface water resources and explain patterns, trends and relationships (Year 7)
- develop conclusions about the impact of water scarcity on people and places and present using geographical terms (Year 7)

Exploring connections between people, places and environments

Inquiry questions

Year 6:
- What are Australia’s global connections between people and places?
- How do people’s connections to places affect their perception of them?

Year 7:
- 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:
- investigate the nature, impact and influence of natural hazards on a local, state, national and international scale
- explore responses to natural hazards and what these reveal about interconnections between people, places and environments
- investigate how significant events (natural hazards) connect people and places throughout the world
- describe interconnections between people, places and environments
- identify the influences of interconnections on places and people
- describe alternative views on how to respond to a geographical challenge and develop their own proposal in response to a geographical challenge
- develop geographical questions to frame an inquiry
- conduct an inquiry by locating, interpreting and presenting data and information
- communicate findings and ideas in a range of forms
- examine measures of liveability and consider perceptions on the liveability of places at national scale (7)
- 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 (Year 7)
- 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 (Year 7)
- evaluate the information for its reliability and usefulness (Year 7)
- interpret and analyse geographical information to form conclusions about which factors affect liveability of places (Year 7)
<table>
<thead>
<tr>
<th>Year 6 - Collection of work</th>
<th>Year 6 - Research</th>
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<tbody>
<tr>
<td>Students follow an inquiry approach to demonstrate an understanding of the diversity of places and spatial concepts by representing and interpreting data in a variety of forms. Students use geographical methods to represent, interpret and analyse geographical data and other information. The assessment will gather evidence of the student’s ability to:</td>
<td>Students investigate how natural disasters influence interconnections between countries and how these interconnections change places and affect people. 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. The assessment will gather evidence of the student’s ability to:</td>
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<tr>
<td>• 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</td>
<td>• develop a geographical question to frame an inquiry on a geographical challenge</td>
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<tr>
<td>• interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions</td>
<td>• locate relevant information from a range of sources to answer inquiry questions</td>
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<tr>
<td>• explain the characteristics of diverse places in different locations at different scales from local to global</td>
<td>• describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people</td>
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<tr>
<td>• describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena</td>
<td>• identify and describe alternative views on how to respond to a geographical challenge and propose a response</td>
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<tr>
<td>Year 7 - Collection of work</td>
<td>Year 7 - Collection of work</td>
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<tr>
<td>Students demonstrate an understanding of spatial distributions and patterns among phenomena and the influence of geographical processes. The assessment will gather evidence of student ability to:</td>
<td>Through observation and research, students assess one type of service or facility in a local area/suburb/town/region and make a sustainable proposal that improves the service or facility and therefore the liveability of a local area. The assessment will gather evidence of student ability to:</td>
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<tr>
<td>• explain interconnections between people, places and environments and describe how they change places and environments</td>
<td>• explain interconnections between people, places and environments and describe how they change places and environments</td>
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<td>• describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic &amp; social factors</td>
<td>• describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic &amp; social factors</td>
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<tr>
<td>• identify geographically significant questions to frame an inquiry</td>
<td>• identify geographically significant questions to frame an inquiry</td>
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<tr>
<td>• locate relevant information from primary and secondary sources to answer inquiry questions</td>
<td>• locate relevant information from primary and secondary sources to answer inquiry questions</td>
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<tr>
<td>• present findings using relevant geographical terminology and graphic representations in a range of communication forms</td>
<td>• present findings using relevant geographical terminology and graphic representations in a range of communication forms</td>
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<tr>
<td>• propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.</td>
<td>• propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.</td>
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<tr>
<td>YEAR 7</td>
<td>Context</td>
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<td></td>
<td>Water in the world (note Science Units 1 &amp; 2 study water) In this unit, students:</td>
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<tr>
<td></td>
<td>• draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region</td>
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<td></td>
<td>• discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus</td>
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<td>• classify environmental resources and recognise how use of resources changes over time</td>
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<td>• make observations and select and record geographical information from secondary source on the forms water takes and how it is used</td>
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<td>• select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them</td>
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<td>• represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources</td>
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<td>• represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale maps that conform to cartographic conventions</td>
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<td>• interpret distributions, patterns, trends and relationships in the quantity and variability of Australia’s water resources and water scarcity and compare with other countries</td>
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<td>• 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</td>
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<td>• 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</td>
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<td></td>
<td>• 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</td>
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<td></td>
<td>• propose strategies to increase community awareness of the importance of a sustainable supply of water</td>
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<td></td>
<td>Place and liveability In this unit, students:</td>
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<tr>
<td></td>
<td>• draw on studies of world region, including the geographical contexts of Australia and Europe</td>
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<td></td>
<td>• discuss unit inquiry questions and geographical methodologies</td>
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<td></td>
<td>• make observations and develop geographically significant questions in response to a geographical challenge, for example, deciding where to live</td>
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<td></td>
<td>• examine measures of liveability and consider perceptions on the liveability of places at national scale</td>
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<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• evaluate the information for its reliability and usefulness</td>
</tr>
<tr>
<td></td>
<td>• interpret and analyse geographical information to form conclusions about which factors affect liveability of places</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria</td>
</tr>
<tr>
<td></td>
<td>• describe the expected effects of their proposal</td>
</tr>
<tr>
<td></td>
<td>• reflect on the inquiry process and their learning</td>
</tr>
</tbody>
</table>
### Coverage of SOSE – Political and Economic Systems Essential Learnings

#### YEAR 1

**Content**

- **Political and economic systems**
  - Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.
  - Democratic decision-making systems help people to live and work together in communities
  - Voting is used to make decisions and select leaders in democratic systems
  - Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues
  - People and resources are involved in the production and consumption of familiar goods and services

- **Classroom rules and routines**
- Voting – rules, activities, games etc.

#### YEAR 2

**Content**

- **Political and economic systems**
  - Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.
  - Democratic decision-making systems help people to live and work together in communities
  - Voting is used to make decisions and select leaders in democratic systems
  - Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues
  - People and resources are involved in the production and consumption of familiar goods and services

- **Classroom rules and routines**
- Voting – rules, activities, games etc.

#### YEAR 3

**Unit 1**

**Our Community**

- **Political and economic systems**
  - Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.
  - Democratic decision-making systems help people to live and work together in communities
  - Voting is used to make decisions and select leaders in democratic systems
  - Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues
  - People and resources are involved in the production and consumption of familiar goods and services

**Inquiry questions:**

- How are decisions made in a democracy?
- Why do we make rules?
- How can I participate in my community?

**Assessment**

- Students explore the role of workers in the community and goods and services systems (including mayor, councillors etc)
- Students engage in the activities / learning experiences within Cacophony (teaching resource in Library)
- Students explore why people vote for politicians to help the community

**Assessment task:** *design a poster for an election / vote.*
## Essential Learnings and Context

### Political and economic systems

Communities have developed decision-making systems that include principles and values formed over time.

- Australia’s government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States.
- Australia’s legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system.
- Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups.
- Australia is connected to other countries in the Asia-Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.
- Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.

### Inquiry questions:

- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups I belong to?

