



Who We Are <i>An exploration of:</i> <ul style="list-style-type: none"> the nature of the self beliefs and values personal, physical, mental, social and spiritual health human relationships including families, friends, communities and cultures rights and responsibilities what it means to be human 	Where We are in Place and Time <i>An inquiry into:</i> <ul style="list-style-type: none"> orientation in place and time personal histories homes and journeys the discoveries, explorations and migrations of humankind the relationships between individuals and civilizations from local and global perspectives 	How We Express Ourselves <i>An inquiry into:</i> <ul style="list-style-type: none"> the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values the ways in which we reflect on, extend and enjoy our creativity our appreciation of the aesthetic 	How the World Works <i>An inquiry into:</i> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies how humans use their understanding of scientific principles the impact of scientific and technological advances on society and on the environment 	How We Organise Ourselves <i>An inquiry into:</i> <ul style="list-style-type: none"> the interconnectedness of human-made systems and communities the structure and function of organisations societal decision-making economic activities and their impact on humankind and the environment 	Sharing the Planet <i>An inquiry into:</i> <ul style="list-style-type: none"> rights and responsibilities in the struggle to share finite resources with other people and with other living things communities and the relationships within and between them access to equal opportunities peace and conflict resolution
Term 2		Term 4	Term 3	Term 1	
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Mindfulness helps us to understand ourselves and others.		Signs and symbols are used to convey a message.	Matter changes and moves in different ways.	Being organised helps communities to function effectively.	
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<i>An inquiry into:</i> <ul style="list-style-type: none"> Identifying and naming our feelings and emotions How being mindful helps us to regulate our emotions Mindfulness strategies in response to situations 		<i>An inquiry into:</i> <ul style="list-style-type: none"> Different signs and symbols in the community How signs and symbols are connected to a message The design elements of signs and symbols 	<i>An inquiry into:</i> <ul style="list-style-type: none"> Different forms of matter How different forms of matter move How and why an action can lead to a reaction 	<i>An inquiry into:</i> <ul style="list-style-type: none"> The routines and responsibilities of an effective learning community How choices impact communities 	
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Form Function Connection		Function Connection Perspective	Form Change Causation	Function Responsibility	
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Mindfulness		Communication	Properties	Community Systems	
Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Balanced Risk-takers		Communicators Open-minded	Knowledgeable Thinker Inquirer	Caring Principled Reflective	

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Empathy Confidence Tolerance		Creativity Enthusiasm Appreciation	Independence Commitment Curiosity	Cooperation Integrity Respect	
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
<p>Self- management Skills <i>Spatial awareness</i>- displaying a sensitivity to the space around them, <i>Healthy Lifestyle</i>- making informed choices to achieve a balance in nutrition, rest, relaxation and exercise.</p> <p>Social Skills <i>Respecting others</i> by being sensitive to their feelings, <i>Cooperating</i> by being courteous to others, <i>Resolving conflict</i> by reacting reasonably to situations, <i>Adopting a variety of group roles</i> by understanding how to behave appropriately in a particular situation</p> <p>Thinking Skills Metacognition thinking about own thinking processes</p> <p>Communication Skills: <i>Non-verbal communication</i>- identifying and noticing the visible and kinaesthetic indicators of different feelings and emotions</p>		<p>Thinking Skills Application Analysis</p> <p>Research Skills Observing</p>	<p>Research Skills Observing Collecting and Recording Data- Interpreting Data Presenting Research</p>	<p>Self- management Skills Organisation, Informed Choices Time management</p> <p>Communication Skills Listening Speaking Non-verbal</p> <p>Social Skills Accepting responsibility</p>	
Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
<p>Communicating Wellbeing Identity Connectedness Active Learning</p>		<p>Communicating Wellbeing Identity Connectedness Active Learning</p>	<p>Communicating Wellbeing Identity Connectedness Active Learning</p>	<p>Communicating Wellbeing Identity Connectedness Active Learning</p>	



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Year Long	Term 2, Week 8- Term 3, Week 4	Term 1, Weeks 2-10	Term 2, Weeks 1- 7	Term 4, Weeks 1- 8	Term 3, Weeks 4- 10
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Actions and emotions that influence relationships can be learnt and applied.	Family histories provide an insight into cultural and personal identity.	Images, words and movement provide opportunities to reflect on and enjoy creativity.	Materials have different properties that determine how they are used.	The places we belong to have special features that we need to look after.	Living things share essential needs that help them to grow and stay healthy.
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Strategies that help people make friends Personal strategies for solving problems or differences Ways of recording friendships through images, words and movements 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Family structures and the connections within them How families commemorate events that are important to them Ways to share personal family histories 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How images, words and movement communicate meaning How creativity is connected to learning How we respond to different forms of expression 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> The observable properties of materials Factors that impact the way objects move How reflection leads to change in design 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Features and locations of the places in our neighbourhood Why we feel connected to special places Roles and responsibilities for taking care of places 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> what living things need to help them grow the effect of weather patterns on living things and the environment our responsibility for the wellbeing of other living things
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Causation Reflection Responsibility	Connection Perspective Reflection	Function Connection Perspective	Form Causation Change	Form Connection Responsibility	Change Causation Responsibility
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Belonging Friendship	Family	Communication	Properties Forces	Place Community	Growth Needs
Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Risk-taker Caring	Open-minded Reflective	Communicator	Inquirer Thinker	Principled	Knowledgeable Balanced

