Wilston State School 2014

Whole-school curriculum, assessment and reporting plan — P–7
# Whole-school curriculum and assessment overview

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

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<th>Term 1 Unit 1</th>
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<tr>
<td><strong>Achievement Standard</strong></td>
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<tr>
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<td>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>
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<td>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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## PREP

### Context
- **Enjoying our new world**: 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.
- **Enjoying and retelling stories**: 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.
- **Interacting with others**: 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.
- **Responding to text**: 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.

### Assessment
- There is no summative assessment of student learning in this unit.
- **Monitor student learning through the unit**.
- **Also refer to Whole School Assessment Overview for diagnostic / formative assessment**.
- **Retell a story**
  - Oral: Students demonstrate comprehension of, and connection to a familiar story through retelling events.
  - **Create and recite a rhyme**
    - Oral: Students listen to and demonstrate knowledge of rhyme through written and spoken communication.
    - **Responding to a rhyming story**
      - Poster/multimodal presentation: Students clearly communicate an opinion about a familiar story and identify the use of rhyme within it.

### Assessment
- **Writing and creating a response to a story**
  - Written: Students write in role as a character from a familiar story and create a supporting image or illustration.
### 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.

### YEAR 1

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<tr>
<td>Exploring emotion in picture books</td>
<td>Monitor student learning and progress throughout this unit.</td>
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<tr>
<td>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>
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<tr>
<td>Explaining how a story works</td>
<td>Responses to picture books</td>
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<tr>
<td>Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.</td>
<td>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.</td>
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<tr>
<td>Exploring characters in stories</td>
<td>Create a character description</td>
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<td>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>Written</td>
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<tr>
<td>Examining language of communication — questioning</td>
<td>Create and present a character</td>
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<td>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>Oral</td>
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<tr>
<td>Engaging with poetry</td>
<td>Comprehending Poetry</td>
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<tr>
<td>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>Exam/Test</td>
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<td>Retelling cultural stories</td>
<td>Retell of a cultural story</td>
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<td>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.</td>
<td>Poster/multimodal presentation</td>
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<td>Creating digital procedural texts</td>
<td>Digital Multimodal Procedures</td>
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<td>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>
<td>Poster/multimodal presentation</td>
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**Term 1**

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**Term 2**

**Term 3**

**Term 4**

**Assessment**

Also refer to Whole School Assessment Overview for diagnostic/formative assessment.
### Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonetic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

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

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

### Unit 1 Reading, writing and performing poetry

Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.

### Unit 2 Stories of families and friends

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.

### Unit 3 Identifying stereotypes

Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers.

### Unit 4 Responding persuasively to narratives

Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.

### Unit 5 Exploring procedural texts

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.

### Unit 6 Exploring informative texts

Students read, view and listen to a range of stories to create an informative text about an event in a literary text.

### Unit 7 Exploring narrative texts

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.

### Unit 8 Exploring plot and characterisation in stories

Students explore a variety of stories including dreaming stories, picture 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.

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<td>Context</td>
<td>Written and spoken presentation&lt;br&gt;Written/oral&lt;br&gt;Students create and present to an audience of peers an alternative description of a stereotypical character.</td>
<td>Reading and comprehension Interview&lt;br&gt;Students demonstrate reading accuracy and respond orally to comprehension questions.</td>
<td>Identifying stereotypes&lt;br&gt;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>
<td>Responding persuasively to narratives&lt;br&gt;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>
<td>Exploring plot and characterisation in stories&lt;br&gt;Students explore a variety of stories including dreaming stories, picture 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>
<td>Exploring informative texts&lt;br&gt;Students read, view and listen to a range of stories to create an informative text about an event in a literary text.</td>
<td>Exploring narrative texts&lt;br&gt;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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<td>Reading and comprehension Interview&lt;br&gt;Students demonstrate reading accuracy and respond orally to comprehension questions.</td>
<td>Reading comprehension Interview&lt;br&gt;Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning. Written narrative&lt;br&gt;Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</td>
<td>Monitor student learning and progress throughout this unit. Reading comprehension Short answer questions&lt;br&gt;Students write responses focusing on literal and inferential meanings in a selected text. Writing an informative text - Written&lt;br&gt;Students create an informative text from a narrative text.</td>
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<td>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.</td>
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<td>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.</td>
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<td><strong>YEAR 3</strong></td>
<td><strong>Context</strong></td>
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<tr>
<td><strong>Analysing and creating a persuasive text</strong></td>
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<tr>
<td>Students read, view and analyse digital and written persuasive texts. They complete a running record and reading comprehension and write short persuasive texts.</td>
<td>Investigating characters</td>
<td>Exploring personal experiences through events</td>
<td>Exploring procedure</td>
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<tr>
<td>Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel. (Matty Forever)</td>
<td>Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students write a letter to persuade the school principal that an event should be celebrated at school.</td>
<td>Students listen to, read and view and analyse informative and literary texts and create a spoken procedure between two characters.</td>
<td>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.</td>
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<td><strong>Assessment</strong></td>
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<td>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.</td>
<td>Close reading of an extract</td>
<td>Write a persuasive letter</td>
<td>Dialogue presentation Oral</td>
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<td>Exam/test</td>
<td>Students identify and explain author’s use of language and comprehend literal and implied meaning in a text excerpt.</td>
<td>Students write a persuasive letter to their school principal requesting that celebrating the importance of family is as an annual event in the school calendar.</td>
<td>Students create and present a dialogue between two characters from a story, where one character is telling another character how to do something. NAPLAN</td>
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### Term 1
#### Unit 1: Examining persuasion in product packaging
- **Context:** Students listen to, read and view a range of still and moving image advertisements from different times which target different audiences. They examine and analyse the persuasive language features and techniques used in advertisements to persuade the target audience.
- **Achievement Standard:** 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.

#### Unit 2: Examining persuasion in advertisements
- **Context:** 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.
- **Achievement Standard:** 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.

#### Unit 3: Examining traditional stories from Asia
- **Context:** Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferential meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.
- **Achievement Standard:** 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.

### Term 2
#### Unit 4: Exploring a quest novel
- **Context:** Students read and analyse a quest novel. In the first assessment task, students post comments and respond to others’ comments. In the second assessment task, students analyze and interpret a quest novel.
- **Achievement Standard:** 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.

#### Unit 5: Examining humour in poetry
- **Context:** Students read and analyse humorous poems by different authors. They identify structural features and poetic language devices in a humorous poem. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.
- **Achievement Standard:** 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.

### Term 3
#### Unit 6: Investigating author’s language in a familiar narrative
- **Context:** Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.
- **Achievement Standard:** 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.

### Term 4
#### Unit 7: Examining Aboriginal peoples’ and Torres Strait Islander peoples’ stories
- **Context:** Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferential meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story with a moral or message for a younger audience.
- **Achievement Standard:** 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.

#### Unit 8: Understanding Aboriginal peoples’ and Torres Strait Islander peoples’ stories
- **Context:** Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different peoples’ perspectives. They examine and analyse the persuasive language features of the stories. In the assessment task, students write a traditional story which includes a lesson or message for a younger audience.
- **Achievement Standard:** 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.
### RECEIVER: Standard Yr 4

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

**By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions.**

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

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.

### RECEIVER: Standard Yr 5

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

**By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.**

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

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

### YEAR 4 / 5

**BFG by Roald Dahl, Intro to Toy Story**

**Investigating persuasion and speaking to persuade others**

**Students listen to, read and view a range of historical texts including literary recounts written from different peoples’ perspectives – character development, dialogue, language features.**

| **Yr 4 – Creating stories set in the past** |
| **Yr 5 – 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 the media. Common texts - History Unit, Diaries, short stories, newspaper reports, My Stories. |

| **Exploiting quest novels** |
| **Examining literary texts – fantasy** |
| Students listen to, read and view a range of advertisements which target children. Yr 4 – Persuading others – techniques + language features Yr 5 – Event from colonial times from points of view Common texts - My Stories series. |

| **Innovating on literary texts** |
| **Examining characters in animated film** |
| Students read a narrative and examine and analyse the language features and techniques used by the author. The author create a new chapter for the narrative for an audience of their peers. |

| **Narratives** |
| **Exploring narrative and narrative film.** |
| Students read a narrative and examine and analyse the language features and techniques used by the author. They create an oral retell and use examples from a text to justify their opinions about a character. **Reviewing narrative film** Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. Yr 4 – Position on themes and message Oral retell Yr 5 – Review + justify opinion book/film. |

| **Appreciating and Examing Humour in Poetry** |
| **Reviewing narrative film** |
| Students listen to, read and view films and novels with a range of characters. They create a written comparison of a novel and the film version of the novel. Yr 5 – Position of non-stereotypical character, flashbacks/time shifts. **Innovating on literary texts** Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers. Common texts - Charlie and the Chocolate Factory, 2005 version Tooth Kingdom video. |

**Written – comparison of book/film, characters**

Yr 4 - Justify a character as a role model with examples from text to justify Yr 5 – Identify differences - book/film – Justify opinions appeal to audience with examples.**Written – narrative**

Create a new chapter for Tooth Kingdom. Create an imaginative recount – diary entry using flashbacks.**Written – narrative**

Create an imaginative recount – diary entry using flashbacks.

**Responding to Poetry**

Students listen to, read and view a range of poetry including narrative poems to create a transformation of a chosen poem to a narrative. In a spoken presentation they explain why they chose particular traits of a character for their transformation of the poem. Common texts - Dad and the Cat and the Tree Fantasy party.** Spoken presentation**

Create a diary of a child living in colonial village. **Written feature article demonstrating viewpoints**

Also refer to Whole School Assessment Overview for diagnostic / formative assessment

**Ongoing assessment from previous unit.**

**Spoken presentation Oral**

Students will present a persuasive speech to convince their peers to save an endangered animal.**Comprehend advertisements, written descriptions and persuasion**


Yr 4 - Justify a character as a role model with examples from text to justify Yr 5 – Identify differences - book/film – Justify opinions appeal to audience with examples.**Written – narrative**

Create a new chapter for Tooth Kingdom. Create an imaginative recount – diary entry using flashbacks.**Written – narrative**

Create an imaginative recount – diary entry using flashbacks.

**Written – narrative**

Transform narrative poem to narrative story.
<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Achievement Standard</th>
<th>Context</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Receptive modes (listening, reading and viewing)</td>
<td>Examining literary texts — fantasy novel</td>
<td>Spoken presentation Oral</td>
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<tr>
<td></td>
<td></td>
<td>Creating fantasy characters</td>
<td>Comprehend a feature article Exam/Test</td>
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<tr>
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<td>Examining media texts</td>
<td>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. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</td>
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<td></td>
<td>Examining characters in animated film</td>
<td>Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They probe the development of a main character in a novel through a written response.</td>
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<td></td>
<td></td>
<td>Appreciating poetry</td>
<td>Students listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors’ use of language and its impact on the message and ideas of text.</td>
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<td></td>
<td></td>
<td>Responding to poetry</td>
<td>Students listen to, read and view a range of poetry, including narrative poems and create a multimodal poetry portfolio.</td>
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<tr>
<td></td>
<td></td>
<td>Exploring narrative through novels and film</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reviewing narrative film</td>
<td>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</td>
</tr>
</tbody>
</table>

**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 analyse the development of a main character through a written response.

**Creating fantasy characters**

Students continue to read and interpret a novel from the fantasy genre showing understanding of character development. 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 present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They probe the development of a main character in a novel through a written response.

**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 analysing authors’ use of language and its impact on the message and ideas of text.

**Responding to poetry**

Students listen to, read and view a range of poetry, including narrative poems and create a multimodal poetry portfolio.

There is no summative assessment in this unit. Monitor student learning and progress throughout this unit. Analysis of main character.

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**Spoken presentation Oral**

Students will adopt the role of a fantasy character and explain to an audience their justification of their character’s actions.

**Comprehend a feature article Exam/Test**

Students interpret and analyse information from a feature article. Students select information and create a multimodal feature article that presents a particular point of view about an issue.

**Short story**

Students create a short story that focuses on the characters’ behaviours when faced with a dilemma.

**Digital multimodal portfolio**

Students create a digital multimodal poetry portfolio.

**Written comparison — written**

Students write a comparison of the novel and film versions of Storm Boy.

There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.
### Term 1

#### Unit 1: Analyzing and creating persuasion in media texts

Students listen to, read and analyse a range of persuasive written and media texts. They write a persuasive article in response to a current issue within the media and publish it in a class magazine.

#### Unit 2: Reading and interpreting Australian literature

Students listen to, read and view autobiographical narratives, picture books and biographies and respond to a biographical text. They select a memory of their life and compose a literary memoir.

#### Unit 3: Interpreting literary texts

Students listen to, read and analyse extracts from diary entries and letters set in earlier times. They will demonstrate their understanding of the historical context. They create a literary text that explores personal experience.

### Term 2

#### Unit 4: Appreciating poetry

Students read, view and analyse a range of poems and anthems from different times. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

#### Unit 5: Exploring literature by the same author

Students will deliver a persuasive speech with the purpose of creating an emotional response.

### Term 3

#### Unit 6: Written - Constructing an early Australian historical recount

Students read and interpret an Australian literature (memoirs) (2012 QCAT: English – Interpreting a historical recount)

#### Unit 7: Spoken presentation - oral

Students will deliver a persuasive speech with the purpose of creating an emotional response.

### Term 4

#### Unit 8: Written - Constructing an animated story

Students write an animated story that focuses on the characters' behaviours when faced with a dilemma.

#### Unit 9: Poetry Anthology

Monitor student progress throughout this unit, through a folio of responses analysing authors' use of language and its impact on the message and ideas of text.
## Term 1

### Unit 1

**Context:**
- Short stories: Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.

**Assessment:**
- There is no summative assessment in this unit. Monitor student learning and progress throughout the unit.

### Unit 2

**Context:**
- Reading comprehension Exam/Test: Students view, read and comprehend two advertisements about tourist destinations. They analyse and interpret the way language features and text structures combine for persuasive effect and make comparisons between the two texts. Multimodal advertisement Poster/Multi-modal presentation: Students plan and create a multimodal advertisement to persuade viewers to promote a holiday destination.

**Assessment:**
- Written: Students write a short story about a character that faces a conflict. Students reflect on the writing process and editorial choices.

## Term 2

### Unit 3

**Context:**
- Examining advertising in the media: Students listen to, read and view advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising techniques, persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.

**Assessment:**
- Written: Students write a short story about a character that faces a conflict. They also reflect on the writing process when making and explaining editorial choices.

### Unit 4

**Context:**
- Exploring news reports in the media: Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. They create an analytical response to a news report.

**Assessment:**
- Written: Students write an analytical response to a news report and create a multimodal advertisement to persuade a holiday destination.

## Term 3

### Unit 5

**Context:**
- Interpreting literary texts: Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.

**Assessment:**
- Written: Students write an analytical response to a news report and create an analytical response to a news report.

### Unit 6

**Context:**
- Exploring literary texts by the same author: Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.

**Assessment:**
- Written: Students write an analytical response to a news report and create an analytical response to a news report.

## Term 4

### Unit 7

**Context:**
- Comparing texts: Students listen to, read, view and compare literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author’s purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.

**Assessment:**
- Written: Students write an analytical response to a news report and create an analytical response to a news report.

### Unit 8

**Context:**
- Transforming a text: Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.

**Assessment:**
- Written: Students write a letter to the future to evoke a sense of time and place.
Students will examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sports) contexts.