In this unit students explore the concepts of citizenship and living in a democracy. Students investigate the challenges of living in a diverse society where everyone has rights and responsibilities.

### Students will:

- take on the roles of birds from the different habitats of Cockatoo Island to look at the notion of electorates,
- consider the diversity of aspirations, values and needs and the role of the legal system to protect rights and responsibilities.
- Introduction to three levels of government.
- Differences between rules and laws.
- Consider the ways that voices can be heard and represented and explore free speech, civic participation elections, voting and representation.
- Take on the roles of legislators in the elected parliament.
- Learn about the symbols of parliament, the process of law-making and reflect on concepts such as leadership, making judgments and expressing opinions.
- Learn about the origins of Australia’s government system in ancient Greece, Britain and the United States.

### Assessment: Students participate in a mock parliament.
YEAR 5

Essential Learnings and Context

Political and economic systems
Communities have developed decision-making systems that include principles and values formed over time.

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Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited.

How did Australia base its principles of democracy on ancient civilisations?

What is the role of citizens in creating governments in Australia?

How do laws affect the lives of citizens?

How and why do people participate in groups to achieve aims?

In this unit, students:

- Explore laws and the principles of democracy.
- Investigate the laws that protect young people.
- Consider the positive and negative impact of laws.

Assessment

Suggested assessment task: students develop a party platform and run a campaign and election. Students present a persuasive speech.
### YEAR 6

#### Essential Learnings and Context

**Government**

**Political and economic systems**

Societies and economies have systems and institutions based on principles and values.

- Australia’s government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.

- Australia’s legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.

- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities

- Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights

  - Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues

  - Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers

**Inquiry question:** How do the people make a nation?

- 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?

#### Assessment

**Assessment task** - summative assessment (test/exam). (Follows on from History unit 1)

### Semester 1 - Unit 2

**Where did my sneakers come from?**

*Students detail the production of a familiar item from raw materials to marketed product. They explain the social and environmental aspects/impacts of the production process and/or the final product.*

**Political and Economic Systems**

- Australian citizenship involves values, attitudes and actions related to political equity and civil and human rights

  - e.g. values – equality of opportunity, and freedom from discrimination and persecution

  - attitudes – a 'fair go'

  - actions – treating all members of the community equitably, and speaking up against unfairness

- Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers

  - e.g. primary – extraction of raw materials and production of basic foods; secondary – manufacturing, processing, construction; services – sales, transportation, entertainment; knowledge – education, ICT

**Assessment task** - multimodal or poster presentation detailing production of familiar item to marketed product, explaining social and environmental impacts of production process.
### YEAR 6/7 AND 7

#### Essential Learnings and Context

**Uniquely Australian**

**Inquiry questions:** What are material and non-material elements of cultures? How are different cultures influenced by local, national and world events and the media? How does this change a culture?

**Culture and identity**

- Material and non-material elements influence personal identity and sense of belonging of groups. E.g. material elements of cultures include places, food, clothing and music; non-material elements of cultures include symbols, values, beliefs, traditions and heritages.
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media. E.g. the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.
- Aboriginal people’s and Torres Strait Islander people’s diverse social organisation, languages and lifestyles reflect the importance of ‘country’ – land, sea and places. E.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.
- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people. E.g. forced movement of Indigenous people has resulted in loss of cultural practices and language; the High Court’s Mabo decision in 1992 rejected the idea of terra nullius (land belonging to no one); ear disease and hearing problems; education access and completion.
- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

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**Assessment**

- Students select a person who has, through their actions, exemplified what it means to be an Australian. They compose a biography about the person and justify why they were selected as a ‘notable Australian’. (Relates to Unit 3 & 4 English)

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**Semester 2**  **Unit 2**

**Inquiry question:** How do the people make a nation? How is Australia’s government and democracy shaped by the Constitution? In what ways does Australia’s system of law provide opportunities for all Australian citizens to have access to justice? How is Australia a diverse society and what factors contribute to a more cohesive society?

#### POLITICAL AND ECONOMIC SYSTEMS

Societies and economies have systems and institutions based on principles and values.

- Australia’s government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.
- Australia’s legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.
- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities.
- Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights.
- Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues.

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**Exam / test with short response answers**
## Year 1

**Visual Art**
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**
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 storydramas.

**Dance**
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**
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.

**Assessment**
- Students rehearse and perform a class dance for the School Ball. Students create a dance.

**Assessment Task**
- Digital Multimodal Procedure Poster/multimodal presentation
- Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements. Relates to English Unit 7

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- Representations in media texts can be either real or imagined, and are created for particular audiences and purposes.

**Assessment**
- Students create a poster with accompanying images and text, to promote actions to conserve Earth's resources. (Relates to Science Unit 4)

**Assessment Task**
- Digital Multimodal Procedure Poster/multimodal presentation
- Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements. Relates to English Unit 7
<table>
<thead>
<tr>
<th>YEAR 3</th>
<th><strong>Content</strong></th>
<th><strong>Assessment</strong></th>
<th><strong>Term 3</strong></th>
<th><strong>Term 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Art</strong></td>
<td>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.</td>
<td><strong>Assessment task:</strong> folio of visual art work incorporating line and shape.</td>
<td><strong>Media</strong> Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</td>
<td><strong>Drama</strong> 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.</td>
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<td></td>
<td>• Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts.</td>
<td>• Dramatic action is structured by being in role and building story dramas.</td>
</tr>
<tr>
<td><strong>Dance – completed in HPE</strong></td>
<td>Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</td>
<td></td>
<td>• Representations in media texts can be either real or imagined, and are created for particular audiences and purposes.</td>
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<td>• Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases.</td>
<td></td>
<td><strong>Dance assessment task:</strong> students rehearse and perform a dance for the School Ball.</td>
<td></td>
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<tr>
<td></td>
<td>• Directions, levels, shapes and pathways are used to move in space within movement phrases.</td>
<td></td>
<td><strong>Assessment task:</strong> students create a poster with accompanying images and text, to promote actions for sun safety.</td>
<td></td>
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<tr>
<td></td>
<td>• Fast and slow movements are used to change timing in movement phrases.</td>
<td></td>
<td><strong>Dance assessment task:</strong> students rehearse and perform a dance for the School Ball. (Relates to English Unit 7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Percussive and sustained movement qualities are used to change energy in movement phrases.</td>
<td></td>
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<tr>
<td></td>
<td>• Structuring devices, including repetition and narrative forms, are used to organise movement phrases.</td>
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</tbody>
</table>
### YEAR 4

#### Essential Learnings and Context

**VISUAL ART**

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.
- Texture creates contrast and patterns using lines, rubbings and markings.

**MEDIA**

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.

**DANCE**

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.
- Simple rhythmic patterns are used for timing of movements in short movement sequences.
- Structuring devices, including contrast and canon forms, are used to organise short movement sequences.

**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.

- 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 roleplays.

#### Assessment

- **Unit 1**
  - Assessment task: folio of visual art work incorporating use of colour and texture.

- **Unit 2**
  - Assessment task: students design and create a poster, incorporating images and text, to promote the ‘You Can Do It’ strategies.