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Empathy Confidence	Curiosity Tolerance	Appreciation Creativity	Cooperation Independence	Integrity Commitment	Enthusiasm Respect
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
<p>Social Skills <i>Accepting responsibility</i> by doing our fair share when we learn together <i>Respecting others</i> by respecting the rights, feelings and efforts of others <i>Cooperating</i>- being courteous to others and using manners <i>Resolving Conflict</i> by talking about how we can learn and play together <i>Group decision making</i>- negotiating and compromising to consider the ideas of others when working and learning together <i>Adopting a variety of group roles</i>- taking on different roles during role plays and activities</p> <p>Communication Skills <i>Listening</i> to the ideas of others and following directions <i>Speaking</i>- using words to communicate effectively <i>Non-verbal</i>- examining the meaning behind body language and facial expressions</p> <p>Thinking Skills <i>Application</i>- making use of strategies to support relationships and friendships <i>Dialectical thought</i>- thinking about the feelings and perspective of others, and displaying empathy <i>Metacognition</i>- reflecting on the effective of problem solving strategies</p>	<p>Research Skills <i>Formulating</i> and responding to questions about the past <i>Collecting data</i> from a variety of historical sources (artefacts, books, photos) <i>Organising data</i> (sequencing) <i>Presenting data</i> to effectively communicate personal histories</p> <p>Thinking Skills <i>Analysis</i>- compare objects from the past with those from the present and consider how places have changed over time</p> <p>Communication Skills <i>Reading</i> from a variety of historical sources <i>Viewing</i>- interpreting and analysing a range of historical sources</p>	<p>Communication Skills <i>Non-verbal</i> communication- using images and movement to express ideas <i>Speaking and writing</i>- using different forms of communication to express ideas <i>Viewing</i>- exploring the ways people respond to different forms of expression <i>Presenting</i> different forms of expression</p> <p>Self-management Skills <i>Spatial awareness</i>- positioning of images and words to communicate meaning</p> <p>Thinking Skills <i>Comprehension</i>- grasping meaning from images, words and movement <i>Synthesis</i>- Using creative thinking to come up with new ideas</p>	<p>Thinking Skills <i>Acquisition of knowledge</i>- use scientific vocabulary to explain observations <i>Analysis</i>- take part in informal discussions relating to students' observations <i>Synthesis</i>- use drawings to represent observations <i>Evaluation</i>- discussing observations and drawing conclusions</p> <p>Research Skills <i>Formulating</i> and responding to questions to explore <i>Observing</i> to gather data <i>Planning</i>- participate in guided investigations <i>Interpreting data</i> to draw conclusions</p> <p>Self- management Skills <i>Organisation</i>- carrying out investigations <i>Time management</i>- using time effectively to carry out investigations with growing independence <i>Safety</i>- engaging safely in scientific investigations <i>Codes of behaviour</i> for following scientific investigations</p>	<p>Research Skills <i>Formulating</i> and responding to questions to explore features of locations <i>Recording and organising data</i> which is displayed in maps, photos and pictures</p> <p>Social Skills <i>Accepting responsibility</i>- reflect on learning to examine roles and responsibilities of people for taking care of places</p> <p>Communication Skills <i>Writing</i> to take notes and label pictures and diagrams <i>Presenting</i>- narratives, information and findings in oral, graphic and written forms using simple terms to describe direction and location</p>	<p>Research Skills <i>Formulating and responding to questions</i> about the needs of living things <i>Planning</i>- participate in guided investigations to test and make predictions about the needs of living things <i>Observing</i> living things using the senses <i>Organising</i> data by representing data through drawings, diagrams and simple tables <i>Interpreting data</i> to draw conclusions from investigations</p> <p>Self-Management Skills <i>Healthy lifestyle</i>- understanding the basic needs for growth and development <i>Informed Choices</i>- making choices to support growth and development</p>

Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
<p>Health and Physical Education Practise personal and social skills to interact positively with others (ACPPS004)</p> <p>Identify and describe emotional responses people may experience in different situations (ACPPS005)</p>	<p>HASS (History) Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)</p> <p>How they, their family and friends commemorate past events that are important to them (ACHASSK012)</p> <p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)</p>	<p>Visual Art Images, words and movement provide opportunities to reflect on and enjoy creativity. Exploring how visual arts communicate meaning. Students can express themselves through art forms.</p>	<p>Science Objects are made of materials that have observable properties (ACSSU003)</p> <p>The way objects move depends on a variety of factors, including their size and shape (ACSSU005)</p>	<p>HASS (Geography) The representation of the location of places and their features on simple maps and models (ACHASSK014)</p> <p>The places people live in and belong to, their familiar features and why they are important to people, including Aboriginal and Torres Strait Islander(ACHASSK015) (ACHASSK016)</p> <p>The reasons why some places are special to people, and how they can be looked after (ACHASSK017)</p>	<p>Science Living things have basic needs, including food and water (ACSSU002)</p> <p>Daily and seasonal changes in our environment affect everyday life (ACSSU004)</p>

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p>Health and Physical Education Students use personal and social skills when working with others in a range of activities.</p> <p>Students identify and describe the different emotions people experience.</p>	<p>Spanish An inquiry into the history of Hispanic cultures and the language for family members</p>	<p>Music An inquiry into how we respond to music: Students respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)</p> <p>Visual Arts Using images and words to create self-portraits. Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p> <p>Spanish An inquiry into ways to communicate how colour is used to describe likes and dislikes. An inquiry into how we use words and movement to express ourselves.</p> <p>Library Images words and movement express creativity and tell stories in the Learning Centre</p>		<p>Library The Learning Centre is a place with special features that we need to care for.</p>	<p>Health and Physical Education Students recognise how they are growing and changing: Name parts of the body and describe how their body is growing and changing (ACPPS002)</p> <p>Visual Arts Finch Farm 'Matisse Garden' – Collage and relief Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)</p>



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Term 1, Week 7 – Term 2, Week 2	Term 3, Weeks 1 - 6	Term 4, Weeks 3- 8	Term 3, Week 7 – Term 4, Week 2	Term 1, Weeks 1-6	Term 2, Weeks 3- 9
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Awareness of our characteristics, abilities and interests informs our learning and development.	Learning about the past helps us describe the sequence of time.	People create new forms of expression using light, sound and materials.	Exploring observable patterns leads to new understandings.	Spaces are organised to suit different purposes.	The features of living things help them to survive in their habitat.
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Physical, social and emotional characteristics Personal beliefs, learning styles and interests How reflecting helps us understand our identity, learning and development 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How artefacts can help us connect to the past Similarities and differences in daily lives over time Ways to describe and document sequence of time 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Appreciation of light and sound around us How light and sound are created Expression through light and sound 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Patterns that occur around us Observable changes How and why changes occur 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How systems are organised How the organisation of spaces affects our learning Our responsibility to respect shared spaces 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How the features of living things support survival The connection between living things and their habitat How humans can protect living things and their habitats
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Form Perspective Reflection	Connection Change Reflection	Form Causation Perspective	Function Change Causation	Function Causation Responsibility	Function Connection Responsibility
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Development Goal setting	Time	Energy (light, sound) Properties	Patterns Systems	Organisation Space	Structure Habitat
Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Balanced Reflective	Thinker Open-minded	Risk-taker Communicator	Thinker Inquirer	Principled Communicator	Caring Knowledgeable