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

Students listen to, read and analyse extracts from diary entries and letters set in earlier times. They will demonstrate understanding of how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

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 identifying 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.

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

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Students read biographies to identify the text structures and language features. They demonstrate their knowledge of the text through reading comprehension. Students gather information to create a written biography about a person who has displayed courage.

**Reading and creating life writing: biographies**

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

**Analyzing persuasion in media texts**

Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features which persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.

**Reading and creating life writing: literary memoirs**

Students understand how text structures and language features combine in media texts to influence audiences. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

**Exploring perspectives in poetry and songs**

Students read and interpret a variety of poems. They analyse the text structure and language devices used in the poem to transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed in the poem.

**Analysing persuasion in media texts**

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

**Reading and creating life writing: literary memoirs**

Students continue their study of life writing texts with an emphasis on writing from different points of view. Students will engage with life writing about diversity, cultural and social perspectives and analyse the text through reading comprehension.

**Examining representations of Australia and Australians in literature**

Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it using evidence from the text as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.

**Persuasive argument written**

Students write an argument to persuade the reader to accept a particular point of view about Ned Kelly. They also refer to Whole School Assessment Overview for diagnostic/formative assessment.

**Persuasive speech oral**

Students create and deliver a recording of a persuasive motivational speech that promotes a point of view or enables a new way of seeing.
### AUSTRALIAN CURRICULUM: MATHEMATICS - teaching and learning unit overview across P–7

<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Term 1 Unit 1</th>
<th>Term 2 Unit 2</th>
<th>Term 3 Unit 3</th>
<th>Term 4 Unit 4</th>
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<tbody>
<tr>
<td><strong>Understanding</strong>, <strong>Fluency</strong>, <strong>Problem solving</strong> and <strong>Reasoning</strong> — students have opportunities to develop understandings of: <strong>Number and place value</strong> — represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process. <strong>Using units of measurement</strong> — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects. <strong>Patterns and algebra</strong> — identify pattern and non-pattern, copying, continuing and describing simple repeating patterns. <strong>Number and place value</strong> — recalling counting in ones, identifying numbers in the environment, represent and subitise quantities, compare numbers, order numerals and quantities, record representations of quantities. <strong>Patterns and algebra</strong> — sort and classify objects, sequence of numbers to 20, describe and create patterns. <strong>Using units of measurement</strong> — sequence routines and events, compare the duration of events, explore size. <strong>Location</strong> — identify language of location, represent locations. <strong>Data</strong> — ask questions to gather information. <strong>Location and transformation</strong> — describe position. <strong>Fluency, Problem solving and Reasoning</strong> — students have opportunities to develop understandings of: <strong>Using units of measurement</strong> — exploring the duration of a day, sequencing events within a day, directly and indirectly comparing the duration of events, directly compare the length width and height of objects and distances. <strong>Patterns and algebra</strong> — identifying pattern and non-pattern, copying, continuing and describing simple repeating patterns. <strong>Number and place value</strong> — recalling counting in ones, identifying numbers in the environment, represent quantities, comparing numbers, 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. <strong>Location and direction</strong> — describing, representing and generating simple movement paths. <strong>Shape</strong> — sort, describe and arrange 3D objects, connect 2D shapes to the faces of 3D objects, arrange two-dimensional shapes to represent familiar objects. <strong>Data representation and interpretation</strong> — generate yes/no questions, identify and interpret data collected. <strong>Location and transformation</strong> — describe position, describe direction. <strong>Shape</strong> — describe, name and compare shapes. <strong>Data representation and interpretation</strong> — generating yes/no questions, identifying and interpreting data collected. <strong>Location and transformation</strong> — describe position, describe direction. <strong>Shape</strong> — describe, name and compare shapes. <strong>Data representation and interpretation</strong> — generating yes/no questions, identifying and interpreting data collected. <strong>Location and transformation</strong> — describe position, describe direction. <strong>Shape</strong> — describe, name and compare shapes. <strong>Data representation and interpretation</strong> — generating yes/no questions, identifying and interpreting data collected. <strong>Location and transformation</strong> — describe position, describe direction. <strong>Shape</strong> — describe, name and compare shapes. <strong>Data representation and interpretation</strong> — generating yes/no questions, identifying and interpreting data collected. <strong>Location and transformation</strong> — describe position, describe direction. <strong>Shape</strong> — describe, name and compare shapes. <strong>Data representation and interpretation</strong> — generating yes/no questions, identifying and interpreting data collected.</td>
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<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. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</strong></td>
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### YEAR 1

#### Context
Students identify, classify and describe the geometric features of two-dimensional shapes and three-dimensional objects. Students choose a simple question for data collection, gather, represent and describe the collected data. Students To describe duration using hours, days, weeks and months. To tell time to the hour and half-hr. Students will classify outcomes of simple familiar events.

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

#### Assignment/Project
- **Counting counts**
  - Students will measure and compare lengths of objects using uniform informal units.
  - Students To describe positions, direction and movement.
- **Observation**
  - Students recognise, describe and order Australian coins according to their value.
  - Students To describe location and transformation.
- **Voting Sheet**
  - Students will classify outcomes of simple familiar events.
  - Students To describe position, direction and movement.
- **Money and financial mathematics**
  - Students To describe and record part unknown.
  - Students To describe data displays.
- **Chance event**
  - Students To describe data displays.
- **Money and financial mathematics**
  - Students To describe data displays.
  - Students To describe chance events.
- **Data representation and interpretation**
  - Students To describe data displays.
  - Students To describe chance events.
- **Using units of measurement**
  - Students To compare and record part unknown.
  - Students To describe data displays.
- **Fractions and decimals**
  - Students To compare and record part unknown.
  - Students To describe data displays.
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### Assessment
- **Observation**
  - Students To describe duration using hours, days, weeks and months. To tell time to the hour and half-hr. Students will classify outcomes of simple familiar events.
- **Voting Sheet**
  - Students will classify outcomes of simple familiar events.
  - Students To describe position, direction and movement.
- **Chance event**
  - Students To describe duration using hours, days, weeks and months. To tell time to the hour and half-hr. Students will classify outcomes of simple familiar events.
- **Money and financial mathematics**
  - Students To describe position, direction and movement.
- **Data representation and interpretation**
  - Students To describe duration using hours, days, weeks and months. To tell time to the hour and half-hr. Students will classify outcomes of simple familiar events.
- **Using units of measurement**
  - Students To describe position, direction and movement.
- **Fractions and decimals**
  - Students To describe duration using hours, days, weeks and months. To tell time to the hour and half-hr. Students will classify outcomes of simple familiar events.
- **Using units of measurement**
  - Students To describe position, direction and movement.
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- **Fractions and decimals**
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- **Using units of measurement**
  - Students To describe position, direction and movement.

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Patterns and algebra — describe
Students develop understandings of:
• Number and place value — representing 2-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

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
• Money — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes
• Fractions — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems

Using units of measurement — compare and order objects, measure length, area and capacity using informal units
• Shape — identify half and quarter turns, represent 2D shapes, describe 3D objects
• Location and transformation — describe the effect of single-step transformations, including turns, flips and slides, identify and describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment
• Using units of measurement — identify purposes for calendars, explore seasons and calendars of indigenous people

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

Money and financial mathematics — collections of coins and notes, make money amounts, read and write money amounts, compare money amounts

Fractions — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems

Using units of measurement — compare and order objects, measure length, area and capacity using informal units

Location and transformation — describe the effect of single-step transformations, including turns, flips and slides, identify and describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment

Using units of measurement — identify purposes for calendars, explore seasons and calendars of indigenous people

Students develop understandings of:
• Patterns and algebra — describe number patterns, identify missing elements in number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction

Students develop understandings of:
• Number and place value — count beyond 100, represent 3-digit numbers, compare and order 3-digit numbers, partition 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers, count large collections

Students develop understandings of:
• Number and place value — count to and from 1000, represent 3-digit numbers, compare and order 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers, count large collections

Students develop understandings of:
• Number and place value — count to and from 1000, represent 3-digit numbers, compare and order 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers, count large collections

Students develop understandings of:
• Patterns and algebra — describe number patterns, identify missing elements in number patterns created by skip counting, identify features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction

Students develop understandings of:
• Number and place value — count to and from 1000, represent 3-digit numbers, compare and order 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers, count large collections

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Students develop understandings of:
• Patterns and algebra — describe number patterns, identify missing elements in number patterns created by skip counting, identify features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction
Students develop understandings of: Shape — identify and describe the features of 3D objects, make models of 3D objects... describe the connection between halves, fourths and eighths, solve simple number problems involving fractions.

Number and place value—recalling multiplication number facts and related division facts, representing multiplication and division, doubling 2-digit numbers, solving simple multiplication and division problems, recalling addition number facts and related subtraction facts, adding and subtracting 2-digit and 3-digit numbers.

Data representation and interpretation—collecting data (by observing events, asking questions, conducting experiments), recording data in lists and tables, displaying data as a picture or simple column graph, describing outcomes of data investigations.

Chance—identifying every day events that involve chance, conducting chance experiments, describing the outcomes of chance experiments, identifying variations in the results of chance experiments.

Measurement—identifying the need for standard units, representing one metre, measuring in metres.

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

Conduct a chance experiment Short answer questions Students collect and interpret data from a simple chance experiment.

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

Where is it? Short answer questions Students will match positions on maps with given information.

Multiplication Fair Assignment/Project Students represent multiplication and solve multiplication problems using a range of strategies.

Measurement Scavenger Hunt Assignment/Project Students measure objects using familiar metric units of length, mass and capacity.

Solving problems involving multiplication Assignment/Project Students solve problems involving multiplication in a range of situations.

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** — read, identify & describe place value in 5-digit numbers, partition numbers using standard & non-standard place value, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd & even numbers & make generalisations about addition, subtracting, multiplying & dividing odd & even numbers, identify sequence patterns, use 10, 100 & 1000, continue number sequences, revise informal recording methods & strategies used for calculations, investigate sequences resulting from multiplication & make generalisations from number patterns, & apply mental & written strategies to computation

**Fractions and decimals** — revise & investigate the fractions that can be created through repetitive halving & thirding, counting & representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fractions problems from familiar contexts

**Shape** — measure area of shapes, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle

**Money and financial mathematics** — model and interpret number representations, sequence number values, apply number concepts and place value properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks

**Data representation and interpretation** — write questions to collect data, collect and record data, display and interpret data

**Consolidate place value understanding of 5-digit numbers, Compare and order 5-digit numbers, revise addition and subtraction concepts, Solve addition and subtraction problems, Consolidate multiplication problems, revise multiplication and division, develop fluency with multiplication fact families**

**Fractions and decimals** — comparison of simple fractions, describe the likelihood of everyday chance events, order events on a continuum

**Data representation and interpretation** — write questions to collect data, collect and record data, display and interpret data

**Achieve Standard**

Students develop understandings of:

**Number and place value** — making connections between representations of numbers, partitioning and combining numbers flexibly, recalling multiplication tables, formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, generalising from number properties and results of calculations and deriving strategies for unfamiliar multiplication and division tasks

**Patterns and algebra** — using properties of number to continue patterns

**Chance** — comparing dependent and independent events; describing probabilities of everyday events

**Using units of measurement** — using appropriate language to communicate times, comparing time durations and using instruments to accurately measure lengths.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Knowing numbers</th>
<th>Legend land</th>
<th>Fraction fit</th>
<th>Marvellous Measurement</th>
<th>Deadly decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>Students describe and complete number patterns, find unknown quantities, recall multi/n and division facts and complete calculations. Monitor student progress throughout this unit.</td>
<td>Written Students interpret, create and describe information contained in simple maps.</td>
<td>Short answer questions Students apply fraction understanding to represent fraction families and equivalent fractions and to solve simple fraction problems.</td>
<td>Short answer questions Students compare areas of regular and irregular shape using informal units and to use scaled instruments to measure temperature, length, shape and objects.</td>
<td>Short answer questions Students demonstrate and explain the connections between fractions and decimals (to hundredths). Data analysers Written Students define different methods for data collection &amp; representation, and evaluate their effectiveness. They construct data displays.</td>
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<tr>
<td>Also refer to Whole School Assessment Overview for diagnostic / formative assessment.</td>
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</tbody>
</table>
### YEAR 4 / 5

**Achievement Standard 4**

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognize common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare and interpret different data sets.

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

<table>
<thead>
<tr>
<th>4</th>
<th>Place value</th>
<th>Recognise, represent, order and apply to 10 000s</th>
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<th>Recognise, represent, order to 10 000s</th>
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<th>Apply place value to partition, rearrange and regroup to 10 000s + Place value to 10ths and 100ths</th>
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<tbody>
<tr>
<td>Fractions</td>
<td>In context and count by $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$</td>
<td>In context and count by $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$</td>
<td>Locate and represent $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$</td>
<td>Locate and represent $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$</td>
<td>Place value 10ths, 100ths</td>
<td>Equivalence fractions and decimals</td>
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<tr>
<td>Fractions</td>
<td>Compare, order common unit fractions, represent on number line.</td>
<td>Investigate number systems beyond tenths.</td>
<td>Investigate number systems beyond hundredths.</td>
<td>Problem solve + - fractions with same denominator.</td>
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</tr>
<tr>
<td>Properties of number</td>
<td>Odd/even</td>
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<td>Number Facts</td>
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<td>Number Facts</td>
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</tbody>
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**Achievement Standard 5**

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

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

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<td>Unit</td>
<td>Topic</td>
<td>Suggested Assessment Tasks</td>
<td>Year 4 - Knowing numbers Written</td>
<td>Year 4 - Legend land Short answer questions</td>
<td>Year 4 - Fraction fit Short answer questions</td>
<td>Year 4 - Marvellous Measurement Short answer questions</td>
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Wrote different methods for data collection & representation, and evaluate their effectiveness. They construct data displays. |
| 5    | Time Money | Use 12, 24 hour time | Calculate perimeter, area rectangles. | Develop simple financial plans (was in unit 8) | Estimate, measure, compare, construct angles. | Explore everyday chance events (was in unit 8) | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. |
| 4    | Spatial Position | Split and combine 2D shapes. Area of regular and irregular shapes. Symmetry patterns, pictures, shapes (was in unit 3) | Investigate 3D shapes and nets. | Investigate chance including outcomes of chance experiments and probabilities ranging from 0-1 | Investigate location – scale, legend, direction (was in unit 6) | Investigate 3D shapes and nets. | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. |
| 4    | Chance Data | Collect data, survey questions, record sheets for issue. Organise, display, analyse, interpret data (was in unit 4) | Explore chance everyday events. Collect data, survey questions, record sheets for issue. Organise, display, analyse, interpret data | Investigate 3D shapes and nets. | Explore everyday chance events (was in unit 8) | Explore everyday chance events (was in unit 8) | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. |
| 5    | Chance Data | Pose questions to collect data. Construct data displays. | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. | There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit. |

Also refer to Whole School Assessment Overview for diagnostic / formative assessment.
Students develop understandings of:
- Number and place value — exploring and identifying factors and multiples, revising mental and written strategies, rounding and estimating to check the reasonableness of answers, exploring mental computation strategies (split and compensate) 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, creating a range of models for fractions, 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.

Number crunch
Students classify, organise and interpret data, pose questions about data and to construct data displays.

Number crunch
Short answer questions
Students apply a range of strategies to complete calculations to make reasonable answers and identify and sequence unit fractions.