- **Unit 3**
  - Assessment task: students rehearse and perform a dance for the School Ball.

- **Unit 4**
  - Assessment task: students act out a scene from *Rowan of Rin*, using knowledge of purpose and context students retell part of the story demonstrating a consideration of time frame, language, place and space.

### YEAR 5

#### Context and Essential Learnings

**MEDIA**

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.

**VISUAL ART**

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.

- 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.

**DANCE**

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

**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.

- 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 roleplays.

#### Assessment

- **Unit 1**
  - Assessment task: students create a poster using selected media techniques to persuade an audience on a topic.

- **Unit 2**
  - Assessment task: folio of visual art work incorporating use of line and shape.

- **Unit 3**
  - Assessment task: students rehearse and perform a dance for the School Ball.

- **Unit 4**
  - Assessment task: students collaborate in small groups to re-enact an experience from the Gold Rush era.
### Essential Learnings and Context

#### 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.
- 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.
- Pantomime, freeze frame and choral speaking.

#### MEDIA
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 applied and modified, using genre conventions, to construct media texts.
- Media techniques and practices, including editing and publishing, are used to create media texts.

#### DANCE
Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.
- Combinations of simple and compound time signatures are used to modify timing of movement in sequence.
- 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
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.
- 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.

### Assessment

#### Unit 1
**Essential Learnings and Context**

- Drama
- Media
- Dance
- Visual Arts

#### Year 6 / 7

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment task: Create and present a short performance portraying an everyday event in a humorous way.</td>
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<td>Create, rehearse and perform a dance for the School Ball.</td>
<td>Design and create a painted ceramic tile for the Community of Learners Visual Art Mosaic.</td>
<td></td>
</tr>
</tbody>
</table>
## EJ MUSIC Overview 2014

### Prep

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
</table>
| **RHYTHM** | Natural speech patterns  
Keep steady beat on body in simple time  
Faster/slower beat  
Point to beat and sing | Make Conscious (MC) number of sounds per beat  
MC rhythm in contrast to beat  
Visual representation of rhythm  
Prepare ta and ti-ti | Keep steady beat in compound time  
MC, clap and read ta and ti-ti  
Beat in feet  
Distinguish between beat and rhythm | Counting number of beats  
Derive patterns into ta and ti-ti  
Play ta and ti-ti on percussion  
Read and write ta and ti-ti |
| **PITCH** | Distinguish between singing and talking voices  
High/low (octave apart)  
Match starting pitch accurately  
Solo singing (greeting)  
Recognise melody | Understand the term ‘phrase’  
In-tune singing  
High/low (closer intervals – P5, m3)  
Solo singing (echo)  
Prepare so-mi songs  
Vary starting pitch  
Pitch Direction | Prepare so-mi on body, pointing  
(high/low)  
Graphic notation of so-mi  
Solo singing (improvise answer to teacher’s question)  
Graphic notation of pitch direction | MC so-mi with hand signs  
Graphic notation of so-mi  
Prepare la-so-mi songs  
Solo singing (improvise answer)  
Create melody on so-mi of ta ti-ti rhythm |
| **DYNAMICS AND EXPRESSION** | Vary louds and softs  
Movement to represent expressive ideas | MC piano and forte | Using appropriate voice to show expression  
Graphic notation of dynamic gradations  
Create movements to represent programmatic ideas | |
| **FORM AND STRUCTURE** | Phrasing – echo  
Same and different phrases | Question and answer phrases | Graphic notation of phrase (same / different)  
Graphic notation of form | |
| **TIMBRE** | Identify the sounds of rhythm sticks and tone block | Identify the sounds of tambour and tambourine, triangle | Recognise sound of xylophone and glockenspiel  
Distinguish between xylophone and glockenspiel | |
| **TEXTURE** | Unison singing | Sing with beat accompaniment on body or untuned percussion | Sing with rhythmic accompaniment on body or untuned percussion  
Sing with rhythmic drone accompaniment on untuned and tuned percussion | |
### Year 1

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
<th>UNIT 1</th>
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</tr>
</thead>
</table>
| RHYTHM            | Keep steady beat  
Distinguish between beat and rhythm on body  
Revise ta and ti-ti (read, write and clap)  
Prep za  
Make Conscious (MC) za  
MC strong and weak beats  
Songs with ta ti-ti and za  
Read, write and clap ta ti-ti and za  | Prep bar-lines  
Prep compound time, discuss smooth (walk) and bumpy (skip)  
Improvise rhythmic answers (same and different)  
Read, write, clap and play ta ti-ti and za  | Prep bar-lines, bars, time signatures in 2 and 4 metre  
Conducting in 2’s  
Read, write and clap 4 beat rhythms in bars  
Create 4 beat rhythms  | MC bar-lines, bars, time signatures in 2 and 4 metre  
Conducting in 2’s  
Read, write and clap 4 beat rhythms in bars  
Create 4 beat rhythms |
| PITCH             | Revise so-mi  
MC 2 line staff, lines and spaces  
Prep la songs  
Place so-mi on staff  
Echo sing sml songs  
Read and sing sml songs  
Play so-mi songs on glock  | Prep hand staff (5 lines and spaces)  
MC 3 line staff, lines and spaces  
MC la songs  
Place so-mi on staff  
Inner hearing so-mi  
Prep sml songs on glock  | MC 5 line staff  
Number lines and spaces from bottom to top  
Place la on staff  
Read and sing sml songs  
Q&A (improvise) sml songs  
Play sml songs on glock  | Create sml songs  
Ipad games placing sml on staff  
Write sml on 5 line staff  
Create sml songs on glock |
| DYNAMICS AND EXPRESSION | Revise piano forte  
Movement to represent expressive ideas  | MC terms crescendo and decrescendo  
Graphic notation of crescendo and decrescendo  | MC term fortissimo, pianissimo  | Graphic notation of dynamic gradations  
Create movements to represent programmatic ideas |
| FORM AND STRUCTURE | MC AABA form rhythmic and melodic (Line 1,2,4 same, Line 3 different)  
Read, sing and play AABA form songs  | Improvise B section of AABA song  | Create AABA song  |  |
| TIMBRE            | Identify instruments heard in program music  
Express the mood conveyed by certain instruments in programmatic pieces  | Soundscape for story using untuned and tuned percussion  | Read and create graphic notation of soundscape  |  |
| TEXTURE           | Drone accompaniments  
Prep ostinato (short repeating pattern)  
Distinguish between ostinato, beat and rhythm  
Drone accompaniments  | MC term ostinato, play ostinato patterns  | Create rhythmic ostinato pattern  |  |
### Year 2