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Empathy Tolerance	Curiosity Commitment	Confidence Creativity	Enthusiasm Independence	Cooperation Integrity	Appreciation Respect
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
Thinking Skills <i>Acquisition of knowledge</i> to gain an understanding of personal characteristics <i>Analysis</i> of strengths, interests and abilities to set goals <i>Dialectical thinking</i> - exploring the strengths, learning styles and interests of others <i>Metacognition</i> - thinking about how we learn and reflecting on the learning process Self-management Skills <i>Organisation</i> - setting goals to plan and carry out activities that support learning <i>Time management</i> - using time effectively to achieve personal goals <i>Informed choices</i> - selecting appropriate action to support learning and development Healthy lifestyle- making choices for physical, social and emotional development <i>Gross motor</i> - (HPE)	Communication Skills <i>Reading</i> a variety of historical sources <i>Writing</i> to record information and observations <i>Viewing</i> a range of historical sources, including artefacts Research Skills <i>Formulating questions</i> about the past <i>Collecting Data</i> from a variety of historical sources to make connections with the past <i>Organising data</i> - to describe and record sequence of time Thinking Skills <i>Analysis</i> - explore similarities and differences between the past and present in order to consider changes over time <i>Evaluation</i> - draw simple conclusions based on discussions, observations and information displayed in historical sources	Social Skills <i>Cooperating</i> with others to create new forms of expression <i>Group decision-making</i> to discuss ideas <i>Adopting a variety of group roles</i> Communication Skills <i>Presenting</i> information through a variety of media <i>Non- verbal communication</i> through light, sound and materials Thinking Skills <i>Acquisition</i> of knowledge to gain understanding of light and sound <i>Application</i> - making use of scientific knowledge in new ways <i>Synthesis</i> - combining the elements of light, sound and materials to create forms of expression	Thinking Skills <i>Acquisition of knowledge</i> Comprehension- grasping new meanings from observations Research Skills <i>Observing</i> through the senses to explore patterns <i>Planning</i> by participating in guided investigations <i>Collecting data</i> through observations and discussions <i>Recording data</i> using informal measurements <i>Organising data</i> through a range of methods including drawings and tables <i>Interpreting data</i> by drawing conclusions from the patterns found in observations Self-Management Skills <i>Safety</i> - engaging safely in scientific investigations <i>Codes of behaviour</i> - knowing appropriate rules for conducting investigations	Social Skills <i>Accepting responsibility</i> - sharing responsibility for the organisation of spaces and how to care for them <i>Respecting others</i> by making decisions in the learning community based on fairness and equity for all, respecting the viewpoints of others <i>Resolving conflict</i> - accepting responsibility and reacting appropriately Communication Skills <i>Listening</i> to information and the directions of others <i>Speaking</i> - expressing ideas about the organisation and management of places Self-Management Skills <i>Organisation</i> of spaces and activities <i>Spatial awareness</i> - organisation of objects to meet different purposes	Research Skills <i>Formulating questions</i> about living things and their features <i>Presenting research findings</i> about the survival of living things in their habitats Communication Skills <i>Reading</i> from a variety of sources <i>Writing</i> to record information about living things <i>Presenting</i> to an audience using a range of media Social Skills <i>Accepting responsibility</i> - exploring ways to protect living things and their habitat
Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
Health and Physical Education Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	HASS (History) Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028) How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029) Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	Science Everyday materials can be physically changed in a variety of ways (ACSSU018) Light and sound are produced by a range of sources and can be sensed (ACSSU020)	HASS (Geography) The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032) Science Observable changes occur in the sky and landscape (ACSSU019)	HASS (Geography) The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031) Activities in the local place and reasons for their location (ACHASSK033)	Science Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211) People use science in their daily lives, including when caring for their environment and living things (ACSHE022) Geography Activities in the local place and reasons for their location (ACHASSK033)

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p>Health and Physical Education</p> <p>Students recognise how strengths and achievements contribute to identities.</p>	<p>Health and Physical Education</p> <p>Students demonstrate fundamental movement skills in a variety of movement sequences and situations</p> <p>Music</p> <p>An inquiry into how instruments and music playing devices have changed over time:</p> <p>Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)</p>	<p>Music</p> <p>An inquiry into the form and function of instruments.</p> <p>Visual Art</p> <p>Light and shadow – Watercolours/ photograph/ Exploration of Light</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p>		<p>Library</p> <p>Spaces in the Learning Centres are designed to suit different purposes</p>	<p>Visual Arts</p> <p>An inquiry into the features of living things help them to survive in their habitat.</p> <p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p> <p>Spanish</p> <p>An inquiry into ways to describe the features of animals and their habitats</p>



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Term 1, Weeks 1-7	Term 3, Week 7- Term 4, Week 2	Term 1, Week 8- Term 2, Week 3	Term 2, Weeks 4-9	Term 4, Weeks 3- 8	Term 3, Weeks 1- 6
<p>Central Idea</p>	<p>Central Idea</p>	<p>Central Idea</p>	<p>Central Idea</p>	<p>Central Idea</p>	<p>Central Idea</p>
Physical, environmental and cognitive factors allow us to grow and change.	History shapes our local community and informs us about the past.	Storytelling develops awareness about the world and provides opportunities to explore different cultures.	Understanding the impact of forces on materials helps us to create.	Systems are created to meet the needs of a community.	Choices impact the sustainability of Earth's resources.
<p>Lines of Inquiry</p>	<p>Lines of Inquiry</p>	<p>Lines of Inquiry</p>	<p>Lines of Inquiry</p>	<p>Lines of Inquiry</p>	<p>Lines of Inquiry</p>
<p>An inquiry into:</p> <ul style="list-style-type: none"> Factors that promote growth in living things Collective responsibility towards developing growth mindsets The benefits of growth mindsets and mindfulness when faced with success, failure and challenges 	<p>An inquiry into:</p> <ul style="list-style-type: none"> Significant people and sites and their connection to a community How people in the community view historical sites The development of communities into the future 	<p>An inquiry into:</p> <ul style="list-style-type: none"> How forms of storytelling evoke feelings and emotions How ideas, beliefs and values are communicated through stories How storytelling conveys meaning about other cultures 	<p>An inquiry into:</p> <ul style="list-style-type: none"> The use of forces and energy in everyday life How materials can be changed for a purpose How understanding forces and materials can help us to create 	<p>An inquiry into:</p> <ul style="list-style-type: none"> Systems which connect to the needs of a community The features of different systems The impact of technology on communities 	<p>An inquiry into:</p> <ul style="list-style-type: none"> How humans use Earth's finite and infinite resources How changes to the availability of resources impact on humans How our actions affect the conservation of resources
<p>Key Concepts</p>	<p>Key Concepts</p>	<p>Key Concepts</p>	<p>Key Concepts</p>	<p>Key Concepts</p>	<p>Key Concepts</p>
Causation Responsibility Reflection	Connection Perspective Change	Perspective Connection Function	Function Change Reflection	Connection Form Causation	Function Causation Responsibility
<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>	<p>Related Concepts</p>
Growth Mindset	Significance History	Communication Creation	Force Energy	Systems Community	Resources Conservation
<p>Learner Profile</p>	<p>Learner Profile</p>	<p>Learner Profile</p>	<p>Learner Profile</p>	<p>Learner Profile</p>	<p>Learner Profile</p>
Balanced Reflective	Inquirers Knowledgeable	Open-minded Communicators	Thinkers Risk-takers	Inquirers Reflective	Caring Principled