Ripper Rides
Space Race
Data Representation

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

Generation Geometry
Short answer questions
Students estimate, measure and construct angles to make connections between three-dimensional objects and their two-dimensional representations, to describe the symmetry and transformation of two-dimensional shapes and designs.

George and Janelle’s “Eggs-celent” Idea
Short answer questions
Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.

Perfecting Patterns
Short answer questions
Students describe, continue and create patterns and use equivalent number sentences to find unknown quantities.

Year 5’s Great Garden
Short answer questions
Students choose appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles.

What is the chance of that?
Short answer questions
Students apply a range of strategies to solve money problems involving equally likely outcomes and to represent those outcomes on a continuous. Students describe, continue and create patterns and use equivalent number sentences to find unknown quantities.

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

What is the chance of that?
Short answer questions
Students classify, organise and interpret data, pose questions about data and to construct data displays.

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### Year 5

**Unit 1**
- Students order decimals and unit fractions on a number line.
- They add and subtract fractions with the same denominator.
- Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences.
- They use a grid reference system to locate landmarks.
- They measure and construct different angles.

**Unit 2**
- Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
- Students pose questions to gather data, and construct data displays appropriate for the data.

**Unit 3**
- Students locate fractions and integers on a number line.
- They calculate a simple fraction of a quantity.
- They add, subtract and multiply decimals and divide decimals where the result is rational.

**Unit 4**
- Students calculate common percentage discounts on sale items.
- They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.

**Unit 5**
- Students calculate simple percentages, calculate discounts of 10%, 25% & 50% on sale items.

**Unit 6**
- Students number and place value—exploring factors & multiples, revising multiplication & division facts, checking the reasonableness of answers, solving problems using mental computation strategies for multiplication & division
- Fractions & decimals—comparing & ordering unit fractions & adding & subtracting fractions with the same denominator
- Data representation & interpretation—distinguishing between numerical & categorical data, collecting data & organizing using tables, creating & interpreting displays by bar,饼 chart graph or dot columns, posing questions to collect data
- Chance—identifying & describing possible outcomes, describing equally likely outcomes & representing probabilities using fractions
- Using units of measurement—connecting length & perimeter, estimating & measuring perimeter using metric units, investigating the metric units for area, revising time, & reading time & representing time by a 24-hour time.

**Unit 7**
- Number & place value—identifying & describing prime & composite numbers, selecting & applying mental & written strategies to solve problems
- Fractions & decimals—ordering, adding & subtracting fractions with related denominators, calculating the fraction of a quantity & solving problems involving fractions, recognizing connections between equivalent fractions, decimals & percentages
- Data representation & interpretation—revising & interpreting types of data displays, investigating the purposes & use of different displays & identifying the difference between categorical & numerical data
- Chance—representing the probability of outcomes as a fraction & decimal & conducting chance experiments
- Using units of measurement—solving problems involving the comparison of lengths & areas, & interpreting & using timetables
- Money & financial mathematics—investigating & calculating percentage discounts on sale items

**Unit 8**
- Money and financial mathematics: investigate income and expenditure; calculate costs; investigate savings and spending plans; develop & explain simple financial plans
- Location and transformation: explore mapping conventions; interpret simple maps; use alphanumeric grids to locate landmarks and plot points; describe symmetry; create symmetrical designs & enlarge images
- Number and place value: round & estimate to check an answer is reasonable; use written strategies to add & subtract; use an array to multiply one & two-digit numbers; use divisibility rules to divide; solve problems involving computation; apply computation to money problems; divide by 1-digit whole number
- Using units of measurement: choose appropriate units for length, area, capacity & mass; measure length, capacity, & mass; find perimeters & solve problems & reason when applying measurement to answer a question
- Fractions & decimals: make connections between fractions & decimals; compare & order decimals
- Patterns & algebra: create, continue & identify the rule for patterns involving the addition & subtraction of fractions
- Money and financial mathematics: connect fractions & percentage; calculate percentages; calculate discounts of 10%, 25% & 50% on sale items
- Number and place value: identify & describe properties of prime, composite, square & triangular numbers; multiply & divide using written methods including a standard algorithm; solve problems involving all four operations with whole numbers & fractions & order positive & negative integers
- Location & transformation: identify the four quadrants on a Cartesian plane; plot & read points in all four quadrants; revise & describe the effect of symmetry, reflection, rotation & translation.
- Fractions & decimals: add & subtract fractions with related denominators; calculate a fraction of a quantity; multiply & divide decimals by powers of 10; add & subtract decimals; multiply decimals by whole numbers; divide numbers that result in decimal remainders; make connections between fractions, decimals & percentages
- Problem solving involving fractions & decimals
- Using units of measurement: connect decimals to the metric system; convert between units of measure; solve problems involving length & area; connect volume & capacity
- Patterns & algebra: continue & create sequences involving whole numbers & decimals; describe the rule used to create these sequences; explore order of operations to perform calculations

### Year 6

**Unit 1**
- Students order decimals and unit fractions on a number line.
- They add and subtract fractions with the same denominator.
- Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences.
- They use a grid reference system to locate landmarks.
- They measure and construct different angles.

**Unit 2**
- Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
- Students pose questions to gather data, and construct data displays appropriate for the data.

**Unit 3**
- Students locate fractions and integers on a number line.
- They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.

**Unit 4**
- Students calculate simple percentages, calculate discounts of 10%, 25% & 50% on sale items.

**Unit 5**
- Students number and place value—exploring factors & multiples, revising multiplication & division facts, checking the reasonableness of answers, solving problems using mental computation strategies for multiplication & division
- Fractions & decimals—comparing & ordering unit fractions & adding & subtracting fractions with the same denominator
- Data representation & interpretation—distinguishing between numerical & categorical data, collecting data & organizing using tables, creating & interpreting displays by bar,饼 chart graph or dot columns, posing questions to collect data
- Chance—identifying & describing possible outcomes, describing equally likely outcomes & representing probabilities using fractions
- Using units of measurement—connecting length & perimeter, estimating & measuring perimeter using metric units, investigating the metric units for area, revising time, & reading time & representing time by a 24-hour time.

**Unit 6**
- Number & place value—identifying & describing prime & composite numbers, selecting & applying mental & written strategies to solve problems
- Fractions & decimals—ordering, adding & subtracting fractions with related denominators, calculating the fraction of a quantity & solving problems involving fractions, recognizing connections between equivalent fractions, decimals & percentages
- Data representation & interpretation—revising & interpreting types of data displays, investigating the purposes & use of different displays & identifying the difference between categorical & numerical data
- Chance—representing the probability of outcomes as a fraction & decimal & conducting chance experiments
- Using units of measurement—solving problems involving the comparison of lengths & areas, & interpreting & using timetables
- Money & financial mathematics—investigating & calculating percentage discounts on sale items

**Unit 7**
- Money and financial mathematics: investigate income and expenditure; calculate costs; investigate savings and spending plans; develop & explain simple financial plans
- Location and transformation: explore mapping conventions; interpret simple maps; use alphanumeric grids to locate landmarks and plot points; describe symmetry; create symmetrical designs & enlarge images
- Number and place value: round & estimate to check an answer is reasonable; use written strategies to add & subtract; use an array to multiply one & two-digit numbers; use divisibility rules to divide; solve problems involving computation; apply computation to money problems; divide by 1-digit whole number
- Using units of measurement: choose appropriate units for length, area, capacity & mass; measure length, capacity, & mass; find perimeters & solve problems & reason when applying measurement to answer a question
- Fractions & decimals: make connections between fractions & decimals; compare & order decimals
- Patterns & algebra: create, continue & identify the rule for patterns involving the addition & subtraction of fractions
- Money and financial mathematics: connect fractions & percentage; calculate percentages; calculate discounts of 10%, 25% & 50% on sale items
- Number and place value: identify & describe properties of prime, composite, square & triangular numbers; multiply & divide using written methods including a standard algorithm; solve problems involving all four operations with whole numbers & fractions & order positive & negative integers
- Location & transformation: identify the four quadrants on a Cartesian plane; plot & read points in all four quadrants; revise & describe the effect of symmetry, reflection, rotation & translation.
- Fractions & decimals: add & subtract fractions with related denominators; calculate a fraction of a quantity; multiply & divide decimals by powers of 10; add & subtract decimals; multiply decimals by whole numbers; divide numbers that result in decimal remainders; make connections between fractions, decimals & percentages
- Problem solving involving fractions & decimals
- Using units of measurement: connect decimals to the metric system; convert between units of measure; solve problems involving length & area; connect volume & capacity
- Patterns & algebra: continue & create sequences involving whole numbers & decimals; describe the rule used to create these sequences; explore order of operations to perform calculations

**Unit 8**
- Chance—order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments
- Data representation & interpretation—investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion)
- Using units of measurement—read and represent 24-hour time, convert between 12 and 24-hour time
- Number and place value—apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples
- Money & financial mathematics: create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions
- Geometric reasoning—estimate & measure angles, construct angles
- Location & transformation—explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language
- Fractions & decimals—continue and apply decimal skills
- Number & algebra—consolidate and apply computation skills.
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<td>Short answer questions Students apply a range of strategies to complete calculations, check for reasonableness of answers and identify and sequence unit fractions.</td>
<td>Students estimate, measure and construct angles to make connections between three-dimensional objects and their two-dimensional representations, to describe the symmetry and transformation of two-dimensional shapes and designs.</td>
<td>Short answer questions Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</td>
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<td>Short answer questions Students interpret and compare data displays</td>
<td>Year 5 George and Janelle’s “Eggs-cellent” Idea Short answer questions Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</td>
<td>Year 5 What is the chance of that? Short answer questions Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes on a continuum.</td>
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<td>Students apply a range of strategies to complete calculations, check for reasonableness of answers and identify and sequence unit fractions.</td>
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### Achievement Standard

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers.

Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

### Context

**Data Decoder**

Students develop understandings of:

- Number and place value — identifying and describing properties of prime, composite numbers, selecting and applying mental and written strategies to problems involving whole numbers.
- Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
- Data — revising different types of data displays, interpreting data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
- Chance — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Rodeo Round-Up**

Students develop understandings of:

- Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers, calculate the fraction of a quantity, compare and order positive and negative integers.
- Money and financial mathematics — connect fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items.
- Number and place value — identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving fractions and decimals, compare and order numbers that result in decimal remainders, make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals.

### Assessment

**Data Decoder**

- Short answer questions
  - Purpose: To convert units of measure, connect volume and capacity and solve problems involving perimeter and area.

**Rodeo Round-Up**

- Short answer questions
  - Purpose: To convert units of measure, connect volume and capacity and solve problems involving perimeter and area.

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Unit 1

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 related calculations on number patterns and choose a generalisation to describe a pattern. They make connections between the powers of 10 and the multiplication and division of decimals. They make connections between the powers of 10 and the multiplication and division of decimals. They make connections between the powers of 10 and the multiplication and division of decimals. They make connections between the powers of 10 and the multiplication and division of decimals.

Unit 2

By the end of Year 6, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and use algebraic expressions to represent rules for the generation of terms in sequences. They describe patterns involving three dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalents. They express one quantity as a fraction or percentage of another quantity. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use the terms of a rectangular prism for the area and perimeter and the volume of a rectangular prism. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and apply probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Unit 3

Year 6

Achievement Standard

Year 6

• Number & place value—identifying & describing prime & composite numbers, selecting & applying mental & written strategies to solve problems

• Fractions & decimals—ordering, comparing, adding & subtracting fractions & decimals with related denominators; calculating the fraction of a quantity & solving problems involving fractions & making connections between equivalent fractions, decimals & percentages

• Data representation & interpretation—revising & interpreting types of data displays, investigating the purpose of different displays & identifying the difference between categorical & numerical data

• Chance—representing the probability of outcomes as a fraction, decimal & conducting chance experiments

• Using units of measurement—solving problems involving the comparison of lengths & areas, & interpreting & using timetables

• Money & financial mathematics—investigating & calculating percentage discounts on sale items

Year 7

• Number & place value—investigating index notation, applying the associative, commutative & distributive laws & simple division computations

• Real numbers—comparing fractions, locating & representing fractions, solving problems involving addition & subtraction of fractions & percentages, expressing one quantity as a fraction of another, converting between fractions, decimals & percentages & calculating percentages of a quantity

• Data representation & interpretation—constructing & comparing a range of data displays, calculating mean, median, mode & range, & describing & interpreting chance data displays

• Chance—constructing sample spaces & assigning probabilities to the outcomes of events

• Geometric reasoning—classifying angles & quadrilaterals, making generalisations about the sum of angles in triangles & quadrilaterals, finding unknown angles & repeated reasoning

• Patterns & algebra—exploring the concept of a variable, representing numbers using variables & writing simple algebraic expressions

• Using units of measurement—establishing & using formulae to calculate the area & perimeter of a rectangle & solving problems involving perimeter & area

Year 6

Achievement Standard

Year 6

• Number & place value—identifying & describing prime & composite numbers, selecting & applying mental & written strategies to solve problems

• Fractions & decimals—adding & subtracting fractions & decimals with related denominators; calculating the fraction of a quantity & solving problems involving fractions & making connections between equivalent fractions, decimals & percentages

• Data representation & interpretation—revising & interpreting types of data displays, investigating the purpose of different displays & identifying the difference between categorical & numerical data

• Chance—representing the probability of outcomes as a fraction, decimal & conducting chance experiments

• Using units of measurement—solving problems involving the comparison of lengths & areas, & interpreting & using timetables

• Money & financial mathematics—investigating & calculating percentage discounts on sale items

Year 7

• Number & place value—investigating index notation, applying the associative, commutative & distributive laws & simple division computations

• Real numbers—comparing fractions, locating & representing fractions, solving problems involving addition & subtraction of fractions & percentages, expressing one quantity as a fraction of another, converting between fractions, decimals & percentages & calculating percentages of a quantity

• Data representation & interpretation—constructing & comparing a range of data displays, calculating mean, median, mode & range, & describing & interpreting chance data displays

• Chance—constructing sample spaces & assigning probabilities to the outcomes of events

• Geometric reasoning—classifying angles & quadrilaterals, making generalisations about the sum of angles in triangles & quadrilaterals, finding unknown angles & repeated reasoning

• Patterns & algebra—exploring the concept of a variable, representing numbers using variables & writing simple algebraic expressions

• Using units of measurement—establishing & using formulae to calculate the area & perimeter of a rectangle & solving problems involving perimeter & area

YEAR 6  /    7

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<td>Year 6: Number properties, patterns and computation Short answer questions Students identify, describe and sequence whole numbers according to their properties and solve problems.</td>
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<td>Year 7: Basketball scores Short answer questions: Students calculate mean, median, mode and range and construct displays.</td>
<td>Year 7: Algebra and angle relationships Short answer questions Students demonstrate the angle sum of triangles and quadrilaterals and classify them according to side and angle properties.</td>
<td>Year 7: Solving measurement problems Short answer questions Purpose: To convert units of measure, connect volume and capacity and solve problems involving perimeter and area.</td>
</tr>
<tr>
<td>Properties of triangles and quadrilaterals Short answer questions: Students demonstrate the angle sum of triangles and quadrilaterals and classify them according to side and angle properties.</td>
<td>Year 6: Is the game &quot;Dice difference&quot; fair? Written To apply knowledge of chance events, expected and observed frequencies to develop arguments and improve game fairness.</td>
<td>Year 7: Best buys Short answer questions Students compare the cost of items to make financial decisions and solve problems involving decimals.</td>
</tr>
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<td>Also refer to Whole School Assessment Overview for diagnostic / formative assessment.</td>
<td>Year 7: Constructing sample spaces and assigning probability Written Students construct sample spaces and assign probabilities to outcomes.</td>
<td>Comparisons and computations of integers and proportional numbers Short answer questions Students compare, convert and perform computations of fractions, decimals, percentages and integers.</td>
</tr>
</tbody>
</table>
Achievement Standard

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals, percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

**Context**

**YEAR 7**

Students develop understandings of:

- **Number and place value** — apply efficient mental and written strategies to solve problems involving all four operations with whole numbers, fractions and decimals.
- **Fractions and decimals** — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
- **Data** — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
- **Chances** — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

Students develop understandings of:

- **Number and place value** — identifying and describing properties of prime, composite numbers, selecting and applying mental and written strategies to solve problems involving whole numbers, fractions and decimals.
- **Fractions and decimals** — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
- **Data** — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
- **Chances** — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Achievement Standard**

**Unit 1**

- Students develop understandings of:
  - Number and place value — identifying and describing properties of prime, composite numbers, selecting and applying mental and written strategies to solve problems involving whole numbers.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 2**

- Students develop understandings of:
  - Number and place value — applying mental and written strategies to solve problems involving the comparison of lengths and areas, and interpret and use timetables.
  - Fractions and decimals — adding and subtracting fractions with related denominators, solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 3**

- Students develop understandings of:
  - Number and place value — applying mental and written strategies to solve problems involving the comparison of lengths and areas, and interpret and use timetables.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 4**

- Students develop understandings of:
  - Number and place value — applying efficient mental and written strategies to solve problems involving all four operations with whole numbers, fractions and decimals.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 5**

- Students develop understandings of:
  - Number and place value — identifying and describing properties of prime, composite numbers, selecting and applying mental and written strategies to solve problems involving whole numbers, fractions and decimals.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 6**

- Students develop understandings of:
  - Number and place value — applying mental and written strategies to solve problems involving the comparison of lengths and areas, and interpret and use timetables.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 7**

- Students develop understandings of:
  - Number and place value — applying efficient mental and written strategies to solve problems involving all four operations with whole numbers, fractions and decimals.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.