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PITCH</strong></td>
<td>Prac smld songs Prep do Smld songs on body Prep up / down stems</td>
<td>Sml songs showing contour MC do on staff Prep treble clef MC up/down stems</td>
<td>Prep mi-re-do phrases Q&amp;A patterns (Q ends on other, A ends on do) Draw treble clef on the staff Prac up/down stems</td>
<td>Create 4 or 8 bar songs using smld, drm patterns in a form</td>
</tr>
<tr>
<td><strong>DYNAMICS AND EXPRESSION</strong></td>
<td>Revise piano, forte,</td>
<td>Revise pp, ff</td>
<td>Revise cresc, decresc</td>
<td>Add dynamics to composition</td>
</tr>
<tr>
<td><strong>FORM AND STRUCTURE</strong></td>
<td>Spoken canon (rhymes)</td>
<td>Melodic canons</td>
<td>Verse and chorus</td>
<td>Intro, verse and chorus</td>
</tr>
<tr>
<td><strong>TIMBRE</strong></td>
<td>Identify instruments of the orchestra – program music</td>
<td>Identify string instruments</td>
<td>Identify sections of the orchestra through program music</td>
<td>Ipad activities to identify instruments and sections of the orchestra</td>
</tr>
<tr>
<td><strong>TEXTURE</strong></td>
<td>Spoken canon (rhymes)</td>
<td>Melodic canons</td>
<td>Sing smld song while playing drone pattern</td>
<td>Sing smld song while playing ostinato pattern</td>
</tr>
</tbody>
</table>

### Year 3

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RHYTHM</strong></td>
<td>Revise ta ti-ti, za, ti-ka-ka-ka, separated ti-ti, crotchet rest (za)</td>
<td>Time signs in 2 and 4 metre Revise treble clef, bar lines, repeat signs</td>
<td>Compare too to za za Read compound time (ti-ti-ti and 6/8) and tum (dotted crotchet) Compare simple and compound patterns</td>
<td>Improvise and create using simple and compound rhythms</td>
</tr>
<tr>
<td><strong>PITCH</strong></td>
<td>Sing recorder pieces in solfa using la so mi Identify note names C A and D on the staff</td>
<td>Sight sing pieces using la so mi Sight read and play on recorder pieces using C A D</td>
<td>Sing recorder pieces in solfa using mi re do Identify note names B A G on the staff</td>
<td>Consolidate solfa using so la mi re do Read, write and create using recorder notes high D and C, B A G</td>
</tr>
<tr>
<td><strong>DYNAMICS AND EXPRESSION</strong></td>
<td>Prep legato (slur) and staccato on recorder and written</td>
<td>MC legato and staccato on recorder and written</td>
<td>Revise p, f, pp, ff, cresc, decresc MC mp and mf</td>
<td>Prac mp and mf</td>
</tr>
<tr>
<td><strong>FORM AND STRUCTURE</strong></td>
<td>Intro binary form on recorder pieces and listening pieces</td>
<td>Prac binary form on</td>
<td>Revise Question and Answer form</td>
<td>Create recorder piece using question and answer form</td>
</tr>
<tr>
<td><strong>TIMBRE</strong></td>
<td>MC the term ‘timbre’</td>
<td>Identify timbre of descant and alto recorders</td>
<td>Identify timbre of tenor and bass recorders</td>
<td>Play known pieces in a recorder consort</td>
</tr>
<tr>
<td><strong>TEXTURE</strong></td>
<td>Play basic ostinato on recorder</td>
<td>Play known songs in 2 part canon on recorder</td>
<td>Play simple descant melodies on recorder</td>
<td>Play complex descant melodies on recorder</td>
</tr>
<tr>
<td>ELEMENTS OF MUSIC</td>
<td>UNIT 1</td>
<td>UNIT 2</td>
<td>UNIT 3</td>
<td>UNIT 4</td>
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<tr>
<td>PITCH</td>
<td>Tune ukulele notes G C E A (my dog has fleas) and write on staff. Improvise around open notes. Read, write notes C D E treble staff using available technology, and play on ukulele (middle 2 open strings).</td>
<td>Read and write notes C D E G A (pentatonic scale) on treble staff using available technology and play on ukulele (top 3 strings).</td>
<td>Read and write C D E G A high C (pentatonic) on treble clef using available technology and play on ukulele,</td>
<td>Create 8 bar melody using pentatonic scale using available technology.</td>
</tr>
<tr>
<td>DYNAMICS AND EXPRESSION</td>
<td>Revise legato (slur) and staccato.</td>
<td>...</td>
<td>Revise p, f, pp, ff, cresc, decresc MC mp and mf.</td>
<td>Prac mp and mf.</td>
</tr>
<tr>
<td>FORM AND STRUCTURE</td>
<td>Listen to and identify pieces in binary form.</td>
<td>Listen to and identify pieces in ternary form.</td>
<td>Identify and play a verse / chorus structure.</td>
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<tr>
<td>TIMBRE</td>
<td>Listen to and identify orchestral timbres in program music.</td>
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<tr>
<td>TEXTURE</td>
<td>Sing pentatonic melodies while playing simple accompaniments on ukulele using C F. Explore simple loop compositions on garage band.</td>
<td>Sing pentatonic melodies while playing simple accompaniments on ukulele using C F G. Explore simple loop compositions on garage band.</td>
<td>Add Am and Dm to simple accompaniments. Record a known riff into garage band.</td>
<td>Create simple 16 bar chord progression using known chords.</td>
</tr>
<tr>
<td>ELEMENTS OF MUSIC</td>
<td>UNIT 1</td>
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<tr>
<td>RHYTHM</td>
<td>Play ta (down) and ti-ti (down/up) as strumming patterns on ukulele</td>
<td>Play ti-ka-ki-ka (strumming and plucking exercises)</td>
<td>MC ¾ time. Intro ‘Three’ (dotted minim). Play ukulele songs in 3 metre</td>
<td>Improvise and create rhythm patterns using crotchet, quaver, rest, minim, semibreve, dotted minim in simple and compound time</td>
</tr>
<tr>
<td></td>
<td>Pluck ta and ti-ti on open strings</td>
<td>MC rhythmic terminology – semiquavers, minim and semibreve</td>
<td>Prep syn-co-pa patterns</td>
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<tr>
<td></td>
<td>MC rhythmic terminology – crotchet and quaver</td>
<td>Consolidate ti tika and tika ti</td>
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<tr>
<td></td>
<td>Prep ti tika and tika ti</td>
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<tr>
<td>PITCH</td>
<td>Tune ukulele notes G C E A (my dog has fleas) and write on staff</td>
<td>Read and write notes C D E G A (pentatonic scale) on treble staff using available technology and play on ukulele (top 3 strings)</td>
<td>Read and write C D E G A high C (pentatonic) on treble clef using available technology and play on ukulele,</td>
<td>Create 8 bar melody using pentatonic scale using available technology</td>
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<tr>
<td></td>
<td>Improvise around open notes</td>
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<tr>
<td></td>
<td>Read, write notes C D E treble staff using available technology, and play on ukulele (middle 2 open strings)</td>
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</tr>
<tr>
<td>DYNAMICS AND EXPRESSION</td>
<td>Identify and strum patterns using accents on first beat of bar</td>
<td>Consolidate strumming patterns using accents on first beat of bar</td>
<td>Prep accents on weak (off) beat (syncopation)</td>
<td>Consolidate accents on weak (off) beats</td>
</tr>
<tr>
<td>FORM AND STRUCTURE</td>
<td>Identify use of theme/motif in listening pieces</td>
<td>Identify use of rondo form in listening pieces</td>
<td>Identify use of riffs in current pop songs</td>
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</tr>
<tr>
<td>TIMBRE</td>
<td>Listen to and identify orchestral timbres in program music</td>
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</tr>
<tr>
<td>TEXTURE</td>
<td>Sing pentatonic melodies while playing simple accompaniments on ukulele using C F</td>
<td>Sing pentatonic melodies while playing simple accompaniments on ukulele using C F G</td>
<td>Add Am and Dm to simple accompaniments</td>
<td>Create simple 16 bar chord progression using known chords.</td>
</tr>
<tr>
<td></td>
<td>Explore simple loop compositions on garage band</td>
<td>Explore simple loop compositions on garage band</td>
<td>Record a known riff into garage band</td>
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</tr>
</tbody>
</table>
### Year 6 and 7