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Commitment Independence	Appreciation Empathy	Enthusiasm Respect	Confidence Curiosity	Creativity Cooperation	Integrity Tolerance
Transdisciplinary Skills	Transdisciplinary Skills	Transdisciplinary Skills	Transdisciplinary Skills	Transdisciplinary Skills	Transdisciplinary Skills
Thinking Skills <i>Acquisition of knowledge</i> about factors that promote growth <i>Application of knowledge</i> to develop strategies for growth mindsets <i>Metacognition-</i> reflecting on thought processes when experiencing success, failure and challenges Social Skills <i>Accepting responsibility</i> <i>Respecting others</i> <i>Cooperating</i> <i>Resolving conflict</i> Self-management Skills <i>Healthy lifestyle-</i> identifying factors that promote growth <i>Gross Motor-</i> (HPE)	Thinking Skills <i>Acquisition of knowledge</i> about the history of significant places <i>Application</i> of knowledge to explore communities of the future <i>Synthesis-</i> using to knowledge to create and design places in the community <i>Dialectical thought-</i> considering the viewpoints of different groups within a community Research Skills <i>Collecting data</i> about historical sites from a range of sources <i>Interpreting data</i> to draw conclusions about the past to inform decisions about the future	Communication Skills <i>Listening</i> to different forms of storytelling to express ideas <i>Reading</i> to make inferences about beliefs and values that are communicated in stories <i>Writing</i> ideas for stories <i>Viewing</i> to gain an understanding about the ways meaning is conveyed through storytelling <i>Presenting</i> different forms of stories Thinking Skills <i>Comprehending-</i> grasping meaning of messages conveyed through storytelling <i>Analysis-</i> the components of different forms of storytelling <i>Synthesis-</i> creating and developing stories to evoke feelings and emotions	Research Skills <i>Observing-</i> using the senses to observe forces and materials <i>Planning-</i> participating in guided investigations to explore questions and predictions <i>Collecting data</i> through observations <i>Recording data</i> using informal measurements, tables and drawings <i>Interpreting data</i> to draw conclusions from investigations Thinking Skills <i>Application</i> of knowledge <i>Synthesis</i> of parts to create <i>Metacognition-</i> reflect on thinking during investigation Self- management Skills <i>Safety-</i> following procedures safely <i>Codes of behaviour</i>	Communication Skills <i>Listening</i> to the ideas of others and to directions <i>Speaking</i> to express ideas in group situations <i>Non- verbal-</i> recognising signs and symbols within different systems Social Skills <i>Accepting responsibility</i> to complete tasks <i>Cooperating</i> within groups <i>Group decision making-</i> working towards group goals <i>Adopting a variety of group roles</i> to achieve goals Self-management Skills <i>Spatial awareness-</i> understanding the position of features in a system <i>Organisation-</i> plan and carry out activities <i>Time-management-</i> using time effectively to achieve goals	Research Skills <i>Formulating questions</i> for scientific research <i>Collecting data</i> about the use of resources <i>Recording data</i> using drawings and tables <i>Organising data</i> <i>Interpreting data</i> to draw conclusions about the use of resources <i>Presenting research findings</i> to communicate learning Thinking Skills <i>Evaluation-</i> making judgements about the impact of humans on the Earth's resources Self- management Skills <i>Informed Choices-</i> selecting an appropriate course of action for the sustainability of Earth's resources
Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
Science Living things grow, change and have offspring similar to themselves (ACSSU030)	HASS (History) The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044) The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045) HASS (Geography) The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)	HASS (Geography) The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)	Science Different materials can be combined for a particular purpose (ACSSU031) A push or a pull affects how an object moves or changes shape (ACSSU033)	HASS (History) How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046) HASS (Geography) The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051) The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)	HASS (Geography) The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047) Science Earth's resources are used in a variety of ways (ACSSU032)

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p>Health and Physical Education</p> <p>Students describe changes that occur as they grow older.</p> <p>Students identify how emotional responses impact on others' feelings.</p>	<p>Visual Arts</p> <p>History shapes our local community and informs us about the past.</p> <p>Create and display artworks to communicate ideas to an audience (ACAVAM108)</p>	<p>Music</p> <p>An inquiry into how sound can be used to express emotion and convey meaning: Create compositions and perform music to communicate ideas to an audience (ACAMUM082)</p> <p>Spanish</p> <p>An inquiry into how storytelling conveys meanings about other cultures.</p> <p>Library</p> <p>Storytelling provides opportunities to share and experience the cultures of others</p> <p>Visual Arts</p> <p>Storytelling develops awareness about the world and provides opportunities to explore different cultures.</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p>		<p>Library</p> <p>The Learning Centres have systems to meet the needs of our school community</p>	