**Unit 8**

- Students develop understandings of:
  - Number and place value — applying mental and written strategies to solve problems involving the comparison of lengths and areas, and interpret and use timetables.
  - Fractions and decimals — ordering and comparing fractions with related denominators, adding and subtracting fractions with related denominators, calculating the fraction of a given quantity and solving problems involving the addition and subtraction of fractions.
  - Data — revising different types of data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data.
  - Chances — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.
AUSTRALIAN CURRICULUM: SCIENCE - teaching and learning unit overview across P–7

<table>
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<tr>
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<tr>
<td><strong>PREP</strong></td>
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<tr>
<td><strong>Context</strong></td>
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<tr>
<td>Our living world</td>
<td>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.</td>
<td>Our material world</td>
<td>Students are provided with opportunities to examine familiar objects using their senses. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
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</tr>
<tr>
<td>Collection of student work Portfolio</td>
<td>Students participate in a range of activities and discussions throughout the unit, involving learning about the needs of living things.</td>
<td>Collection of student work: Weather watch Portfolio</td>
<td>Students share observations about how weather affects living things.</td>
</tr>
</tbody>
</table>

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<tr>
<th>YEAR 1</th>
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<td><strong>Term 1 Unit 1</strong></td>
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<td><strong>Adaptable School</strong></td>
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<tr>
<td><strong>Context</strong></td>
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<tr>
<td>Living adventure</td>
<td>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.</td>
<td>Material madness</td>
<td>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.</td>
</tr>
<tr>
<td>Assessment</td>
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<tr>
<td>Presentation — A Better place: Multimodal presentation</td>
<td>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.</td>
<td>Storyboard — Don’t rock the boat Assignment/project</td>
<td>Students modify an existing material by making physical changes to create a boat. They conduct a guided investigation to test their modifications. Students create a storyboard to describe the process and the resultant effects.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Unit 2</th>
<th>Term 2</th>
<th>Unit 1</th>
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<th>Unit 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Achieve Standard</strong></td>
<td><strong>Context</strong></td>
<td><strong>Toy factory</strong></td>
<td><strong>Mix, make and use</strong></td>
<td><strong>Good to grow</strong></td>
<td><strong>Save planet Earth</strong></td>
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<tr>
<td></td>
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<td>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. Then they apply this science knowledge to explain the pushes and pulls involved in moving a toy or object they create.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Presentation: Toy design Assignment/project</strong></td>
<td>Students investigate and communicate an understanding of pushes and pulls.</td>
<td><strong>Investigation and scientific report — Combining materials for a purpose: Assignment/project</strong></td>
<td>Students investigate the combination of materials used to make an object for a particular purpose.</td>
<td><strong>How does it grow? - Assignment/project</strong></td>
<td>Students describe and represent changes to a living thing as it grows.</td>
<td><strong>Save planet Earth - Oral presentation</strong></td>
</tr>
</tbody>
</table>
### Year 3

#### Context

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

**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 features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.

Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

#### 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

<table>
<thead>
<tr>
<th>Collection of Student Work - Science Journal Portfolio</th>
<th>Solids and liquids Exam/test</th>
<th>Keep drinks cooler: Scientific report Assignment/project</th>
<th>Investigating shadows Multimodal presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students investigate living and non-living things and communicate grouping of living things based on observable features.</td>
<td>Students investigate and explain how a solid and liquid change state by adding or removing heat.</td>
<td>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.</td>
<td>Students investigate changes in shadows to explain movement of the Earth and resultant regular changes.</td>
</tr>
</tbody>
</table>
YEAR 4

Context

Here today gone tomorrow
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.

Ready, set, grow!
Students will investigate 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.

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.

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

Assessment

Being a soil scientist
Assignment/project
Students will represent, investigate and explain how natural processes and human activity change the Earth’s surface.

Link to Geography Unit 1

Mapping lifecycles Multimodal presentation
Students research an endangered Australian animal or plant and present information in a multimodal format, including a concept map. They represent the life cycle of the plant or animal and identify relationships which both assist and hinder its survival.

Properties affecting the use of ochre Written
Students plan, conduct, evaluate and report on an investigation into the properties of ochre and apply this knowledge to real life situations.

Collection of work - Forces Portfolio
Students will investigate how forces can be exerted on an object by either contact or non-contact forces and to communicate findings based on data collected.
### YEAR 4 / 5

**Achievement Standard 4**

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.

**Achievement Standard 5**

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.

### Context - 4

- **Ready, set, grow**
  - Tasks: Investigate the relationship between plants, animals and humans within habitats. Predict the effect on living things when there are human causes or natural changes to the environment. Predict the effects when the balance between living things changes. Investigate reasons why a species has become endangered.

- **Here today, gone tomorrow**
  - Recognise that geological processes can occur on different scales of time. Investigate weathering and erosion. Explore fossils and the way they were formed.

- **Speedy but safe**
  - Review the concept of pushes and pulls as types of forces. Investigate frictions as a type of force that slows objects. Apply the understanding of friction to everyday situations.

- **Material use**
  - Explore a range of materials and describe the properties. Relate the properties of materials to their use. Plan and conduct an investigation to identify the best material from a range for a particular purpose.

### Context - 5

- **Survival in the Australian environment**
  - Explain how particular adaptions assist survival in a range of environments. Compare how and why similar structural features vary in different environments. Pose questions and make predictions about how changes in the environment might affect the survival and future adaptations of living things.

- **Our Place in the Solar System**
  - Tasks: Gather and record data to compare facts about the planets and the sun. Create models that show the relative size of and distance between Earth, the other planets and the sun. Compare environmental conditions on other planets and those on earth and hypothesise whether or not life is possible on other planets.

- **Matter matters**
  - Review the properties of solids and liquids. Investigate properties of gases. Classify everyday materials and items as solid, liquid or gas.

- **Now you see it**
  - Investigate shadow formation and relationship to a light source. Make predictions and investigate absorption, transmission, reflection and refraction. Classify materials as transparent, opaque, or translucent.

### Assessment

- **Year 4 task**
  - Multi-modal presentation – endangered animals in an extreme environment – hot, dry desert/ polar region

- **Year 5 task**
  - Research and record information from planets/moon in table form and present hypothesis about possible life.

- **Year 5 task**
  - Design and conduct an investigation to examine the viscosity of liquids down a ramp.

- **Year 4 + 5 task**
  - Plan and conduct a fair test to select the most absorbent toilet paper.
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Achievement Standard</strong></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><strong>Now you see it</strong></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. <strong>Our place in the solar system</strong></td>
<td>Students will describe the key features of our solar system. They will discuss how people have contributed science knowledge to space exploration. A possible space mission to a planet will be proposed considering planetary data. Students will communicate these ideas in a magazine or webpage style format.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td><strong>The aMAZEing trick - Assignment/ project</strong></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><strong>Planet Exploration Assignment/project</strong></td>
<td>Students are required to write a report for popular media such as a magazine or website. The report will be about a proposed space mission to a planet within our solar system and will contain relevant data about planets within the solar system and past space missions.</td>
</tr>
</tbody>
</table>
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.

Achievement Standard 6

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 investigative questions and design investigations into 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.

Diversity and Interaction in the Living World

In this unit students examine the structural features and adaptations that assist living things to survive in their environment. They investigate the relationship between the growth and survival of living things and the physical conditions of their environment. Students will explore human impact on the environment and implications of these for the growth and survival of living things. They also classify organisms, constructing and using dichotomous keys based on the physical characteristics. Students examine feeding relationships between organisms within ecosystems. They identify how human activity can impact food webs in the marine environment.

Matter cycles and change

In this unit students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They apply their understanding of the properties of matter to evaluate safety considerations and signage. Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They apply their understanding of reversible and irreversible changes to processes involved in recycling materials. Students also distinguish the differences between pure substances and mixtures and plan appropriate methods to separate mixtures. Students will understand applications of science understandings of evaporation by Indigenous peoples of Australia. Students will pose questions; make predictions to inform investigations conducted to gain understandings of materials, how they change and how they can be separated from mixtures.

Earth and beyond

In this unit students will describe the key features of our solar system. They will discuss how people have contributed scientific knowledge to space exploration. They will explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They explore predictable phenomena such as eclipses, tides, phases of the Moon and the seasons. They will examine different cultural understandings, and how scientific understandings of space have changed over time due to developments in technology. Students will explore how sudden geological and extreme weather events can affect Earth’s surface and consider the effects of earthquakes and volcanoes on the Earth’s surface and how communities are affected. They will gather, record and interpret data relating to space and the solar system and to Earth, such as weather, climate and weather events. Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia.

Light and Shadows

In this unit, 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. 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 the use of different energy sources and their sustainability. Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object. They explore the effects of gravity and relate centre of gravity to movement. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.

YEAR 5 / 6

Context

Assessment

Year 5 - Create a creature

Students will create a fictional creature and describe the relationship between structural and behavioural adaptations needed to survive in an environment. They will use data to suggest explanations consistent with environmental data.

Year 6 - Mouldy Bread

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.

Year 5 - Investigating evaporation and explaining solids, liquids and gases

Students plan, conduct, evaluate and report on an investigation into rates of evaporation and apply knowledge of properties of solids, liquids and gases.

Year 6 - Reversible or irreversible?

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

Year 5 - Planet Exploration

Students are required to write a report for popular media such as a magazine or website. The report will be about a proposed space mission to a planet within our solar system and will contain relevant data about planets within the solar system and past space missions.

Year 6 - Natural events and change

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.

Year 5 - The aMAZing Trick

Students investigate and explain how the transfer of light can be changed and solve problems involving light.

Year 6 - Energy and electricity

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

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### YEAR 6

#### 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.

**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.

**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.

#### 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.

**Natural events and change Exam/test**

Students explain how natural events cause rapid changes to the Earth’s surface, identify contributions to the development of science by people from a range of cultures, and identify how research can improve data.

**Mouldy bread Assignment/project**

Students develop an 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.
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.

By the end of Year 6, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

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

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

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.
## YEAR 7

### Context

**Water — waste not, want not**
- Students will consider the importance of water and the water cycle. They investigate pure substances, mixtures and separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. These understandings will be applied in Unit 2 through other applications to their community.
- This unit needs to precede the unit **Water — Waste not, want not** (continued).

### Assessment

**The assessment of some concepts in this unit take place in Unit 2, Water — Waste not, want not (continued).**

**Experimental investigation and scientific report — Separating a mixture**
- Assignment/project
  - Students plan and conduct an investigation using separation techniques, evaluate results and method and suggest improvements to the investigation design.

**Water issue assignment/project**
- Students will describe and compare natural and artificial water treatment processes and describe a solution to a real-world problem and the impact of this solution on society.

**Monitoring**
- There is no summative assessment in this unit. Monitor student learning and progress throughout the unit. The assessment for this unit will be conducted in Unit 4.

**Balloon powered vehicle assignment/project**
- Students identify a question, plan and conduct fair tests considering safety, describe the forces acting on a vehicle and use data to improve vehicle design.

**Supervised assessment:**
- **Heavenly bodies assignment/project**
  - Students demonstrate understanding of the Earth, moon and sun system and its effects on the Earth, to examine the contribution science makes in addressing a real-world problem and to communicate scientifically.

**Sensational seasons presentation**
- Poster/multi-modal presentation
  - Students demonstrate the relationship between the tilt of the Earth and the seasons, to identify trends in data and to communicate the effect of the seasons on farming and agricultural practices.

**Classification of creatures exam/test**
- Students identify and classify organisms using dichotomous keys and apply scientific conventions when constructing keys for a purpose.

**Case study — Great Southern Ocean Food Webs exam**
- Students construct food webs, predict the effect of change on food webs and identify and propose solutions to problems.

### Achievement Standard

<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>By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society. Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.</td>
<td>Water — waste not, want not (continued) Students will investigate the application of filtration systems in water treatment and recycling processes. They compare and contrast artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes. This unit follows on from Unit 1: Water — Waste not, want not (continued).</td>
<td>Moving right along — exploring motion Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object. They exploring the effects of gravity and consider the difference between mass and weight. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. This unit needs to precede Unit 4, Move right along — applications in real systems</td>
<td>Moving right along — applications in real systems Builds on the concepts explored in Unit 3 and considers the application of these forces in everyday life. Students apply knowledge to construct and test a ballon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety. Heavenly bodies Students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine how science and technology have contributed to the issue of solar storms and their effects on Earth. They explore and compare cultural beliefs related to phases of the moon and eclipses. Further predictable phenomena will be studied in Unit 6: Sensational seasons. This unit needs to precede Unit 6 Sensational seasons</td>
<td>Sensational seasons This unit builds on the concepts covered in Unit 5 — Heavenly bodies, which examines the relative positions of the Earth, moon and sun. In this unit students examine the seasons, different cultural understandings of the seasons and explore how science and technology influence the development of practices within agriculture, marine and terrestrial resource management. Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing. This unit needs to precede Unit 8: Affecting organisms. 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 7: Organising organisms.</td>
<td>Organising organisms Students will review their understanding of food webs in order to identify how human activity can impact food webs in the marine environment. They will summarise &amp; analyse data &amp; consider how science &amp; technology contribute to finding solutions to issues related to marine resource management. Students will propose practices which could be put in place to address resource sustainability issues. They will examine the work of scientists in Antarctica &amp; explore native food webs and how these were understood &amp; used by Indigenous Australians. The understandings in this unit follow on from Unit 7, where students classified &amp; explored the interrelationship between organisms in an environment through food chains and food webs. This unit needs to follow Unit 7: Organising organisms.</td>
<td></td>
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</tbody>
</table>
### AUSTRALIAN CURRICULUM: HISTORY - teaching and learning unit overview across P–7

#### Term 1 Unit 1

<table>
<thead>
<tr>
<th>Inquiry question/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is my history and how do I know?</td>
</tr>
</tbody>
</table>

In this unit students:

- 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.