<table>
<thead>
<tr>
<th>ELEMENTS OF MUSIC</th>
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<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHYTHM</td>
<td>Revise syn-co-pa patterns Prep tum-ti patterns</td>
<td>Revise long notes and rests MC tum-ti patterns</td>
<td>Prep compound metres</td>
<td>Read, write and create compound metres</td>
</tr>
<tr>
<td>PITCH</td>
<td>Read, write and play G A B, high D and E (pentatonic) on treble staff and ukelele</td>
<td>Add low E and low D on treble staff and ukelele</td>
<td>Identify and play notes of major scale in key of G Major New note F#</td>
<td>Identify and play notes of major scale in key of C Major Revise tones and semitones in major scales and compare to fretboard on uke</td>
</tr>
<tr>
<td>DYNAMICS AND EXPRESSION</td>
<td>Explore slap technique on ukelele</td>
<td></td>
<td>Explore rest technique on ukelele</td>
<td>Graduation preparation</td>
</tr>
<tr>
<td>FORM AND STRUCTURE</td>
<td>Revise rondo form in listening pieces</td>
<td>Improvise alternate sections in rondo form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIMBRE</td>
<td>Listen to and identify orchestral timbres in program music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXTURE</td>
<td>Sing pentatonic melodies while playing simple accompaniments on ukelele using all known chords Explore simple loop compositions on garage band</td>
<td>Sing pentatonic melodies while playing simple accompaniments on ukelele using all known chords Create simple loop compositions on garage band</td>
<td>Create and record own riff into garage band use slap and rest techniques</td>
<td></td>
</tr>
</tbody>
</table>
**QCAR: HEALTH AND PHYSICAL EDUCATION**

**HEALTH**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Content | Personal development  
*Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.*  
- Identity is shaped by personal characteristics and experiences.  
- Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.  
- Everyday experiences and relationships give rise to different emotions in self and others. | Health  
*Health is multidimensional and influenced by everyday actions and environments.*  
- The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings).  
- Health behaviours and choices are influenced by personal factors, people and environments.  
- Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety.  
- A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. | | |
| Assessment | Assessment – Bully Busting task | Assessment – Students design a fire escape plan for their family home. | |

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Content | Health  
*Health is multidimensional and influenced by everyday actions and environments.*  
- The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings).  
- Health behaviours and choices are influenced by personal factors, people and environments.  
- Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety.  
- A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. | Health  
*Health is multidimensional and influenced by everyday actions and environments.*  
- The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings).  
- Health behaviours and choices are influenced by personal factors, people and environments.  
- A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing. | | |
| Assessment | Safety, hygiene, water hazards | Assessment – students identify water safety actions in a range of settings. | Assessment – students create a healthy and balanced plate / lunchbox. | |
### Year 3

#### Content

**PERSONAL DEVELOPMENT**

Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

- Identity is shaped by personal characteristics and experiences.
- Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.
- Everyday experiences give rise to different emotions in self and others.

You Can Do It program

#### Assessment

**Assessment task:** ongoing monitoring

### Year 4

#### Essential Learnings and Context

**PERSONAL DEVELOPMENT**

Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments.
- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.

#### Assessment

**Assessment task:** students design and create a poster promoting the ‘You Can Do It’ strategies.

### Year 3

#### Unit 2 – Term 3

**HEALTH**

Health is multidimensional and influenced by everyday actions and environments.

- Health behaviours and choices are influenced by personal factors, people and environments.
- Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety.

Sun Safety

**Assessment task:** students create a poster with accompanying images and text, to promote actions for sun safety.

### Year 4

#### Unit 1 – Term 2

**HEALTH**

Health is multidimensional and influenced by individual, group and community actions, and environments.

- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.
- Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity.
- Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.

**Assessment task:** students design a healthy menu for camp.
<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Context and Essential Learnings</th>
<th>Unit 1</th>
<th>Unit 2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PERSONAL DEVELOPMENT</td>
<td>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</td>
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<tr>
<td></td>
<td></td>
<td>- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.</td>
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<tr>
<td></td>
<td></td>
<td>- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.</td>
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<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td><strong>Suggested assessment task</strong>: monitoring ongoing. Resilience short answer response test</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Assessment task: My Health and Wellbeing. Students identify the dimensions of health and safety that contribute to their personal health and wellbeing. Students present their dimensions to their peers.</td>
<td></td>
</tr>
<tr>
<td>YEAR 6 / 7</td>
<td>Context and Essential Learnings</td>
<td>PERSONAL DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</td>
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<tr>
<td></td>
<td>- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.</td>
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<tr>
<td></td>
<td>- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem.</td>
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<tr>
<td></td>
<td>- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources</td>
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<tr>
<td></td>
<td><strong>Assessment</strong></td>
<td>Assessment task: ongoing monitoring throughout You Can Do It program and Daniel Morcombe Safety Unit.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>You Can Do It Program</strong></td>
<td>Assessment task: Exam/ test Cybersafety</td>
<td></td>
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<tr>
<td></td>
<td><strong>Daniel Morcombe Safety Unit</strong></td>
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</tbody>
</table>

**HEALTH**

Health is multidimensional and influenced by individual, group and community actions, and environments.

- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.
- Individual and group action can promote health and wellbeing, including safety.
## PHYSICAL EDUCATION