<p>Who We Are <i>An exploration of:</i></p> <ul style="list-style-type: none"> the nature of the self beliefs and values personal, physical, mental, social and spiritual health human relationships including families, friends, communities and cultures rights and responsibilities what it means to be human. 	<p>Where We are in Place and Time <i>An inquiry into:</i></p> <ul style="list-style-type: none"> orientation in place and time personal histories homes and journeys the discoveries, explorations and migrations of humankind the relationships between interconnectedness of individuals and civilizations from local and global perspectives. 	<p>How We Express Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values the ways in which we reflect on, extend and enjoy our creativity our appreciation of the aesthetic. 	<p>How the World Works <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies how humans use their understanding of scientific principles the impact of scientific and technological advances on society and on the environment. 	<p>How We Organise Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the interconnectedness of human-made systems and communities the structure and function of organisations societal decision-making economic activities and their impact on humankind and the environment. 	<p>Sharing the Planet <i>An inquiry into:</i></p> <ul style="list-style-type: none"> rights and responsibilities in the struggle to share finite resources with other people and with other living things communities and the relationships within and between them access to equal opportunities peace and conflict resolution.
Term 1, Weeks 1- 6	Term 3, Week 7- Term 4, Week 2	Term 4, Weeks 3- 8	Term 1, Week 7- Term 2, Week 2	Term 2, Weeks 3- 9	Term 3, Weeks 1- 6
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Informed choices enable us to have a balanced lifestyle.	Cities have diverse characteristics that develop and change over time.	Traditions provide insight into the beliefs and values of cultures.	Investigating the states of matter leads to new understandings about the world.	People work together to take action in their community.	The movement of Earth determines the characteristics of regions and living things within them.
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> What it means to have a balanced lifestyle How lifestyle choices affect our health and wellbeing Ways to promote awareness of health and wellbeing in the community 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> The first inhabitants of our city and their connection to place How and why cities are changing The contributions of diverse groups and individuals to the community 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> The significance of festivals, celebrations, rituals and traditions around the world Values and beliefs expressed through festivals, celebrations, rituals and traditions Ways celebrations are expressed 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How states of matter can be changed The production and the transfer of energy How people use their scientific knowledge and observations to understand the world 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> What motivates individuals and groups to take action Ways to organise community projects through sustainable action How we know our actions have made a difference in the community 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Observable patterns caused by the movement of Earth Classification of living and non- living things based on observable features How the characteristics of regions is connected to geographic location
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Function Causation Responsibility	Connection Change Causation	Form Perspective Function	Change Function Reflection	Perspective Function Reflection	Causation Form Connection
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Well being Health	Continuity Diversity	Traditions Values and Beliefs	Energy (Heat) States of Matter	Action Community	Patterns Classification
Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Balanced Risk-takers	Inquirers Thinkers	Open-minded Communicators	Thinkers Reflective	Principled Caring	Knowledgeable Inquirers

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Integrity Empathy	Tolerance Enthusiasm	Creativity Confidence	Curiosity Independence	Cooperation Respect	Appreciation Commitment
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
<p>Thinking Skills <i>Acquisition of knowledge</i> about lifestyle choices <i>Application</i> of acquired knowledge to inform choices Synthesis- exploring the components of a balanced lifestyle to develop awareness in the community <i>Evaluation</i>- making judgements based on decisions <i>Metacognition</i>- reflecting on decision making processes Self-management Skills <i>Gross motor skills</i> (HPE) <i>Spatial awareness</i> (HPE) <i>Healthy Lifestyle</i>- making informed choices for a balanced lifestyle <i>Informed Choices</i> to select a course of action for a balanced lifestyle</p>	<p>Research Skills <i>Formulating questions</i> to inquire into changes over time <i>Collecting data</i> from different sources (photos, images, maps, sketches, digital apps (Google Earth), interviews <i>Observing</i> locations to explore changes overtime <i>Recording data</i> about the location of places and their characteristics in different formats, including simple graphs, tables and maps <i>Interpreting data</i> and information displayed in different formats, to identify and describe distributions and simple patterns Thinking Skills <i>Acquisition of knowledge</i>- acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries <i>Analysis</i> of knowledge to identify similarities and differences over time and between cities Communication Skills <i>Listening</i> to interviews from people to find out about how they feel about locations and how people participate in a community <i>Reading</i> from a variety of historical features <i>Viewing</i> historical sources to understand how meaning is conveyed in a range of media <i>Non-verbal</i>- recognising the meaning of signs and symbols in cities</p>	<p>Thinking Skills <i>Comprehension</i>- to understand the significance of festivals, celebrations, rituals and traditions of different <i>Dialectical thought</i>- thinking about the values and beliefs of different cultures Communication Skills <i>Speaking</i>- expressing ideas clearly to an audience <i>Writing</i>- Recording information to present to an audience <i>Presenting</i>- using a range of visuals and multimedia to present information to an audience</p>	<p>Research Skills <i>Formulating questions</i> that can be investigated and to make predictions <i>Observing</i>- using the senses to observe the changing states of matter <i>Planning</i> a scientific investigation to find answers to questions (consider elements of a fair test) <i>Recording data</i> using formal units of measurement <i>Organising data</i> to identify patterns and relationships <i>Interpreting data</i> by comparing results with predictions and suggesting possible reasons for findings <i>Presenting findings</i> from scientific investigation Self-management Skills <i>Safety</i>- following scientific procedures safely <i>Codes of behaviour</i> for scientific procedures</p>	<p>Self-management Skills <i>Organisation</i>- Planning and carrying out community projects that lead to action <i>Time management</i>- setting collective goals for a project and managing the process effectively <i>Codes of behaviour</i>- agreeing upon a set of co-constructed essential agreements for group project Social Skills <i>Accepts responsibility</i>- by participating and contributing to a community project <i>Respecting others</i> by demonstrating fairness, integrity and respecting the points of view of others <i>Cooperating</i>- working together effectively to achieve group goals <i>Resolving conflict</i>- referring to essential agreements to ensure fairness for all <i>Group decision making</i>- following a democratic process to come to a consensus on group decisions <i>Adopting a variety of group roles</i> to support the achievement of group goals</p>	<p>Research Skills <i>Formulating questions</i> to inquire into scientific concepts <i>Observing</i> patterns related to the movement of the Earth <i>Collecting data</i> from first-hand observations, maps, sketches, photos <i>Recording data</i> using drawings, tallies, note-taking <i>Organising data</i> using graphs, tables, diagrams <i>Interpreting data</i> to draw conclusions from observed patterns Thinking Skills <i>Acquisition of knowledge</i> about scientific concepts <i>Comprehension</i>- understanding the meaning of new concepts <i>Application</i>- using new knowledge to determine how the movement of the Earth is connected to the characteristics of living things and regions</p>

Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
<p>Health and Physical Education Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</p> <p>Discuss and interpret health information and messages in the media and internet (ACPPS039)</p>	<p>HASS (History) The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)</p> <p>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</p> <p>HASS (Geography) The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)</p>	<p>HASS (History) Days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems (ACHASSK064)</p> <p>Celebrations and commemorations in places around the world, including those that are observed in Australia (ACHASSK065)</p> <p>Spanish An inquiry into the significance of festivals, celebrations, rituals and traditions.</p> <p>An inquiry into values and beliefs expressed through festivals, celebrations, rituals and traditions</p>	<p>Science A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)</p> <p>Heat can be produced in many ways and can move from one object to another (ACSSU049)</p>	<p>HASS (Civics and Citizenship) The importance of making decisions democratically (ACHASSK070)</p> <p>Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)</p> <p>Why people participate within communities and how students can actively participate and contribute (ACHASSK072)</p>	<p>HASS (Geography) The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)</p> <p>The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)</p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</p> <p>Science Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p> <p>Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)</p>

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p>Health and Physical Education</p> <p>Students interpret health messages and discuss the influences on healthy and safe choices.</p> <p>Students understand the benefits of being healthy and physically active.</p>		<p>Health and Physical Education</p> <p>Students create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>(Marital Arts/ Dance)</p> <p>Music</p> <p>An inquiry into Gamelan music and music games from around the world:</p> <p>Students describe and discuss similarities and differences between music they listen to, compose and perform.</p> <p>Spanish</p> <p>An inquiry into the significance of festivals, celebrations, rituals and traditions.</p> <p>An inquiry into values and beliefs expressed through festivals, celebrations, rituals and traditions</p> <p>Visual Arts</p> <p>Traditions provide insight into the beliefs and values of cultures.</p> <p>Present artworks and describe how they have used visual conventions to represent their ideas</p> <p>(ACAVAM112)</p>	<p>Visual Arts</p> <p>Investigating the states and properties of matter leads to new understandings about the world.</p>		<p>Visual Arts</p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples</p> <p>(ACAVAR113)</p>



<p>Who We Are <i>An exploration of:</i></p> <ul style="list-style-type: none"> the nature of the self beliefs and values personal, physical, mental, social and spiritual health human relationships including families, friends, communities and cultures rights and responsibilities what it means to be human 	<p>Where We are in Place and Time <i>An inquiry into:</i></p> <ul style="list-style-type: none"> orientation in place and time personal histories homes and journeys the discoveries, explorations and migrations of humankind the relationships between interconnectedness of individuals and civilizations from local and global perspectives 	<p>How We Express Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values the ways in which we reflect on, extend and enjoy our creativity our appreciation of the aesthetic 	<p>How the World Works <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies how humans use their understanding of scientific principles the impact of scientific and technological advances on society and on the environment 	<p>How We Organise Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the interconnectedness of human-made systems and communities the structure and function of organisations societal decision-making economic activities and their impact on humankind and the environment 	<p>Sharing the Planet <i>An inquiry into:</i></p> <ul style="list-style-type: none"> rights and responsibilities in the struggle to share finite resources with other people and with other living things communities and the relationships within and between them access to equal opportunities peace and conflict resolution
Term 1, Week 1- 6	Term 3, Weeks 1- 6	Term 2, Weeks 3- 9	Term 4, Weeks 3- 8	Term 3, Week 7- Term 4, Week 2	Term 1, Week 7 – Term 2, Week 2
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Role models influence individuals and society.	Circumstances and opportunities influence people's journeys and experiences.	Indigenous cultures communicate their understanding of the world through forms of expression.	Natural processes and human activity cause changes to the Earth's surface.	Communities create systems for the production, use and management of materials.	Human actions have an effect on the environment they inhabit.
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> What determines our beliefs and values How and why role models are chosen The influence of role models on our choices 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Circumstances that lead to journeys The impact of exploration The experiences of individuals and groups 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Indigenous cultures across the globe Connections between indigenous people and nature How the values and beliefs of cultures are communicated over time 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Changes to the Earth's surface over time Evidence of change due to human or natural processes The force of one object onto another 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> The properties of natural and processed materials and how they are used Interconnected systems in a community Sustainable management of natural resources 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> living things and their lifecycles interdependence within ecosystems Role and responsibility for sustainable practices
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Perspective Reflection Causation	Change Causation Perspective	Function Connection Perspective	Change Causation Function	Function Connection Responsibility	Change Connection Responsibility
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Role-model Identity	Exploration Journey	Cultures Traditions	Forces Process	Resources Systems	Ecosystem Sustainability
Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Reflective Principled	Communicators Knowledgeable	Open-minded Inquirers	Inquirers Risk-taker	Knowledgeable Thinkers	Balanced Caring