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.

#### Assessment

**Collection of work - Oral description, spoken/signed talk on a picture of their family.**

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:

- 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.

#### Term 3 Unit 2

<table>
<thead>
<tr>
<th>Inquiry question/s:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can stories of the past be told and shared?</td>
</tr>
<tr>
<td>• What stories do other people tell about the past?</td>
</tr>
</tbody>
</table>

In this unit students:

- 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.

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.

#### Assessment

**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:

- 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

**Semester 1 Unit 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.

**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 slideshow**

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

**Semester 3 Unit 2**

**Exploring yesterday and today – my grandparents, my parents and me**

Inquiry question/s:  
- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?

In this unit students:
- 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**

**Guided research**

**Interview and slideshow**

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.
### Achievement Standard

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.

### Achievement Standard

#### 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.

**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.

#### Exploring my local community

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

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

**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.

#### YEAR 2

**Context**

**Exploring my local community**

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

**In this unit students:**
- appreciate that history involves the study of the remains of the past
- examine the remains of the past in the local area through a focus on an historical site and/or a significant person
- investigate a person and/or site of significance in the local community
- ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal peoples and Torres Strait Islander peoples
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**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
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.

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<thead>
<tr>
<th>Term 1 Unit 1</th>
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</tr>
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<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td><strong>Exploring continuity and change in local communities</strong></td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td><strong>Investigating celebrations, commemorations and community diversity</strong></td>
<td><strong>Inquiry question/s:</strong></td>
</tr>
<tr>
<td>Inquiry question/s:</td>
<td>• Who lived here first and how do we know?</td>
</tr>
<tr>
<td>• How and why do people choose to remember significant events of the past?</td>
<td>• How has our community changed? What features have been lost and what features have been retained?</td>
</tr>
<tr>
<td>• What is the nature of the contribution made by different groups and individuals in the community?</td>
<td>In this unit students:</td>
</tr>
<tr>
<td>In this unit students:</td>
<td>• plan and conduct research about continuity and change in the region or state/territory</td>
</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>• pose a range of questions to guide research</td>
</tr>
<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>• identify sources and locate relevant information in sources to answer questions about the past</td>
</tr>
<tr>
<td>• pose questions about the enduring significance of these events, particularly through the use of symbols and emblems</td>
<td>• 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</td>
</tr>
<tr>
<td>• recognise the historical features and diversity of their community</td>
<td>• recognise and appreciate the historical features and remains of the past in a local area</td>
</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>• record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders</td>
</tr>
<tr>
<td><strong>Collection of work</strong></td>
<td>• use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</td>
</tr>
<tr>
<td>The purpose of this assessment is to assess students’ abilities to research, collect and present evidence 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:</td>
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</tbody>
</table>
By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

**Investigating European exploration and the movement of peoples**

**Inquiry question/s:**
- How and why do people choose to remember significant events of the past?
- What is the nature of the contribution made by different groups and individuals in the community?

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.

**Investigating the impact of colonisation**

**Inquiry question/s:**
- What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?
- What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?

In this unit students:
- recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians
- appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples
- investigate the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others
- pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples
- use provided sources to identify points of view and examine the impact of these interactions on families and the environment
- describe the experiences of a group over time identifying events that brought change.

**Assessment**

**Collection of work — Life of a convict**
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:
- explain how and why life changed for a convict of the First Fleet
- pose a range of questions about a convict’s life
- locate information to answer questions
- develop a historical narrative in role as a convict, using historical terms.

**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 text. The assessment will gather evidence of the student’s ability to:
- pose a range of questions about daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others
- identify sources and locate information in provided sources in response to questions
- develop a text describing continuity and change in the lives of Aboriginal peoples or a group of Torres Strait Islander peoples
- identify and explain different points of view in sources.

**SOSE**

**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 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.
- 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.
  - Also covered in English Unit 4: Retelling an Aboriginal peoples’ and/or Torres Strait Islander peoples’ story
### Unit 1 – Term 1

**Achievement Standard 4**

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

### Unit 2 – Semester 2 (Term 3 & 4)

**Achievement Standard 5**

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.

### YEAR 4 / 5

#### Context

**Year 4 – Investigating the impact of colonisation**

- **Inquiry question/s:**
  - What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?
  - What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?

**Settlement:** Impact on families + environment. (link with language term 1 and technology)

In this unit students:
- **recognise** Aboriginal and Torres Strait Islander histories as part of Australia’s history
- **investigate** the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others
- pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples.
- use provided sources to identify points of view and examine the impact of these interactions on families and the environment
- **describe** the experiences of a group over time identifying events that brought change.

- **Inquiry question/s:** How did Australian society change throughout the twentieth century?

**Impact of gold rush + Eureka. (link with language term 1 and technology)**

In this unit students:
- **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
- **identify** continuity or change
- **explain** the significance of individuals or groups who advocated for rights or were the beneficiaries of policies and legislation.

#### Collection of work

The purpose of this assessment is to explain the significant events leading to Federation, to identify continuity and change and describe cause and effects of change.

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 an individual
- **examine** sources to identify and describe points of view
- **develop** a description using historical terms and concepts.

#### Research – Historical inquiry

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.

#### Assessment

**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.

**Collection of work — Life of a convict**

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:
- **explain** how and why life changed for a convict of the First Fleet
- **pose** a range of questions about a convict’s life
- **locate** information to answer questions
- **develop** a historical narrative in role as a convict, using historical terms.

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**Wilston State School**

2014 Whole-school curriculum, assessment and reporting plan — P–7

Education Queensland

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<th>Term 4 Unit 2</th>
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<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td><strong>Investigating the colonial period in Australia – Gold Rush</strong></td>
</tr>
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</table>
| 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. | **Inquiry question/s:**
- What were the significant events and who were the significant people that shaped Australian colonies?
- What do we know about the lives of people in Australia’s colonial past and how do we know? |

**YEAR 5**

**Context**

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

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What do we know about the lives of people in Australia’s colonial past and how do we know?

In this unit students:
- recognise key events in Australia of the 1800s
- appreciate how Australians came to live together and were governed over time
- 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

**Investigating the colonial period in Australia – Gold Rush**

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

In this unit students:
- recognise key events in Australia of the 1800s
- appreciate how Australians came to live together and were governed over time 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

**Collection of work — Colonial life in Moreton Bay**

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

**SOSE**

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
<table>
<thead>
<tr>
<th>Semester 1 - Unit 1</th>
<th>Semester 2 - Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td><strong>Achievement Standard</strong></td>
</tr>
<tr>
<td>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 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 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.</td>
<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 events. 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>
</tr>
<tr>
<td><strong>Context</strong></td>
<td><strong>Context</strong></td>
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<tr>
<td><strong>YEAR 5 / 6</strong></td>
<td><strong>YEAR 5 / 6</strong></td>
</tr>
</tbody>
</table>
| **Exploring the development of the Australian nation** Inquiry questions:  
- Year 5 - Why and how did Australia become a nation?  
- Year 6 - How did Australian society change throughout the twentieth century? | **Examining significant people and events** Inquiry questions:  
- Year 5 - What were the significant events and who were the significant people that shaped Australian colonies?  
- Year 6 - Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? |
| In this unit students:  
- 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 policies and legislation. | In this unit, students:  
- recognise key events in Australia of the colonial period after 1800  
- investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration  
- appreciate the impacts of significant developments and events including the gold rushes  
- pose questions to investigate the significance of individuals and groups in shaping the colonies  
- describe the significance of individuals and events in shaping the colonies  
- locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated  
- investigate the contributions of individuals and groups to the development of Australian society, including Aboriginal peoples, Torres Strait Islander peoples and migrants |
| **Collection of work** The purpose of this assessment is to identify how Australia became a nation and how society has changed. Students will complete an annotated timeline and source study, to 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 events  
- examine sources to identify and describe points of view  
- develop a description using historical terms and concepts. | **Research – Historical inquiry**  
**Year 5** - Students conduct a historical inquiry to investigate the significance of the gold rushes and the role of Chinese people on the gold fields in bringing about change in Australia.  
**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.  
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 |
| **Assessment** | **Assessment** |
| **S O S E – C & I** Culture and identity  
Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.  
- 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. | Culture and identity  
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. |
<table>
<thead>
<tr>
<th>Semester 1 - Unit 1</th>
<th>Semester 2 - Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td><strong>In this unit students:</strong></td>
</tr>
<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>
<tr>
<td><strong>Exploiting the development of the Australian nation</strong></td>
<td><strong>Investigating the development of Australia as a diverse society</strong></td>
</tr>
<tr>
<td>Inquiry questions:</td>
<td>Inquiry questions:</td>
</tr>
<tr>
<td>• Why and how did Australia become a nation?</td>
<td>• Who were the people who came to Australia? Why did they come?</td>
</tr>
<tr>
<td>• How did Australian society change throughout the twentieth century?</td>
<td>• What contribution have significant individuals and groups made to the development of Australian society?</td>
</tr>
<tr>
<td>In this unit students:</td>
<td>• How did Australian society change throughout the 20th century?</td>
</tr>
<tr>
<td>• recognise key events in the development of Australia as a nation</td>
<td>In this unit, students:</td>
</tr>
<tr>
<td>• appreciate how Australians came to live together and were governed overtime</td>
<td>• recognise key events in Australia’s economic and social development</td>
</tr>
<tr>
<td>• investigate Australia’s path to Federation from the late 1800s to 1901</td>
<td>• appreciate how Australians came to live and work together</td>
</tr>
<tr>
<td>• 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</td>
<td>• examine the growth of the Australian population in the twentieth century</td>
</tr>
<tr>
<td>• 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</td>
<td>• appreciate how world events affected the development of Australian society during this time</td>
</tr>
<tr>
<td>• identify continuity or change</td>
<td>• compare the factors which contributed to people migrating to Australia</td>
</tr>
<tr>
<td>• explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation.</td>
<td>• identify the reasons behind migration stories</td>
</tr>
<tr>
<td><strong>Research – Historical inquiry</strong></td>
<td>• explore the significance of individual narratives from oral and written histories.</td>
</tr>
<tr>
<td>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. The assessment will gather evidence of the student’s ability to:</td>
<td><strong>SOSSE – C &amp; I</strong></td>
</tr>
<tr>
<td>• identify change and continuity and describe the causes and effects of change on society</td>
<td><strong>Culture and identity</strong></td>
</tr>
<tr>
<td>• explain the significance of and individual</td>
<td>Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.</td>
</tr>
<tr>
<td>• examine sources to identify and describe points of view</td>
<td>• Aboriginal people’s and Torres Strait Islander people’s diverse social organisation, languages and lifestyles reflect the importance of “country” — land, sea and places</td>
</tr>
<tr>
<td>• develop a description using historical terms and concepts.</td>
<td>• 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</td>
</tr>
</tbody>
</table>

Wilston State School 2014 Whole-school curriculum, assessment and reporting plan — P–7
Education Queensland
### 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.

**Key inquiry questions**
- **Year 6:** How do we know about the ancient past? What have been the legacies of ancient societies? How did Australian society change throughout the twentieth century?
- **Year 7:** Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies? Why and where did the earliest societies develop? What contribution have significant individuals and groups made to the development of Australian society?

### Unit 2

**Examining significant people and events**

**Key inquiry questions:**
- **Year 6:** Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society?
- **Year 7:** Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies?

In this unit, students:
- recognise key events in Australia of the colonial period after 1800
- investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration
- appreciate the impacts of significant developments and events including the gold rushes
- pose questions to investigate the significance of individuals and groups in shaping the colonies
- describe the significance of individuals and events in shaping the colonies
- locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated
- investigate the contributions of individuals and groups to the development of Australian society, including Aboriginal peoples, Torres Strait Islander peoples and migrants
- examine the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- identify and describe the key features of ancient societies (farming, trade, social classes, religion, rule of law).

### Assessment

**Collection of work**
- **Year 6 - Students create a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to demonstrate an understanding of the development of the Australian nation and the significance of the event of Federation through writing a historical narrative about the role of a significant individual and group, interpreting sources and developing an annotated timeline.**
- **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.**

**Research:** Historical Inquiry
- **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.**

**Collection of work**
- **Year 7 - To 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.**

### Assessment

**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.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
<td>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.</td>
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<tr>
<td><strong>Context</strong></td>
<td>Investigating the ancient past</td>
<td></td>
<td></td>
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<tr>
<td>Inquiry question:</td>
<td>The Mediterranean world - Greece</td>
<td></td>
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</tr>
<tr>
<td>• How do we know about the ancient past?</td>
<td>Inquiry questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Why and where did the earliest societies develop?</td>
<td>• What emerged as the defining characteristics of ancient societies?</td>
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<tr>
<td>In this unit, students:</td>
<td>• What have been the legacies of ancient societies?</td>
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<tr>
<td>• identify the tools, techniques and methods used by historians and archaeologists to investigate history</td>
<td>In this unit, students:</td>
<td></td>
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</tr>
<tr>
<td>• explore the range of sources that can be used in an historical investigation and the usefulness of these sources</td>
<td>• explore the physical features of Greece and how they influenced the civilisation that developed there</td>
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<tr>
<td>• investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists</td>
<td>• investigate significant beliefs, values and practices of Greek society</td>
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<tr>
<td>• appreciate the importance of conserving remains of the ancient past.</td>
<td>• identify and understand the roles of key groups in ancient Greek society</td>
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<td></td>
<td>• investigate the role of a significant individual and how they have been perceived by contemporaries and later historians</td>
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<td></td>
<td>• examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.</td>
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<tr>
<td><strong>Research: Investigating an artefact — Assignment/Project.</strong></td>
<td><strong>Supervised Assessment: Short response test- Greece — Exam/test.</strong></td>
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</tr>
<tr>
<td>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.</td>
<td>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:</td>
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<tr>
<td>The assessment will gather evidence of the student’s ability to:</td>
<td>• describe events and developments from the perspective of different people who lived at the time</td>
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<tr>
<td>• develop questions to frame a historical inquiry</td>
<td>• explain the role of groups and the significance of particular individuals in society</td>
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<tr>
<td>• identify and select a range of sources and locate, compare and use information to answer inquiry questions</td>
<td>• identify past events and developments that have been interpreted in different ways</td>
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<tr>
<td>• interpret sources to identify the origin and purpose of an ancient artefact</td>
<td>• examine sources to explain points of view</td>
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<tr>
<td>• develop texts, particularly descriptions and explanations to organise findings</td>
<td>• use information from sources to answer questions</td>
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<tr>
<td>• use historical terms and concepts, incorporate relevant sources and acknowledge these sources of information.</td>
<td>• identify origin and purpose of sources when interpreting them.</td>
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<tr>
<td><strong>Assessment: Extended response to historical stimulus</strong></td>
<td>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:</td>
<td></td>
<td></td>
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<tr>
<td>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:</td>
<td>• describe events and developments from the perspective of different people who lived at the time</td>
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<td>• explain the role of groups and the significance of particular individuals in society</td>
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<td>• identify past events and developments that have been interpreted in different ways</td>
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<tr>
<td>• sequence events and developments within a chronological framework, using dating conventions to represent and measure time</td>
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<tr>
<td>• identify origin and purpose of sources when interpreting them.</td>
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</tbody>
</table>
## AUSTRALIAN CURRICULUM: GEOGRAPHY - teaching and learning unit overview across P–7

### Term 2 Unit 1 — What is my place like?

**Context**

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

### Term 4 Unit 2 — How do we care for special places?

**Context**

In this unit, students:
- draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
- understand that what makes a ‘place’ special is dependent on how people view the place or use the place
- pose questions about the meaning places have for people
- listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a ‘place’ or ‘places’, particularly the visible elements or features of a place
- describe the location of important places using geographical terms such as near and far
- use sources to identify ways that people care for special places, and record
- describe special places and the reasons they are special to people
- reflect on learning to suggest ways they could contribute to the caring of a special place

### Achievement Standard

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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Term 2 Unit 1</th>
<th>Term 4 Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of work Multimodal</td>
<td>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:</td>
<td></td>
</tr>
<tr>
<td>- describe the features of familiar places</td>
<td></td>
<td></td>
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<tr>
<td>- recognise that places can be represented on maps and a globe</td>
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<tr>
<td>- represent features of a familiar place on pictorial maps and models</td>
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<tr>
<td>- describe their observations of the features of familiar places</td>
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</tr>
<tr>
<td>Guided research Oral</td>
<td>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:</td>
<td></td>
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<tr>
<td>- recognise why some places are special to people by sharing their observations on why places are important</td>
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<tr>
<td>- share observations in an oral presentation and use everyday language to describe the direction and location of an important place</td>
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<tr>
<td>- reflect on inquiry findings and suggest ways that a familiar place can be cared for</td>
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</tbody>
</table>
### 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.