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Prep</strong></td>
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<tr>
<td><strong>Aquatics – Water Awareness</strong></td>
<td>Week 3-10</td>
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<tr>
<td></td>
<td>1. Enter and exit the water safely and confidently. May be assisted.</td>
<td>1. movement and balance - 2. Front float holding a buoyant aid and recover to a secure position.</td>
<td>1. catching / throwing / bounce - 2. kicking skills</td>
<td>1. Aquatics – Water Awareness</td>
</tr>
<tr>
<td></td>
<td>2. Front float holding a buoyant aid and recover to a secure position.</td>
<td>- basic game skills</td>
<td>Dance Week 5-10</td>
<td>Week 1-10</td>
</tr>
<tr>
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<td>3. Back float holding a buoyant aid and recover to a secure position.</td>
<td>- catching</td>
<td></td>
<td>- body position and safety</td>
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<td>4. Blow bubbles in water with the face fully submerged.</td>
<td>- throwing</td>
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<td>- freestyle technique</td>
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<td>5. Front glide and kick for 3 metres with instructor assistance.</td>
<td>- bouncing</td>
<td></td>
<td>- survival skills</td>
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<tr>
<td></td>
<td>6. Back glide and kick for 3 metres with instructor assistance.</td>
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<td>7. Experience balancing using a range of flotation aids in waist deep water.</td>
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<td>8. With assistance submerge in waist deep water, open eyes and blow bubbles.</td>
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<tr>
<td><strong>Gross Motor / Large Ball Skills</strong></td>
<td>Week 1-10</td>
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<tr>
<td></td>
<td>1. Sprints.</td>
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<td>2. Overarm throwing</td>
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<td>3. Frisbee throwing</td>
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<td>4. Long jump</td>
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<td>5. Novelty events</td>
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<tr>
<td><strong>Athletics</strong></td>
<td>1. Sprints.</td>
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<td>2. Overarm throwing</td>
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<td>3. Frisbee throwing</td>
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<td>4. Shot Put</td>
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<td>5. Long jump</td>
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<td>6. High jump</td>
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<tr>
<td></td>
<td>7. Novelty events</td>
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<td>8. Ball Games</td>
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<tr>
<td><strong>Body Management / Gross Motor</strong></td>
<td>Week 1-5</td>
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<tr>
<td></td>
<td>- Movement / Hoops</td>
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<td>- Large Ball Skills</td>
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<tr>
<td><strong>Athletics (Week 6-10)</strong></td>
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<tr>
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<td>1. Sprints.</td>
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<tr>
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<td>7. Novelty events</td>
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<td><strong>Large Ball Skills</strong></td>
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<td>1. catching / throwing / bounce</td>
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<td>2. kicking skills</td>
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<td><strong>Game Skills</strong></td>
<td>Game Skills Week 1-4</td>
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<td>- Catching/ Throwing / Dribbling</td>
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<td>- kicking / trapping</td>
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<td><strong>Dance</strong></td>
<td>Dance Week 5-11</td>
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<td><strong>YEAR 1</strong></td>
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<tr>
<td><strong>Aquatics – Swim and Survive 1</strong></td>
<td>Week 1-10</td>
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<tr>
<td></td>
<td>1. Enter and exit the water safely and confidently.</td>
<td>1. catching / throwing / bounce</td>
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<td></td>
<td>2. Front float and recover to a secure position.</td>
<td>2. kicking skills</td>
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<td></td>
<td>3. Back float and recover to a secure position.</td>
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<td>4. Blow bubbles in water with face fully submerged and turn head to side, repeat action.</td>
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<td></td>
<td>5. Front glide and kick for 3 metres unassisted (torpedo).</td>
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<td>6. Back kick using kickboard for 5 metres.</td>
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<td>7. Swim for a distance of 3 metres using an underwater arm action while kicking.</td>
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<td>8. Float with a flotation aid for 30 seconds.</td>
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<td>9. Submerge in waist depth water, open eyes and blow bubbles.</td>
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<td>10. Demonstrate lock hands, lock head and steer up position in water.</td>
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<td>11. Be pulled to safety by grasping a rescue aid.</td>
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<td><strong>Body Management / Gross Motor (Week 1-5)</strong></td>
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<td>- Movement / Hoops</td>
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<td>- Large Ball Skills</td>
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<td><strong>Athletics (Week 6-10)</strong></td>
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<td></td>
<td>1. Sprints.</td>
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<td></td>
<td>2. Overarm throwing</td>
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<td>3. Frisbee throwing</td>
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<td>4. Shot Put</td>
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### YEAR 2

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<thead>
<tr>
<th>Aquatics – Swim and Survive 2</th>
<th>Week 1-10</th>
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<tbody>
<tr>
<td>1. Perform a slide in entry and exit using the edge.</td>
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<tr>
<td>2. Float on the front and back in deep water with instructor assistance.</td>
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<tr>
<td>3. Demonstrate treading water arm sculling action, supporting the body in an upright position.</td>
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<td>4. Demonstrate treading water leg action using flotation aid for support.</td>
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<tr>
<td>5. Swim 10 metres freestyle with basic side breathing.</td>
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<td>6. Swim 10 metres backstroke with correct body position.</td>
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<td>7. Demonstrate 5 metres survival backstroke kick.</td>
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<tr>
<td>8. Demonstrate breaststroke kick on the side of the pool.</td>
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<tr>
<td>9. Demonstrate the following continuous sequence: a) Survival sculling for 30 seconds</td>
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<td>b) Floating for 1 minute, holding a flotation aid, kick to safety.</td>
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<tr>
<td>10. Surface dive, swim underwater and recover an object from water of chest depth.</td>
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<tr>
<td>11. Demonstrate a kneeling dive.</td>
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<td>12. Using a rigid aid pull a partner to safety.</td>
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<thead>
<tr>
<th>Athletics (Week 1-10)</th>
<th>Game Skills Week 1-4</th>
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<tbody>
<tr>
<td>1. Sprints.</td>
<td>- Catching / Throwing / Dribbling</td>
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<td>2. Overarm throwing</td>
<td>- kicking / trapping</td>
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<td>3. Frisbee throwing</td>
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<td>4. Shot Put</td>
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<tr>
<th>Dance Week 5-11</th>
<th>Stroke Development (Week 1-10)</th>
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<td>- freestyle technique</td>
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<td>- backstroke technique</td>
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<td>- breaststroke technique</td>
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### YEAR 3

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<thead>
<tr>
<th>Aquatics – Swim and Survive 3</th>
<th>Week 1-10</th>
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<tbody>
<tr>
<td>1. Perform a step in entry.</td>
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<td>2. Scull head first on the back in a streamlined body position.</td>
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<td>5. Swim 15 metres survival backstroke using correct technique.</td>
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<td>6. Demonstrate 10 metres breaststroke kick (symmetrical action).</td>
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<td>7. Demonstrate the following continuous sequence: a) Survival sculling or treading water for 1 minute</td>
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<tr>
<td>b) Swim for 1 minute, holding a flotation aid.</td>
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<tr>
<td>8. Surface dive, swim underwater and recover an object from water of chest depth.</td>
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<tr>
<td>9. Demonstrate a kneeling dive.</td>
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<td>10. Using a rigid aid pull a partner to safety.</td>
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<tr>
<th>Large Ball Skills (Week 1-5)</th>
<th>Mini Tennis Week 1-4</th>
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<tbody>
<tr>
<td>- Catching / Throwing / Dribbling</td>
<td>- Forehand</td>
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<tr>
<td>- kicking / trapping</td>
<td>- Backhand</td>
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<tr>
<td><strong>Athletics</strong> (Week 6-10)</td>
<td>- Volley</td>
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<tr>
<td>1. Sprints.</td>
<td>- Serve</td>
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<tr>
<td>2. Running 200m, 800m</td>
<td>- Game skills / rules</td>
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<td>3. Relays</td>
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<td>4. Shot Put</td>
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<td>5. Discus</td>
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<td>- Butterfly technique</td>
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<td>- Diving</td>
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<td>- Tumble turns</td>
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<td>- Swimming Trials</td>
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### YEAR 4

**Aquatics – Swim and Survive 4  Week 1-10**
1. Safely perform a compact jump and exit from deep water.
2. Demonstrate feet first sculling on the back.
3. Demonstrate rotation of the tucked body, keeping the face above the surface of the water.
4. Swim 50 metres freestyle with correct technique.
5. Swim 50 metres backstroke with correct technique.
7. Swim 15 metres breaststroke with correct technique.
8. Demonstrate 10 metres sidestroke with scissor kick.
9. Dressed in swimwear, shorts and t-shirt, demonstrate the following sequence:
   a) Sculling, floating or treading water for 2 minutes
   b) Swim slowly for 3 minutes, changing survival strokes each min.
10. Float for 1 minute using an open-ended flotation aid.
11. Surface dive, swim underwater and recover an object from water depth equivalent to the candidate's height.
12. Demonstrate a crouch dive.
13. Throw a rescue flotation aid to a partner at 5 metres distance and instruct the partner to kick to the edge.

**Athletics (Week 1-10)**
1. Sprints.
2. Running 200m, 800m
3. Relays
4. Shot Put
5. Discus
6. Long jump
7. High jump
8. Novelty events

**Cricket Week 1-4**
- throwing / catching / hitting
- game skills / rules

**Dance Week 5-11**

**Stroke Correction (Week 1-10)**
- freestyle technique
- backstroke technique
- breaststroke technique
- Butterfly technique
- Diving
- Tumble turns
- Swimming Trials

### YEAR 5

**Aquatics – Swim and Survive 5  Week 1-10**
1. Safely perform a fall in entry and exit from deep water.
2. Demonstrate a forward somersault in the water.
3. Demonstrate the eggbeater kick. Arms or a kickboard may be used for support.
4. Swim 100 metres continuously using correct stroke techniques:
   a) 25 metres freestyle
   b) 25 metres survival backstroke or sidestroke
   c) 25 metres backstroke and
d) 25 metres breaststroke.
5. Dressed in swimwear, long pants and long-sleeved shirt, perform the following continuous sequence:
   a) Survival sculling, floating or treading water for 4 minutes
   b) Perform a feet first surface dive and swim underwater for a short distance
   c) Swim slowly for 6 minutes using three survival strokes, changing strokes after each minute. Clothing may be removed.
6. Correctly fit a PFD, enter the water using a compact jump, float for 30 seconds and then climb out of deep water.
7. Demonstrate a shallow dive.
8. Perform a reach rescue using a rope, towel or item of clothing.

**Athletics (Week 1-10)**
1. Sprints.
2. Running 200m, 800m
3. Relays
4. Shot Put
5. Discus
6. Long jump
7. High jump
8. Novelty events

**Tee Ball Week 1-4**
- glove catching technique
- hitting technique
- game skills / rules

**Dance Week 5-11**

**Stroke Correction (Week 1-10)**
- freestyle technique
- backstroke technique
- breaststroke technique
- Butterfly technique
- Diving
- Tumble turns
- Swimming Trials
### Year 6/7

#### Aquatics – Swim and Survive 6 (Week 1-10)
1. Perform a stride entry.
2. Demonstrate a backward somersault in the water.
3. Demonstrate eggbeater kick with sculling.
4. Swim 200 metres continuously using correct stroke techniques:   a. 50 metres survival backstroke or sidestroke   b. 50 metres backstroke   c. 50 metres breaststroke and   d. 50 metres freestyle.
5. Dressed in swimwear, long pants, long-sleeved shirt and jumper, perform the following continuous sequence:   a. Enter deep water using a feet first entry   b. Submerge feet first, swim underwater on back looking up at the surface   c. Swim 50 metres quickly as if escaping from a dangerous situation and then swim 50 metres slowly   d. Float using a buoyant aid for 1 minute   e. Swim slowly demonstrating survival strokes for 6 minutes   f. Scull, float or tread water for 3 minutes waving for help intermittently. Remove clothing in deep water.
6. Correctly fit a PFD while treading water and then swim 25 metres using survival strokes. Climb out of the water.
7. Perform a throw rescue using an unweighted rope over a distance of 6 metres.

#### Athletics (Week 1-10)
1. Sprints.
2. Running 200m, 800m
3. Relays
4. Shot Put
5. Discus
6. Long jump
7. High jump
8. Novelty events

#### Volleyball Week 1 – 4
- Dig
- Set
- Serve
- Spike
- Block
- Game skills / rules

#### Dance Week 5-11
- Stroke Correction (Week 1-10)
- freestyle technique
- backstroke technique
- breaststroke technique
- Butterfly technique
- Diving
- Tumble turns
- Swimming Trials
### YEAR 1

**Term 2**

**Content**
- How the recording of images has changed over time. Using digital images to record and publish a significant event.

**Technology as a human endeavour**
- Technology is part of our everyday lives and activities.
  - Products include artefacts, systems and environments.
  - Designs for products are influenced by purpose, audience and availability of resources.
  - Technology and its products impact on everyday lives in different ways.

**Assessment**
- Design, make and appraise a bicycle for the future.

**Term 4**

**Content**
- Investigating the properties of different materials and how this impacts on uses and how it can be manipulated or joined. Students use a variety of everyday materials to make a product to suit a purpose.

**Information, materials and systems (resources)**
- Resources are used to make products for particular purposes and contexts.
  - Resources have characteristics that can be matched to design requirements.
  - Simple techniques and tools are used to manipulate and process resources.

**Assessment**
- Design, make, appraise a day and night diorama.

### YEAR 2

**Term 2**

**Content**
- Technology as a human endeavour
  - Technology is part of our everyday lives and activities.
  - Products include artefacts, systems and environments.
  - Designs for products are influenced by purpose, audience and availability of resources.
  - Technology and its products impact on everyday lives in different ways.

**Assessment**
- Design, make, appraise a model car that rolls on wheels.
  (Relates to Science unit)

**Term 4**

**Content**
- Information, materials and systems (resources)
  - Resources are used to make products for particular purposes and contexts.
  - Simple techniques and tools are used to manipulate and process resources.

**Assessment**
  Students design a gadget and explain how it helps in everyday life.

### YEAR 3

**Unit 1 – Term 1**

**Content**
- TECHNOLOGY AS A HUMAN ENDEAVOUR
  - Technology is part of our everyday lives and activities.
  - Products include artefacts, systems and environments.
  - Designs for products are influenced by purpose, audience and availability of resources.
  - Technology and its products impact on everyday lives in different ways.

**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)**
- Resources are used to make products for particular purposes and contexts.
  - Resources have characteristics that can be matched to design requirements.
  - Simple techniques and tools are used to manipulate and process resources.

**Assessment**
- Design, make, appraise – clay candle holders.

**Unit 2 – Term 3**

**Content**
- TECHNOLOGY AS A HUMAN ENDEAVOUR
  - Technology is part of our everyday lives and activities.
  - Products include artefacts, systems and environments.
  - Designs for products are influenced by purpose, audience and availability of resources.
  - Technology and its products impact on everyday lives in different ways.

**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)**
- Resources are used to make products for particular purposes and contexts.
  - Resources have characteristics that can be matched to design requirements.
  - Simple techniques and tools are used to manipulate and process resources.