### YEAR 1

#### Context

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

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

### 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 of places. The assessment will gather evidence of the student’s ability to:
- identify and describe the natural, managed and constructed features of places at a local scale
- recognise that people describe the features of places differently
- identify where features of places are located and recognise that spaces can be arranged for different purposes
- represent the location of different places and their features on a pictorial map
- use everyday language to describe direction and location.

#### 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:
- identify changes in features of places
- describe how to care for places
- respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided
- present findings in an oral presentation using everyday language to describe direction and location
- reflect on their learning to suggest ways that places can be cared for.
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.

### Context

**What is the story of my place?**

In this unit, students:

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

**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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Unit 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td><strong>Achievement Standard</strong></td>
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</tbody>
</table>

**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.
### YEAR 3

#### Context
- 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

#### 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.

#### 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
- 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 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
- collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in the selected places of significance
- interpret data and information to identify similarities and differences for selected places of significance
- form conclusions identify how climate, settlement and demography influence how people have live in the 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)
- 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

#### Research (Written or multimodal)
- The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. 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
### 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.

### Year 4

#### Content

**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.

### Achievement Standard

**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.

### 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

### Assessment

**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.
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
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<tbody>
<tr>
<td><strong>Achievement Standard 4</strong></td>
<td>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.</td>
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<tr>
<td><strong>Achievement Standard 5</strong></td>
<td>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.</td>
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</tbody>
</table>
| **YEAR 4 / 5** | **Context**
**Year 4**
How does the environment support the lives of people and other living things?
The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents.
The importance of environments to animals and people, and different views on how they can be protected (Link with science term 1)

**Year 5**
**Exploring places and their diversity**
The key inquiry questions guiding this unit are:
- How do people influence the human characteristics of places and the management of spaces within them?
- The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents.
- The influence of the environment on the human characteristics of a place.

**Assessment**
- Link with endangered animals unit
- Yr 5 settlement patterns/desert area and endangered species
- Yr 4 identify environments for 2 species. Identify ways to protect endangered species.

| **Year 4** | **Year 5** |
| How do different views about the environment influence approaches to sustainability? | How do people and environments influence one another? |
| How can people use places and environments more sustainably? | The impact of bushfires or floods on environments and communities, and how people can respond. |
| The types of natural vegetation and the significance of vegetation to the environment and to people. | The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places. |
| The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources. | |
| The natural resources provided by the environment, and different views on how they could be used sustainably. | |
| The sustainable management of waste from production and consumption | |

| **Year 4** | **Year 5** |
| Yr 4 Compare use of resources from aboriginal people and compare to early settlement | Yr 5 Prepare a map showing location of major Australian bushfires and identify/compare to rainfall and vegetation in the areas. |
| Map rainforest areas in Amazon over time period. Make predictions and justify and present day. | |
| Link to SOSE term 2 | |
### YEAR 5

#### Context

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

In this unit, students:
- draw on studies at the national scale, including Australia and the location of major countries in Europe and North America
- 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, 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.

#### 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
  - mapping folio
  - photo journal
  - disaster plan

#### Assessment

**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 of 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 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

**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
<table>
<thead>
<tr>
<th>Achievement Standard 5</th>
<th>Achievement Standard 6</th>
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<tbody>
<tr>
<td><strong>Semester 1 - Unit 1</strong></td>
<td><strong>Semester 2 - Unit 2</strong></td>
</tr>
<tr>
<td>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 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.</td>
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<tr>
<td><strong>Semester 2 - Unit 2</strong></td>
<td><strong>Semester 2 - Unit 2</strong></td>
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<tr>
<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>
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**YEAR 5 / 6**

**Content**

**Exploring places and their diversity**

The key inquiry questions guiding this unit are:

**Year 5:** How do people and environments influence one another?

**Year 6:** How do places, people and cultures differ across the world?

How do people’s connections to places affect their perception of them?

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

**Exploring connections between people, places and environments**

The key inquiry questions guiding this unit are:

**Year 5:** How can the impact of bushfires or floods on people and places be reduced?

**Year 6:** What are Australia’s global connections between people and places?

How do people’s connections to places affect their perception of them?

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

**Assessment**

**Collection of work (written test booklet)**

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

Year 5 - To investigate how communities prepare for and respond to geographical challenges (natural hazards) and describe how geographical challenges connect people, places and communities.

Year 6 - To investigate how natural disasters influence interconnections between countries and how these interconnections change places and affect people.

- Develop geographical questions to investigate and plan an inquiry
- Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports
- Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions
- Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people
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

#### 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

### 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

### 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
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.

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.

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)

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
- develop 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)
### Year 6 - Collection of work

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.

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

### Year 7 - Collection of work

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:

- explain interconnections between people, places and environments and describe how they change places and environments
- describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic & social factors
- identify geographically significant questions to frame an inquiry
- locate relevant information from primary and secondary sources to answer inquiry questions
- present findings using relevant geographical terminology and graphic representations in a range of communication forms
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

### Year 6 - Research

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:

- 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.

### Year 7 - Collection of work

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:

- explain interconnections between people, places and environments and describe how they change places and environments
- describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic & social factors
- identify geographically significant questions to frame an inquiry
- locate relevant information from primary and secondary sources to answer inquiry questions
- present findings using relevant geographical terminology and graphic representations in a range of communication forms
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.
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.

**Water in the world (note Science Units 1 & 2 study water)**

In this unit, students:

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

**Place and liveability**

In this unit, students:

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

**Supervised assessment**:

Students interpret, analyse and form conclusions about data and information, and respond to questions using representations, short answers and paragraph responses. The assessment will gather evidence of the student’s ability to:

- describe geographical processes that influence the characteristics of places and how places are perceived and valued differently
- propose simple explanations for spatial distributions and patterns among phenomena
- 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
- analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions
- present arguments using relevant geographical terminology

**Collection of work** (Multimodal):

Students follow an inquiry approach that aligns with the geographical inquiry and skills strand and communicate their findings, using written or non-written text-types specific to the study of geography. The assessment will gather evidence of student ability to:

- explain interconnections between people, places and environments and describe how they change places and environments
- describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic & social factors
- identify geographically significant questions to frame an inquiry
- locate relevant information from primary and secondary sources to answer inquiry questions
- present findings using relevant geographical terminology and graphic representations in a range of communication forms
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.
**QCAR - STUDIES OF SOCIETY AND ENVIRONMENT** (Also see related links in History)

### 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

**Coverage of SOSE – Political and Economic Systems Essential Learnings**
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

**Coverage of SOSE – Political and Economic Systems Essential Learnings**
Classroom rules and routines
Voting – rules, activities, games etc.

### YEAR 3

**Essential Learnings and Context**
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?
- 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**
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

**Assessment:** Students participate in a mock parliament.
## YEAR 4 / 5

### Essential Learnings and Context

**Culture and identity**

*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
- 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

**Political and economic systems**

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

- 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

### Year 5 - Sustainability

Population increases cause overcrowding, habitat removal, water shortages, pollution. (link with gold rush)

### Year 4 - Cultural diversity

Individuals + groups contribute to change + maintain Australian society. (link with early settlement, gold rush) Restriction of migration (Chinese)

### Year 4 - Oral presentation.

Write and present a persuasive speech – convince others of the pros/cons of establishing resort in area of mangroves.

### Year 4 - Historical Recount

Create a diary of a child living in colonial village.

### Assessment

<table>
<thead>
<tr>
<th>Unit 1 - Term 1</th>
<th>Unit 2 – Semester 2, Terms 3 &amp; 4</th>
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<tr>
<td>Australian society reacts positive + negative – cultural celebrations + citizenship, food</td>
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</tbody>
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**Note:**

- Wilston State School 2014 Whole-school curriculum, assessment and reporting plan — P–7
- Education Queensland

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### Political and economic systems

Year 5 - 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.
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**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.

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

### Culture and identity

Year 6 - 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.

**Written test – short answer response.**

**BTN**

**Relates to History unit 2 (immigration stories)**

**Written response**

Analysis of Kath Walker poem using Holistic Framework.
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.

**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
  - 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 heritage.
  - 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.

**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.

#### 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)
- Exam / test with short response answers
### QCAR - THE ARTS

**Year 1**

<table>
<thead>
<tr>
<th>Essential Learnings and Content</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **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. | 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. | Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.  
  • Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases.  
  • Directions, levels, shapes and pathways are used to move in space within movement phrases.  
  • Fast and slow movements are used to change timing in movement phrases.  
  • Percussive and sustained movement qualities are used to change energy in movement phrases.  
  • Structuring devices, including repetition and narrative forms, are used to organise movement phrases. | Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.  
  • Still and moving images, sounds and words are used in media texts.  
  • Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts.  
  • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. |

<p>| Assessment | Assessment Task: act out a scene from a story book, portraying different emotions. (Relates to C2C English Unit 1) | Arts Specialist | Arts Specialist | Assessment Task: Digital multi-modal procedure (Relates to C2C English Unit 8) |</p>
<table>
<thead>
<tr>
<th>YEAR 2</th>
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<th>Visual Art</th>
<th>Media</th>
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<td>• Purpose and context are used to shape roles, language, place and space to express ideas.</td>
<td>• Directions, levels, shapes and pathways are used to move in space within movement phrases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position.</td>
<td>• Representations in media texts can be either real or imagined, and are created for particular audiences and purposes.</td>
<td>• Dramatic action is structured by being in role and building storydramas.</td>
<td>• Fast and slow movements are used to change timing in movement phrases.</td>
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</tr>
<tr>
<td></td>
<td>• Texture is used to create variation and repetition.</td>
<td></td>
<td></td>
<td>• Percussive and sustained movement qualities are used to change energy in movement phrases.</td>
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<td></td>
<td></td>
<td>• Structuring devices, including repetition and narrative forms, are used to organise movement phrases.</td>
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<tr>
<td></td>
<td>Art specialist</td>
<td>Written narrative with images</td>
<td>Performance</td>
<td>Arts Specialist</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Students design a poster for an election / vote. Relates to SOSE Unit 1 – Our Community</td>
<td>Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text. (Relates to English unit)</td>
<td>Students create a written retell of an event in the life of a person or character from one of the stories studied and then present a performance of the retell to an audience of peers. (Relates to English unit)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>Essential Learnings and Content</th>
<th>Media</th>
<th>Drama</th>
<th>Dance</th>
<th>Visual Art</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</td>
<td>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>
<td>Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</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></td>
</tr>
<tr>
<td></td>
<td>• Still and moving images, sounds and words are used in media texts.</td>
<td>• Purpose and context are used to shape roles, language, place and space to express ideas.</td>
<td>• Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases.</td>
<td>• Line is used to suggest movement and direction.</td>
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</tr>
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<td>• Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts.</td>
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<tr>
<td>Assessment</td>
<td>Suggested assessment task: Students design a poster for an election / vote. Relates to SOSE Unit 1 – Our Community</td>
<td>Suggested assessment task: Act out a safe behaviour role play.</td>
<td>Suggested assessment task: Observation - students engage in performing, creating and reflecting on a range of dances.</td>
<td>Suggested assessment task: folio of visual art work incorporating line and shape.</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 4

Essential Learnings and Content

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.

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.

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.

Assessment

Suggested assessment task: Act out a scene from The Twits, using knowledge of purpose and context students retell a familiar story demonstrating a consideration of time frame, language, place and space.

Suggested assessment task: View different dances on YouTube. Students work in cooperative groups to design a dance, incorporating contrast and canon forms.

Suggested assessment task: Folio of visual art work incorporating use of colour and texture.

YEAR 4/5

Essential Learnings and Context

DRAMA
Role + status of relationships can be maintained using movement, including posture, gesture + body position + expression of voice. (Link with yr 5 TV news drama)

MEDIA
Still + moving images, sounds, words selected in media texts

Visual Art
Colour shades (black to colour) and tints (colour to white) create balance, contrast + patterns

DANCE
Gross + fine motor movements are used to create short movement + sequences

Drama
Dramatic action is structured through storytelling, improvisation and extended roleplays.

Media
Representations in media texts selected from different settings, including time + place, for different audiences + purposes. (Link with Cool Runnings)

Visual Art
Curved, angular, symmetrical, asymmetrical + overlapping shapes create balance, contrast + patterns.

Dance
Structuring devices, contrast + canon forms, are used to organise short movement sequences.

Drama
Purpose and context guide selection of timeframes, language, space + place.

Media
Texture creates contrast + patterns using lines, rubbings + markings.

Visual Art
Simple rhythmic patterns are used for timing of movements in short movement sequences.

Group formations are used to organise dancers in short movement sequences.
<table>
<thead>
<tr>
<th>Year 5</th>
<th>Essential Learning and Content</th>
<th>Assessment</th>
<th>Unit 1</th>
<th>Unit 2</th>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DRAMA</td>
<td></td>
<td>Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.</td>
<td>• Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice.</td>
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<td>Visual Art</td>
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<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>• Continuous, broken and hatched lines are used to create balance, contrast, space and patterns.</td>
<td>• Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns.</td>
<td>• Still and moving images, sounds and words are selected to construct media texts.</td>
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<td>DANCE</td>
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<td>• Simple rhythmic patterns are used for timing of movements in short movement sequences.</td>
<td>• Swinging and collapsing movement qualities are used to alter energy in short movement sequences.</td>
<td>• Create a portrait of Who's Who from the Eureka Stockade.</td>
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<tr>
<td></td>
<td>Assessment task: students present a speech in the role of a fantasy character, justifying their character’s actions.</td>
<td>• Me Mosaic</td>
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<td>• Paul Klee</td>
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<td>• Campaign materials</td>
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<td></td>
<td>Suggested assessment task: folio of visual art work incorporating use of line and shape.</td>
<td></td>
<td>Van Gogh and landscape paintings</td>
<td></td>
<td>Watercolour bird paintings</td>
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<td></td>
<td>• Glazed, ceramic tiles – Australian landscapes</td>
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<td>Suggested assessment task: design and create a brochure to accompany 3D bird exhibit. Relates to Technology Unit 2</td>
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<td></td>
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<td><strong>YEAR 5 - MEDIA</strong></td>
<td><strong>YEAR 5 - DANCE</strong></td>
<td><strong>YEAR 5 - VISUAL ART</strong></td>
<td><strong>YEAR 5 - DRAMA</strong></td>
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- Still and moving images, sounds and words are selected to construct media texts.  
- Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts.  
- Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes. | Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.  
- 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. | 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. | 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 interpreted, prepared and shaped through scenarios and scripts. |
| **YEAR 6 - MEDIA** | **YEAR 6 - DANCE** | **YEAR 6 - VISUAL ART** |  |
| 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.  
- Representations in media texts have specific purposes and are modified to maximise audience impact. | 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 locomotor and non-locomotor movements are used to create actions for movement sequences.  
- Directional focus is used to draw attention in space in movement sequences.  
- Combinations of simple and compound time signatures are used to modify timing of movements in sequences.  
- Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences. | 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.  
- Blended, controlled and symbolic colour is used to create depth, representation and symbolism.  
- Descriptive and emotive lines are used to create abstraction, proportion and symbolisation.  
- Actual, invented and simulated textures are used to create depth, representation and non-representation. |  |
| **Assessment** | **Assessment** | **Assessment** | **Assessment** |
| Assessment task: create an animated narrative. (relates to English unit) | Assessment task: Year 5 - In pairs, students choreograph and perform a dance sequence based on a set dance map. They then construct their own map and interpret another person’s map.  
Year 6 - Create and perform a dance sequence by modifying the dance elements to express ideas | Assessment task: create a visual arts portfolio and design and create a 3D surf board. | Assessment task: create a theatrical performance for buddies. |
### Unit 1

**Essential Learnings:**
- 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 different media and techniques.
- Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through different media and techniques.

**Assessment:**
- Visual Art: students create representations and construct meaning, 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.

**Suggested Assessment:**
- Visual Art Portfolio

### Unit 2

**Essential Learnings:**
- 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.

**Assessment:**
- Media: students create representations and construct meaning, considering intended audiences and intended purposes, through media and technologies.

**Suggested Assessment:**
- Multimodal Presentation - Notable Australian (Relates to English and SOSE units)

### Unit 3

**Essential Learnings:**
- 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 locomotor and non-locomotor movements are used to create actions for movement sequences.

**Assessment:**
- Dance: students review and analyse a variety of dances as a critic.

**Suggested Assessment:**
- Students create and critique dances (YouTube dance clips)

### Unit 4

**Essential Learnings:**
- Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through different media and techniques.
  - Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus.

**Assessment:**
- Drama: students act out a poem / scene from a song (relates to English units 7 & 8)

**Suggested Assessment:**
- Students create and critique dances (YouTube dance clips)
## Wilston State School Arts Specialist Program 2014 - Overview

<table>
<thead>
<tr>
<th>Prep</th>
<th>Year 1</th>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts</strong></td>
<td><strong>Visual Arts</strong></td>
</tr>
<tr>
<td>• “This Line went for a walk” activity. Students draw different types of lines when prompted by the teacher’s story.</td>
<td>• Warm and Cool colours. Snowflakes and Fire oil pastel with ink wash, wax resist technique.</td>
<td>• Claude Monet – Impressionism and what is it? Giverny and Monet’s Garden pictures. Draw quick impressions of objects and environment in pencil on paper.</td>
</tr>
<tr>
<td>• Start Directive drawing task of “Pigasso Pig” using a cubist style of colouring technique. Blocking and blending colours.</td>
<td>• Tropical Fish colouring activity using blending and patterning.</td>
<td>• Sketching flowers, shapes, sizes, petals. How watercolour pencils are used effectively.</td>
</tr>
<tr>
<td>• Discuss Henri Matisse and introduce the types of line used in “The Eschimo” Practise the picture on small individual whiteboards.</td>
<td>• Symmetrical design, what does it mean. Talk about patterns on butterflies wings. Make “Butterfly Bodies” using Primary colours and folded paper, observing the mixing of Secondary colours when pressed and rubbed in the fold of paper. Symmetrical design on wings. Talk about detail and accuracy.</td>
<td>• Begin individual “Wildflower” project. Crayon stems, wavy line to create movement and depth.</td>
</tr>
<tr>
<td>• Directive drawing lesson of Matisse’s “The Eschimo” using three colours of crayon, emphasizing use of line and shape.</td>
<td>• Introduce Claude Monet and his famous work “Water Lilies” and Giverny.</td>
<td>• “My Wonder Machine”. A task in drawing and imagination.</td>
</tr>
<tr>
<td>• Ink wash “The Eschimo” and discuss how thin and thick coloured areas react with the wax resist technique</td>
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<tr>
<td>• Learning how to mount the work “The Eschimo” onto black card. Talk about “framing” and art piece to have aesthetic appeal</td>
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<tr>
<td>• Leaf Rub Plates on brown paper – colours of Autumn and the leaves that fall from the trees.</td>
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<tr>
<td>• Cut out leaf rubbings to be placed on a large piece of card as a collaborative class work. Talk about collaboration in the arts.</td>
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<tr>
<td>• “Our City” project. Collage of tall buildings along a “River”</td>
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<td>• Show work and evaluate work of self and others</td>
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</table>
### Wilston State School Music Specialist Program 2014 - Overview

#### Prep Overview

<table>
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<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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</thead>
<tbody>
<tr>
<td>Rhythm and Metre</td>
<td>experience beat</td>
<td>fast / slow</td>
<td></td>
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<tr>
<td>Pitch and Melody</td>
<td>speaking / singing voice</td>
<td>high / low</td>
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<tr>
<td>Part Work</td>
<td>song and action</td>
<td>song and game</td>
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<tr>
<td>Form and Structure</td>
<td>repetition</td>
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<tr>
<td>Tone Colour</td>
<td>classroom percussion</td>
<td>Children’s voices</td>
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<tr>
<td>Expressive Elements</td>
<td>loud / soft</td>
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#### Year One Overview

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<tbody>
<tr>
<td>Rhythm and Metre</td>
<td>Beat</td>
<td>Rhythm</td>
<td></td>
<td>Feeling accent</td>
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<td></td>
<td>Games using Percussion</td>
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<tr>
<td>Pitch and Melody</td>
<td>Difference between speaking and singing voice</td>
<td>high / low octave Melodic Contour</td>
<td>High/Low minor 3/4 sm</td>
<td></td>
</tr>
<tr>
<td>Part Work</td>
<td>Song and actions</td>
<td>Song and beat Unison</td>
<td>Song and Rhythm</td>
<td>Beat and Rhythm</td>
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<tr>
<td>Form and Structure</td>
<td>Echo</td>
<td>Same and Different</td>
<td>Same and Different</td>
<td>Question and Answer</td>
</tr>
<tr>
<td>Tone Colour</td>
<td>Untuned percussion</td>
<td>Voices in group</td>
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<td></td>
<td>Instruments</td>
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<td>Soft/Loud</td>
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<td>piano - p</td>
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<tbody>
<tr>
<td><strong>Rhythm and Metre</strong></td>
<td>accent and barlines in $\frac{3}{4}$</td>
<td>accent and barlines in $\frac{3}{4}$</td>
<td>ties</td>
<td>minim</td>
</tr>
<tr>
<td><strong>Pitch and Melody</strong></td>
<td>la</td>
<td>Step / Skip</td>
<td>do</td>
<td>Absolute names on the treble staff</td>
</tr>
<tr>
<td><strong>Part Work</strong></td>
<td>4 beat rhythmic ornament</td>
<td>Canon - 2 part</td>
<td>4 beat melodic ornament</td>
<td></td>
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<tr>
<td><strong>Form and Structure</strong></td>
<td>Same and different phrases</td>
<td></td>
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<tr>
<td><strong>Tone Colour</strong></td>
<td>Orchestral Families - Strings - Violin</td>
<td>Brass - Trumpet</td>
<td>Woodwind - Flute</td>
<td>Percussion - Bass Drum</td>
</tr>
<tr>
<td><strong>Expressive Elements</strong></td>
<td>Revise loud - $f$</td>
<td>smooth and detached</td>
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### Year Three Overview

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<tr>
<td><strong>Rhythm and Metre</strong></td>
<td>Accent and barlines in $2/4$, $3/4$, and $4/4$</td>
<td></td>
<td>Accent and barlines in $4/4$</td>
<td>minim</td>
</tr>
<tr>
<td><strong>Pitch and Melody</strong></td>
<td>Read treble clef staff notes BAG and play on Recorder (mrd)</td>
<td>C' and D' on treble staff and recorder</td>
<td></td>
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</tr>
<tr>
<td><strong>Part Work</strong></td>
<td>4 beat rhythmic and melodic ornament</td>
<td>Rhythmic and melodic canon</td>
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<tr>
<td><strong>Form and Structure</strong></td>
<td>Introduction</td>
<td>Canon form</td>
<td>Similar phrase structures</td>
<td></td>
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<tr>
<td><strong>Tone Colour</strong></td>
<td>String Instruments - Double Bass</td>
<td>Brass Instruments - Trombone</td>
<td>Woodwind Instruments - Clarinet</td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Elements</strong></td>
<td>piano ($p$), forte ($f$)</td>
<td></td>
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### Year Four Overview

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythm and Metre</strong></td>
<td>4/4 time</td>
<td>2/4 time</td>
<td>Repeat Sign</td>
</tr>
<tr>
<td><strong>Pitch and Melody</strong></td>
<td>High D on treble staff (content - dmi - CDE)</td>
<td>D and E, on treble staff and recorder Interval-Major 3rd</td>
<td>Middle C on treble staff</td>
</tr>
<tr>
<td><strong>Part Work</strong></td>
<td>Rhythmic accompaniments</td>
<td>Partner Songs</td>
<td></td>
</tr>
<tr>
<td><strong>Form and Structure</strong></td>
<td></td>
<td>Verse / Chorus</td>
<td></td>
</tr>
<tr>
<td><strong>Tone Colour</strong></td>
<td>String Instruments - Cello</td>
<td>Brass Instruments - Tuba</td>
<td>Percussion Instruments - Timpani</td>
</tr>
<tr>
<td><strong>Expressive Elements</strong></td>
<td>Staccato / legato</td>
<td>Pp pianissimo</td>
<td>Pp fortissimo</td>
</tr>
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### Year Five Overview

<table>
<thead>
<tr>
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<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythm and Metre</strong></td>
<td>2/4 time</td>
<td>Anacrusis</td>
<td>3/4 time</td>
</tr>
<tr>
<td><strong>Pitch and Melody</strong></td>
<td>#F on treble staff</td>
<td>All notes on treble clef staff</td>
<td></td>
</tr>
<tr>
<td><strong>Part Work</strong></td>
<td>Canons - 3 parts (groups: pairs and one on a part)</td>
<td>accompaniments</td>
<td>2 part rhythms using $\frac{2}{4}$ and $\frac{4}{4}$</td>
</tr>
<tr>
<td><strong>Form and Structure</strong></td>
<td></td>
<td>Vs chorus</td>
<td>binary form</td>
</tr>
<tr>
<td><strong>Tone Colour</strong></td>
<td>String Instruments - Viola</td>
<td>Brass Instruments - French Horn</td>
<td>Percussion Instruments - Oboe</td>
</tr>
<tr>
<td><strong>Expressive Elements</strong></td>
<td>pp and ff</td>
<td>Crescendo decrescendo</td>
<td>mf</td>
</tr>
</tbody>
</table>
### Year Six Overview

<table>
<thead>
<tr>
<th>Term</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythm and Metre</strong></td>
<td>Revise known concepts</td>
<td>Tinkka</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pitch and Melody</strong></td>
<td>Ukulele chord progressions (I IV and V7)</td>
<td>Tonic-Dominant Accompaniments Em and Am chords on Ukelele</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Part Work</strong></td>
<td>Melodic canons up to four parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Form and Structure</strong></td>
<td>Indigenous Aust music</td>
<td>1st and 2nd time endings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tone Colour</strong></td>
<td>Indigenous Aust Music</td>
<td>String Instruments - all</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Elements</strong></td>
<td>Indigenous Aust Music</td>
<td>Crescendo Decrescendo</td>
<td>Graduation Preparation</td>
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</table>

### Year Seven Overview

<table>
<thead>
<tr>
<th>Term</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhythm and Metre</strong></td>
<td>Strumming patterns in 2/4 or 4/4</td>
<td>Tinkka</td>
<td>Reinforce all known rhythmic elements</td>
<td></td>
</tr>
<tr>
<td><strong>Pitch and Melody</strong></td>
<td>Ukulele chord progressions (I IV and V7)</td>
<td>Recorder - High C on tenor staff</td>
<td>Uke chord Em and Am</td>
<td>All notes on treble staff</td>
</tr>
<tr>
<td><strong>Part Work</strong></td>
<td>Melodic canons up to four parts</td>
<td>Rhythm and melodic canons I IV V7 accompaniments (Ukelele)</td>
<td>Reading 2 part music in treble clef - recorder</td>
<td></td>
</tr>
<tr>
<td><strong>Form and Structure</strong></td>
<td>12 bar blues</td>
<td>Indigenous Aust Music</td>
<td>Pop song structure - verse, chorus, bridge etc</td>
<td></td>
</tr>
<tr>
<td><strong>Tone Colour</strong></td>
<td>Listen to Ukelele recordings and reflect</td>
<td>Instrumentation, vocal techniques in Indigenous Aust Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expressive Elements</strong></td>
<td>Mezzo piano (leg), mezzo forte (ref)</td>
<td>Explore Indigenous Australian Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Wilston State School 2014 Whole-school curriculum, assessment and reporting plan — P-7*
### YEAR 1

#### Essential Learnings and Context

**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.

**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.

#### Assessment

- Ongoing monitoring

---

### YEAR 2

#### Essential Learnings and Context

**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).
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- 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.

**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.

#### Assessment

- Ongoing monitoring
- Life Education program
## YEAR 3

### Essential Learnings and Context

- **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.

- **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.

### Assessment

- **Suggested assessment task:** Transport, Safety Test

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## YEAR 4

### Essential Learnings and Context

- **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.

- **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 explain how 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.

---

## YEAR 4 / 5

### Essential Learnings and Context

- **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.
  - Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age + activity levels

- **PERSONAL DEVELOPMENT**
  - Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.
  - Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.
  - Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.