**Assessment**
- Design, make, appraise a water bottle cooler.
  (Relates to Science Unit 3)
### YEAR 4

**Essential Learnings and Context**

**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)**

The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

- Resources have particular characteristics that make them more suitable for a specific purpose and context.
- Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

**Term 2 - Unit 1**

Assessment task: Design, make and appraise a paper bag. (Relates to Science Unit 2)

**Term 4 - Unit 2**

**Technology as a human endeavour**

Technology influences and impacts on people, their communities and environments.

- Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments.
- Aspects of appropriateness influence product design and production decisions
- The products and processes of technology can have positive or negative impacts.

Assessment task: Design, make and appraise a cereal box. (Relates to English unit 8)

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### YEAR 5

**Essential Learnings and Context**

**TECHNOLOGY AS A HUMAN ENDEAVOUR**

Technology influences and impacts on people, their communities and environments.

- Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments.
- Aspects of appropriateness influence product design and production decisions
- The products and processes of technology can have positive or negative impacts.

- Relates to Science Unit 1

**Term 1 - Unit 1**

Suggested assessment task: Design, make, appraise an animal to adapt to a desert environment.

**Term 3 - Unit 2**

**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)**

The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

- Resources have particular characteristics that make them more suitable for a specific purpose and context.
- Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

- Relates to History Unit 1 – Investigating the colonial period in Australia


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### YEAR 6 / 7

**Essential Learnings and Context**

**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)**

The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

- Resources are selected according to their characteristics, to match requirements of design challenges and suit the user.
- Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications.

**Term 1 - Unit 1**

Assessment task: Design, make and appraise the construction of a skateboard ramp.

**Term 3 - Unit 2**

**TECHNOLOGY AS A HUMAN ENDEAVOUR**

Technology influences and impacts on people, their communities and environments.

- Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.
- Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments

Assessment task: Design, make and appraise a ceramic tile for inclusion in the Community of Learners Visual Art Mosaic. Exam / test - Cybersafety unit.
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<thead>
<tr>
<th></th>
<th>Year 5</th>
<th>Year 6 and 7</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td><strong>Teaching and Learning</strong></td>
<td><strong>Year 5</strong></td>
<td><strong>Year 6 and 7</strong></td>
<td><strong>Term 2</strong></td>
<td><strong>Term 3</strong></td>
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<td><strong>Term 3</strong></td>
<td><strong>Term 4</strong></td>
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<tr>
<td><strong>Term 1</strong></td>
<td>• My Classroom</td>
<td>• My Classroom</td>
<td>• Introductions - name, age, grade, hajimemasite.</td>
<td>• Animals, pets, places and posters</td>
<td>• Sports and hobbies</td>
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<td></td>
<td>• Vocabulary - stationery items, pencil, pen, eraser etc and _____ o kudasi. Hai doozo.</td>
<td>• Hiragana writing script</td>
<td>• Numbers to 31 (mainly 1 -100), months, days of the week</td>
<td>• Describing people, pets and monsters</td>
<td>• Japanese festivals in a calendar year</td>
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<td></td>
<td>• Hiragana writing script</td>
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<td>• days, months and numbers in kanji. Kanji. Hiragana script - one stroke</td>
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<td><strong>Oral language assessment</strong></td>
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<td><strong>Oral presentation</strong></td>
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<td>Listening test</td>
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<td><strong>Written response</strong></td>
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<td>using kanji</td>
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<td><strong>Oral presentation</strong></td>
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<td>– students prepare and present an oral presentation about their family and talked about age, interests and hobbies.</td>
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<td><strong>Assessment</strong></td>
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<td>• Year 6s combinations (hya, sha etc) and ten tens and marks (ba, pa, ga etc).</td>
<td>• Weather. Vocabulary - sunny, cloudy, cold etc. Days of the week and past tense (mashita).</td>
<td>• School, subjects, time and activities</td>
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<td>• Vocabulary - family members and hobbies.</td>
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### EARLY YEARS CURRICULUM GUIDELINES – PREP

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<td><strong>Social and Personal Learning</strong></td>
<td><strong>Students will engage in activities across the five contexts of learning; focused teaching and learning, investigations, active learning, real life situations, routines and transitions, to develop an understanding of the following learning statements:</strong></td>
<td><strong>Students will engage in activities across the five contexts of learning; focused teaching and learning, investigations, active learning, real life situations, routines and transitions, to develop an understanding of the following learning statements:</strong></td>
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<tr>
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<td>Children sustain relationships by:</td>
<td>Children sustain relationships by:</td>
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<td>• acknowledging and negotiating rights, roles and responsibilities in a range of contexts</td>
<td>• making choices about their own and others’ health and safety with increasing independence</td>
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<td>• cooperating with others in social situations.</td>
<td>• using and extending gross-motor skills when integrating movements and using equipment.</td>
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<td>Children build early understandings about diversity by:</td>
<td>Children build early understandings about diversity by:</td>
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<td>• investigating and communicating positively about the social and cultural practices of people in their community.</td>
<td>• using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</td>
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<td>Children build a sense of wellbeing by:</td>
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<td>• using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</td>
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<td><strong>Active Learning Processes</strong></td>
<td><strong>Students will engage in activities across the five contexts of learning; focused teaching and learning, investigations, active learning, real life situations, routines and transitions, to develop an understanding of the following learning statements:</strong></td>
<td><strong>Students will engage in activities across the five contexts of learning; focused teaching and learning, investigations, active learning, real life situations, routines and transitions, to develop an understanding of the following learning statements:</strong></td>
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<td>Children think and enquire by:</td>
<td>Children think and enquire by:</td>
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<td>• generating and discussing ideas and plans and solving problems</td>
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<td>• investigating their ideas about phenomena in the natural world</td>
<td>• investigating their ideas about phenomena in the natural world</td>
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<td>• developing shared understandings about these phenomena.</td>
<td>• developing shared understandings about these phenomena.</td>
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<td>• investigating technology and considering how it affects everyday life.</td>
<td>• investigating technology and considering how it affects everyday life.</td>
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<td>Children generate, represent and respond to ideas, experiences and possibilities by:</td>
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<td>• experimenting with materials and processes in a variety of creative, imaginative and innovative ways</td>
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<td>• discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.</td>
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Balance and coverage of general capabilities and cross-curriculum priorities across P–7

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**Reporting**

Prep – Year 7 utilise OneSchool to issue a written report to parents in Terms 2 and 4 and offer parent–teacher interviews in Term 1 and 3.

Eagle Junction State School reporting comments reflect:

- the content and achievement standards of the Australian Curriculum: English, Mathematics, Science and Geography
- the Essential Learning and Ways of Working of the Queensland Curriculum Assessment and Reporting Framework (QCAR) in The Arts, Technology, Health, Studies of Society and Environment, LOTE
- the Early Years Curriculum Guidelines (Prep)

Reporting on student learning reflects the content of what has been taught and assessed in class. The evidence of student learning is directly taken from the folio of student work teachers have collated across a semester to provide an on-balance judgement of student achievement.

**Additional and supporting policies / documents**

- Pedagogical Framework – Teaching and Learning the EJ Way
- Diagnostic and Formative Assessment Overview 2014
- Report Card Writing Guide
- EJ Reporting Comment Bank