### Assessment

- **Ongoing monitoring**
  - Year 4 - redesign a healthy cereal box to appeal to children (link with language task)
  - Year 5 - redesign a healthy cereal box to appeal to children (link with language task)

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<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Learnings and Context 5</strong></td>
<td>PERSONAL DEVELOPMENT</td>
<td>HEALTH</td>
</tr>
<tr>
<td>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</td>
<td>- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.</td>
<td>Health is multidimensional and influenced by individual, group and community actions, and environments.</td>
</tr>
<tr>
<td></td>
<td>- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.</td>
<td>- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.</td>
</tr>
<tr>
<td></td>
<td>Suggested assessment task: monitoring ongoing</td>
<td>- Individual and group action can promote health and wellbeing, including safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 5 / 6</th>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Learnings and Context 5</strong></td>
<td>YEAR 5 - PERSONAL DEVELOPMENT</td>
<td>YEAR 5 - HEALTH</td>
</tr>
<tr>
<td>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</td>
<td>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</td>
<td>Health is multidimensional and influenced by individual, group and community actions, and environments.</td>
</tr>
<tr>
<td>- Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others.</td>
<td>- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.</td>
<td>- Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.</td>
</tr>
<tr>
<td>- Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups.</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>
<td>- Individual and group action can promote health and wellbeing, including safety.</td>
</tr>
<tr>
<td>YEAR 6 - PERSONAL DEVELOPMENT</td>
<td></td>
<td>YEAR 6 - HEALTH</td>
</tr>
<tr>
<td>Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</td>
<td></td>
<td>Health is multidimensional and influenced by individual, group and community actions, and environments.</td>
</tr>
<tr>
<td>- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.</td>
<td></td>
<td>- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated.</td>
</tr>
<tr>
<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>
<td>- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources</td>
<td>- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence.</td>
</tr>
<tr>
<td></td>
<td>Ongoing monitoring</td>
<td>Life Education program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changes Ahead program (Family Planning)</td>
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</tbody>
</table>
### Term 2 - Unit 1

<table>
<thead>
<tr>
<th>YEAR 6</th>
<th>Essential Learnings and Context</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| HEALTH | Health is multidimensional and influenced by individual, group and community actions, and environments.  
- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated.  
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence. | Assessment task: create a multimodal text representing self-image and self-esteem. (relates to The Arts – media unit) |

### Unit 2

<table>
<thead>
<tr>
<th>PERSONAL DEVELOPMENT</th>
<th></th>
</tr>
</thead>
</table>
| Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.  
- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.  
- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem.  
- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources. | |

**Assessment task: ongoing monitoring, Life Education program**
<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Aquatics – Water Awareness Week 3-10</td>
<td>Perceptual Motor Week 1-10</td>
<td>Large Ball Skills Week 1-5</td>
<td>Aquatics – Water Awareness Week 1-10</td>
</tr>
<tr>
<td></td>
<td>• Introduce water safety</td>
<td>• movement and balance</td>
<td>• catching/throwing/bounce</td>
<td>• body position and safety</td>
</tr>
<tr>
<td></td>
<td>• Introduce stroke development</td>
<td>• basic game skills</td>
<td>• kicking skills</td>
<td>• freestyle technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• catching/throwing/bouncing</td>
<td>• Game Skills Week 6-10</td>
<td>• survival skills</td>
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<tr>
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<td></td>
<td></td>
<td>modified ball games</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aquatics – Swim and Survive 1 Week 1-10</td>
<td>Perceptual Motor Program (Week 1-5)</td>
<td>Large Ball Skills Week 1-5</td>
<td>Stroke Development (Week 1-10)</td>
</tr>
<tr>
<td></td>
<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- Movement / Hoops</td>
<td>• catching/throwing/bounce</td>
<td>• freestyle technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Large Ball Skills</td>
<td>• kicking skills</td>
<td>• backstroke technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Athletics (Week 6-10)</td>
<td>• Game Skills Week 6-10</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>modified ball games</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aquatics – Swim and Survive 2 Week 1-10</td>
<td>Large Ball Skills (Week 1-5)</td>
<td>Small Ball Skills Week 1-6</td>
<td>Stroke Development (Week 1-10)</td>
</tr>
<tr>
<td></td>
<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- Catching/ Throwing / Dribbling</td>
<td>Modified Tee Ball Week 1-6</td>
<td>• freestyle technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- kicking / trapping</td>
<td>Athletics (Week 6-10)</td>
<td>• backstroke technique</td>
</tr>
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<tr>
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<td>Aquatics – Swim and Survive 3 Week 1-10</td>
<td>Small Ball Skills (Week 1-5)</td>
<td>Modified Tee Ball Week 1-6</td>
<td>Stroke Development (Week 1-10)</td>
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<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- Catching/ Throwing / Dribbling</td>
<td>Athletics (Week 6-10)</td>
<td>• freestyle technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- kicking / trapping</td>
<td></td>
<td>• backstroke technique</td>
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<td>4</td>
<td>Aquatics – Swim and Survive 4 Week 1-10</td>
<td>Athletics (Week 1-10)</td>
<td>Small Ball Skills Week 1-4</td>
<td>Stroke Correction (Week 1-10)</td>
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<tr>
<td></td>
<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- Shot put</td>
<td>- throwing / catching / hitting</td>
<td>• freestyle technique</td>
</tr>
<tr>
<td></td>
<td>* 2 Weeks for Swimming Trials</td>
<td>- High / Long Jump</td>
<td>• tee ball</td>
<td>• backstroke technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sprinting</td>
<td></td>
<td>• breaststroke technique</td>
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<tr>
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<td></td>
<td>- Relays</td>
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<tr>
<td>5</td>
<td>Aquatics – Swim and Survive 5 Week 1-10</td>
<td>Athletics (Week 1-10)</td>
<td>Ultimate Vortex</td>
<td>Flipperball (Week 1-10)</td>
</tr>
<tr>
<td></td>
<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- shot put / discus</td>
<td>Week 1-5</td>
<td>• fitness and swimming technique</td>
</tr>
<tr>
<td></td>
<td>* 2 Weeks for Swimming Trials</td>
<td>- High / Long Jump</td>
<td>Diamond Cricket Week 6-10</td>
<td>• throwing / catching skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sprinting</td>
<td>- glove catching technique</td>
<td>• game skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Relays</td>
<td>- hitting technique</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- game skills / rules</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Aquatics – Swim and Survive 6 (Week 1-10)</td>
<td>Athletics (Week 1-10)</td>
<td>Go Go Golf</td>
<td>Flipperball (Week 1-10)</td>
</tr>
<tr>
<td></td>
<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- shot put / discus</td>
<td>Week 1-5</td>
<td>• fitness and swimming technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High / Long Jump</td>
<td>Correct stance / grip, - chipping technique</td>
<td>• throwing / catching skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sprinting</td>
<td>- full swing</td>
<td>• game skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Relays</td>
<td></td>
<td>* 2 Weeks for Swimming Trials</td>
</tr>
<tr>
<td>7</td>
<td>Aquatics – Senior Swim and Survive (Week 1-10)</td>
<td>Athletics (Week 1-10)</td>
<td>Ultimate Frisby</td>
<td>Flipperball (Week 1-10)</td>
</tr>
<tr>
<td></td>
<td>- Items from the Queensland Lifesaving Swim and Survive Program</td>
<td>- shot put / discus</td>
<td>Week 1-5</td>
<td>• fitness and swimming technique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- High / Long Jump</td>
<td>Go Go Golf</td>
<td>• throwing / catching skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sprinting</td>
<td>Week 6-10</td>
<td>• game skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Relays</td>
<td>Correct stance / grip, - chipping technique</td>
<td>* 2 Weeks for Swimming Trials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- full swing</td>
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</table>
### YEAR 1: Essential Learnings and Context

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| **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. | 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. |
| Design, make and appraise a character mask  
(Relates to English Term 1) | Design and make a musical instrument / shadow puppet.  
(Relates to science Semester 2) |

### YEAR 2: Essential Learnings and Context

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| **Technology as a human endeavour**  
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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. |
| Design and make a toy, utilising a push/pull motion.  
(Relates to science unit 1) | Design and make a three-dimensional playground.  
(Relates to History unit) |

### YEAR 3: Essential Learnings and Context

<table>
<thead>
<tr>
<th>Unit 1—Term 1</th>
<th>Unit 2—Term 4</th>
</tr>
</thead>
</table>
| **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. | **TECHNOLOGY AS A HUMAN ENDEAVOUR**  
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| **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. | **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 task: Design, make, appraise – poster for election/vote. | Assessment task: Bridges – how they are constructed and designed |
### 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.

#### 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

**Year 4**

| Assessment task: | Design, make, appraise an egg carrier. |
| Assessment task: | Design, make, appraise a personal organiser. |

### Year 4 / 5

#### Essential Learnings

<table>
<thead>
<tr>
<th>Unit 1 – Term 1</th>
<th>Unit 1 – Term 2</th>
<th>Unit 3 – Term 3</th>
<th>Unit 4 – Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)</td>
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</tr>
<tr>
<td>Everyday items used by colonial Australians—use, materials, impact on lifestyle + environment.</td>
<td>Designing products</td>
<td>Link to science tasks</td>
<td>Use of scale in 3D designs</td>
</tr>
<tr>
<td>◆ Relates to History Unit 1 – Investigating the colonial period in Australia</td>
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</table>

#### Year 5 Task
- Design, make, appraise a gold field settlement including habitation and mining methods.

#### Year 4 Task
- Design, make, appraise an early settler cottage with relevant outbuildings.

#### Assessment

**Year 5 Task**
- Design game for explorers to take to space – consider size and gravity in packaging and playing.

**Year 4 Task**
- Redesign a healthy cereal box to appeal to children (link with language task)
- Design, make, appraise a ramp.
- Design, make, appraise a child’s bedroom include furniture.
<table>
<thead>
<tr>
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| Essential Learnings and Context | 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 History Unit 1 – Exploring the development of British colonies in Australia |
| Assessment | Suggested assessment task: design, make, appraise a colonial life boardgame. |

<table>
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  - Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and services.  
  - 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. |
| Assessment | Design, make and appraise a treasure map, incorporating:  
  - Mapping features  
  - Mathematical clues  
  - Concise, explicit, accurate directions  
  - Relates to Geography Unit 1 |

<table>
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  - 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. |
| Assessment | Design, make and appraise a pair of book ends / wind chime. |

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<th>UNIT 1</th>
<th>INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)</th>
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  - 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 |
| Assessment | Suggested assessment task: Design, make, appraise a 3D museum exhibit (bird) with accompanying brochure. |
### YEAR 6

#### Essential Learnings and Context

**Technology as a Human Endeavour**

- Technology influences and impacts on people, their communities and environments.
  - Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services.
  - 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.

- **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.

#### Assessment

- **Suggested assessment task:** Design, make, appraise a sustainable house.
  - Relates to C2C Science Unit 2

#### YEAR 6 / 7 & 7

#### Essential Learnings and Context

**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.

- **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.

#### Assessment

- **Suggested assessment task:** Investigating the design and development of a mode of transport and how the design impacts upon its efficiency and effectiveness.

- **Suggested assessment task:** Design, make, appraise a disaster resistant shelter.
  - (Relates to Science Unit 3)
### QCAR: Languages Other Than English (LOTE) - Japanese 2014 Overview (B year)

<table>
<thead>
<tr>
<th>Units</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>About me – Self Introduction; name, age, grade, hobbies, nationality. Numbers and counters.</td>
<td>Busy, busy, busy – I can do it. Sports, games, seasons, time, weather. Ability, encouraging and congratulating.</td>
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<tr>
<td>Cultural activities</td>
<td>Origami, songs</td>
<td>Japanese games and toys</td>
</tr>
<tr>
<td></td>
<td>Tea ceremony, hanami, zen gardens, ikebana and karaoke</td>
<td>Fashion Show, Catalogue, Shinjuku</td>
</tr>
<tr>
<td>Script</td>
<td>Basic hiragana – the first 20.</td>
<td>Basic hiragana - writing (stroke direction, order and endings).</td>
</tr>
<tr>
<td></td>
<td>Basic hiragana – the final 26.</td>
<td>Extended hiragana - ten ten and maru, double consonants, long o, and blends.</td>
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</tbody>
</table>
Early Years Curriculum Guidelines

### Social and Personal Learning

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:

- **Children sustain relationships by:**
  - acknowledging and negotiating rights, roles and responsibilities in a range of contexts
  - cooperating with others in social situations.

- **Children build early understandings about diversity by:**
  - investigating and communicating positively about the social and cultural practices of people in their community.

- **Children build a positive sense of self by:**
  - developing a sense of personal identity as a capable learner
  - acting with increasing independence and responsibility towards learning and personal organisation.

**Assess**

- Ongoing monitoring and observation

---

### Health and Physical Learning

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:

- **Children build a sense of wellbeing by:**
  - making choices about their own and others’ health and safety with increasing independence
  - using and extending gross-motor skills when integrating movements and using equipment.
  - using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.

**Assess**

- Ongoing monitoring and observation and work samples

---

### Active Learning Processes

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:

- **Children think and enquire by:**
  - generating and discussing ideas and plans and solving problems
  - investigating their ideas about phenomena in the natural world
  - developing shared understandings about these phenomena.
  - investigating technology and considering how it affects everyday life.

- **Children generate, represent and respond to ideas, experiences and possibilities by:**
  - experimenting with materials and processes in a variety of creative, imaginative and innovative ways
  - discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.

**Assess**

- Ongoing monitoring and observation and work samples
## Balance and coverage of general capabilities and cross-curriculum priorities across P–7

<table>
<thead>
<tr>
<th>Key</th>
<th>LIT</th>
<th>NUM</th>
<th>ICT</th>
<th>CCT</th>
<th>EB</th>
<th>PSC</th>
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<td>Numeracy</td>
<td>ICT capability</td>
<td>Critical and creative thinking</td>
<td>Ethical behaviour</td>
<td>Personal and social capability</td>
<td>Intercultural understanding</td>
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<td>Asia and Australia’s engagement with Asia</td>
<td>Sustainability</td>
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### Unit 1: Intercultural Understanding

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### Unit 2: Asia and Australia’s Engagement with Asia

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### Key

- **P**: Aboriginal and Torres Strait Islander histories and cultures
- **CCT**: Asia and Australia’s engagement with Asia
- **EB**: Sustainability
- **NUM**: Numeracy
- **LIT**: Literacy
- **ICT**: ICT
- **CCT**: Critical and creative thinking
- **PSC**: Personal and social competence
- **IU**: Intercultural understanding

---

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

Education Queensland
## Curriculum into the Classroom Assessment Overview

Curriculum into the classroom assessment overview
Editable Microsoft Excel version available. See attachment.

**Type of Instrument**
- Oral
- Written
- Written/Oral
- Portfolio/Collection of work
- Multimedia
- Poster/Multimodal presentation
- Essay
- Exam/Test
- Observation
- Reflective journal
- Interview
- Case studies
- Multiple choice
- Learning contract

### Term 1

<table>
<thead>
<tr>
<th>Prep</th>
<th>Term 1</th>
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<td>Ongoing throughout semester</td>
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### Term 2

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### Australian Curriculum

- **English**
- **Mathematics**
- **Science**
- **History**
- **Geography**

### Year 4

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### Australian Curriculum

- **English**
- **Mathematics**
- **Science**
- **History**
- **Geography**

### Year 5

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### Australian Curriculum

- **English**
- **Mathematics**
- **Science**
- **History**
- **Geography**

### Year 6

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### Australian Curriculum

- **English**
- **Mathematics**
- **Science**
- **History**
- **Geography**

Curriculum into the classroom (C2C), Whole-school curriculum, assessment and reporting plan — P–10

Education Queensland

Version 10, September 2013
### 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.

### Additional and supporting policies / documents
- Wilston State School Improvement Agenda 2014
- Pedagogical Framework – Wilston Way
- Diagnostic and Formative Assessment Overview 2014
- Curriculum Alignment – meeting schedule
- Reading, Spelling and Numeracy Statements
- Report Card Writing Guide
- Wilston Reporting Comment Bank