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Confidence Independence	Curiosity Empathy	Creativity Tolerance	Enthusiasm Cooperation	Commitment Respect	Appreciation Integrity
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
<p>Thinking Skills <i>Analysis-</i> examining values and beliefs to determine characteristics of a role-model <i>Evaluation-</i> making judgements based on a set criteria <i>Dialectical thought-</i> thinking about the beliefs and values of others <i>Metacognition-</i> analysing and reflecting on how role models influence choices</p> <p>Self- management Skills <i>Codes of behaviour-</i> knowing and applying a set of agreements based on values <i>Informed choices-</i> determining an appropriate course of action based on what we value and believe <i>Healthy Lifestyle-</i> identifying role models who promote a balanced lifestyle <i>Gross Motor (HPE)</i></p>	<p>Research Skills <i>Formulating questions</i> to find out about the past <i>Collecting data</i> from a variety of historical sources <i>Interpreting data</i> to draw conclusions about the circumstances and opportunities experienced by groups of people/ individuals <i>Presenting research findings</i> by effectively communicating what has been learnt about the past</p> <p>Communication Skills <i>Reading</i> from a variety of historical sources <i>Speaking-</i> expressing ideas logically <i>Writing</i> to record information about the past <i>Presenting</i> information to an audience</p> <p>Self-management Skills <i>Time management-</i> using time effectively throughout inquiry process</p>	<p>Communication skills <i>Listening</i> to a range of indigenous stories <i>Reading</i> from a variety sources <i>Writing</i> about the beliefs and values of indigenous cultures <i>Viewing</i> forms of expression from indigenous cultures <i>Non- verbal communication-</i> recognising the meaning of signs and symbols in indigenous cultures <i>Presenting</i> information using different forms of expressions and multimedia</p> <p>Thinking Skills <i>Comprehension-</i> grasping meaning about the beliefs and values of indigenous cultures <i>Analysis-</i> exploring different stories associated with the values and beliefs of indigenous cultures</p>	<p>Thinking Skills <i>Acquisition of knowledge</i> about the factors that impact on the Earth's surface <i>Analysis</i> of the evidence relating to changes of the Earth's surface</p> <p>Research Skills <i>Observing</i> evidence of changes to the Earth's surface <i>Planning</i> a scientific investigation <i>Collecting data</i> from a range of sources relating to human and natural processes <i>Recording data</i> about the effect of force on different objects <i>Organising data</i> to identify patterns and relationships <i>Interpreting data</i> to draw conclusions from scientific investigations</p> <p>Self-management Skills <i>Spatial awareness-</i> position of objects when investigating experiments relating to forces <i>Safety-</i> following scientific procedures safely</p>	<p>Thinking Skills <i>Acquisition of knowledge</i> about the properties of materials <i>Application</i> of knowledge to determine the purpose and use of materials <i>Synthesis-</i> exploring the components of systems to develop sustainable management of resources</p> <p>Social Skills <i>Accepting responsibility</i> by participating and contributing to group tasks <i>Respecting others</i> by following a fair process to make group decisions <i>Cooperating</i> to achieve group goals <i>Resolving conflict</i> by compromising and listening to the viewpoints of others <i>Group decision making</i> which reflects the thoughts and ideas of all group members <i>Adopting a variety of group roles</i> to achieve goals</p> <p>Self-management Skills <i>Organisation-</i> to plan and carry out the management of resources within a system</p>	<p>Research Skills <i>Formulating questions</i> to find out about the interconnections within ecosystems <i>Observing</i> living things and their development through life-cycles <i>Recording data</i> relating to the lifecycle of living things <i>Organising data</i> to categorise information using tables, graphs, diagrams <i>Interpreting data</i> to identify emerging patterns and relationships <i>Presenting research findings</i> to effectively communicate what has been learnt</p> <p>Social Skills <i>Accepting responsibility –</i> exploring roles and responsibilities for sustainable practices</p> <p>Thinking Skills <i>Analysis-</i> exploring the components of ecosystems to identify connections and relationships</p>

Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
<p>HASS (Civics and Citizenship) The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)</p> <p>The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p>	<p>HASS (History) The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)</p> <p>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, and the effects of these interactions on, for example, people and environments (ACHASSK086)</p> <p>HASS (Geography) The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)</p>	<p>HASS (History) The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)</p>	<p>Science Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</p> <p>Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</p> <p>Science involves making predictions and describing patterns and relationships (ACSHE061)</p>	<p>HASS (Geography) The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)</p> <p>HASS (Civics and Citizenship) The role of local government and the decisions it makes on behalf of the community (ACHASSK091)</p> <p>Science Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)</p> <p>Science knowledge helps people to understand the effect of their actions (ACSHE062)</p>	<p>HASS (Geography) The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</p> <p>Science Living things have life cycles (ACSSU072)</p> <p>Living things depend on each other and the environment to survive (ACSSU073)</p>

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p>Health and Physical Education Students identify influences that strengthen identities.</p>		<p>Health and Physical Education Through an inquiry into Indigenous games: Students refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.</p> <p>Students create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>Music An inquiry into the significance of music to Aboriginal and Torres Strait Islander peoples.</p> <p>Visual Arts An inquiry into how Indigenous cultures communicate their understanding of the world through forms of expression.</p> <p>Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)</p> <p>Spanish An inquiry into Indigenous cultures across the globe</p> <p>An inquiry into connections between indigenous people and nature How the values and beliefs of cultures are communicated over time</p>		<p>Visual Arts Recyclable Art <i>An inquiry into:</i></p> <ul style="list-style-type: none"> • The properties of natural and processed materials and how they are used • Interconnected systems in a community • Sustainable management of natural resources 	



<p>Who We Are <i>An exploration of:</i></p> <ul style="list-style-type: none"> the nature of the self beliefs and values personal, physical, mental, social and spiritual health human relationships including families, friends, communities and cultures rights and responsibilities what it means to be human 	<p>Where We are in Place and Time <i>An inquiry into:</i></p> <ul style="list-style-type: none"> orientation in place and time personal histories homes and journeys the discoveries, explorations and migrations of humankind the relationships between interconnectedness of individuals and civilizations from local and global perspectives 	<p>How We Express Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values the ways in which we reflect on, extend and enjoy our creativity our appreciation of the aesthetic 	<p>How the World Works <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies how humans use their understanding of scientific principles the impact of scientific and technological advances on society and on the environment 	<p>How We Organise Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the interconnectedness of human-made systems and communities the structure and function of organisations societal decision-making economic activities and their impact on humankind and the environment 	<p>Sharing the Planet <i>An inquiry into:</i></p> <ul style="list-style-type: none"> rights and responsibilities in the struggle to share finite resources with other people and with other living things communities and the relationships within and between them access to equal opportunities peace and conflict resolution
Term 4, Weeks 3- 8	Term 3, Weeks 1- 6	Term 1, Week 7- Term 2, Week 2	Term 3, Week 7- Term 4, Week 2	Term 2, Weeks 3-9	Term 1, Week 1- 6
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Children are citizens of our global community and have rights and responsibilities.	People and events shape the establishment of new colonies.	Media is a tool that influences perception and determines choices.	Curiosity can lead to exploration and new understandings.	The creation of goods and services requires entrepreneurial thinking and innovation.	An awareness of environmental issues empowers us to seek solutions.
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Children's rights encountered locally and globally Challenges and opportunities that children experience locally and globally Citizens' responsibilities to ensure rights are met 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> The establishment and development of colonies over time How people and events from the past connect to modern society The validity of historical sources and information 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Forms and purposes of media Ways of interpreting information Strategies used within media 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Interaction between scientific phenomena and human societies Change brought about by new understandings The impact of scientific developments on everyday life 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Function of business Supply and demand as a function of business The design and development of goods and services 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Different perspectives on environmental issues How changing environments are affecting the survival of living things Solutions that promote sustainable and responsible management of the environment
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Perspective Causation Responsibility	Change Connection Reflection	Form Perspective Reflection	Connection Change Causation	Function Causation Reflection	Perspective Change Responsibility
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Citizenship Human Rights	Colonisation	Opinion Truth	Systems Developments	Design Economics	Adaptation Conservation
Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Knowledgeable Principled	Reflective Inquirers	Open-minded Reflective	Inquirer Risk-taker	Thinkers Communicators	Caring Balanced

Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Empathy Appreciation	Commitment Enthusiasm	Independence Integrity	Confidence Curiosity	Cooperation Creativity	Respect Tolerance
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
<p>Thinking Skills <i>Comprehension-</i> making inferences using sources, such as graphs, info-graphs and tables, that show information relating to children's rights across the globe <i>Evaluation-</i> evaluating the possible options to ensure rights are being met</p> <p>Research Skills <i>Formulating questions</i> for an inquiry into local, national and global rights and responsibilities <i>Collecting data</i> from a range of sources such as maps, surveys, info-graphs <i>Interpreting data</i> from graphs, tables and surveys to infer patterns and trends <i>Presenting research findings</i> to effectively communicate what has been learnt</p> <p>Self-management Skills <i>Healthy Lifestyle-</i> exploring access to basic needs for a balanced lifestyle across the globe</p>	<p>Communication Skills <i>Speaking-</i> to share learning with an audience <i>Reading</i> from a variety of historical sources <i>Writing-</i> note- taking to record research <i>Viewing-</i> a range of historical sources, including artefacts, photos, images <i>Listening</i> to others</p> <p>Research Skills <i>Formulating questions</i> for historical inquiry <i>Collecting data</i> from a variety of historical sources <i>Organising data</i> to sequence information in chronological order using timelines</p> <p>Thinking Skills <i>Analysing</i> sources to determine origin and purpose and to identify different viewpoints</p>	<p>Communication Skills <i>Reading</i> from a variety of sources to determine author's purpose <i>Viewing-</i> a range of texts and images found in the media <i>Non- verbal communication-</i> recognising the meaning of signs and symbols in the media</p> <p>Thinking Skills <i>Analysis-</i> examine sources to determine their purpose and identify different viewpoints <i>Dialectical thought-</i> thinking about two or more different points of views and being able to construct an argument for each point</p>	<p>Research Skills <i>Formulating questions</i> for scientific investigations <i>Planning</i> investigations including making predictions about the effect of changing variables <i>Collecting data</i> through scientific investigations <i>Recording data</i> through charts, tables and diagrams <i>Organising data</i> to classify substances according to their observable properties and behaviours using tables and graphs <i>Interpreting data</i> by drawing conclusions from identified patterns in the data</p> <p>Thinking Skills <i>Application-</i> apply knowledge to explain everyday phenomena associated with the transfer of light <i>Analysis-</i> using evidence gathered to develop explanations of events and phenomena</p> <p>Self-management Skills <i>Safety-</i> use equipment in safe ways <i>Codes of behaviour</i> for scientific investigations</p>	<p>Social Skills <i>Accepting responsibility</i> to take on group tasks and achieve shared goals <i>Respecting others</i> by listening to the ideas of others <i>Cooperating</i> by displaying fairness and sharing materials <i>Resolving conflict</i> by showing empathy towards others <i>Group decision making</i> through discussion and asking questions and working towards the group's goals <i>Adopting a variety of group roles</i> throughout the inquiry process</p> <p>Self-management Skills <i>Organisation-</i> planning and carrying out a group project <i>Time management-</i> using time effectively to achieve group goals <i>Informed choices</i> by applying strategies that can be used to make informed consumer and financial choices</p>	<p>Research Skills <i>Observing</i> components of the environment to gather evidence about the effect of human impact <i>Planning-</i> developing a course of action to identify possible solutions to an issue <i>Collecting data</i> from a range of scientific and geographic sources <i>Organising data</i> about the location and characteristics of places in graphic forms, including maps <i>Interpreting data,</i> including maps to identify patterns and trends and to suggest conclusions <i>Presenting research findings</i> in the form of an action plan to generate solutions for an environmental issue</p> <p>Thinking Skills <i>Acquisition of knowledge</i> to identify and describe the interconnections between people and the human and environmental characteristics of places <i>Analyse</i> how the form of living things enables them to function in their environment <i>Application-</i> explain the characteristics of places in different locations <i>Synthesis</i> of scientific knowledge to help create and develop solutions to environmental issues <i>Dialectical thought-</i> thinking about different points of view and understanding those points of view <i>Metacognition-</i> reflecting on the learning process to propose action</p>

Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
<p>HASS (Civics and Citizenship) The key values that underpin Australia's democracy (ACHASSK115)</p> <p>The key features of the electoral process in Australia (ACHASSK116)</p> <p>Why regulations and laws are enforced and the personnel involved (ACHASSK117)</p> <p>How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</p> <p>HASS (Economics and Business) The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)</p>	<p>HASS (History) Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)</p> <p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed (ACHASSK107)</p> <p>The impact of a significant development or event on an Australian colony (ACHASSK108)</p> <p>The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)</p> <p>The role that a significant individual or group played in shaping a colony (ACHASSK110)</p>		<p>Science Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</p> <p>The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)</p> <p>Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)</p> <p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)</p>	<p>HASS (Economics and Business) Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)</p> <p>Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)</p> <p>The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) (Year 6)</p> <p>The reasons businesses exist and the different ways they provide goods and services (ACHASSK151) (Year 6)</p>	<p>HASS (Geography) The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)</p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p> <p>Science Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p> <p>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)</p>

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p>Spanish An inquiry into the rights and responsibilities of global consumers</p>	<p>Health and Physical Education Students perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</p> <p>They apply the elements of movement when composing and performing movement sequences. (Dance)</p> <p>Music An inquiry into Australian folk songs as historical sources: Students describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Spanish An inquiry into the impact of Spanish civilisations on modern societies.</p>	<p>Health and Physical Education An inquiry into the impact of media/advertising on diet nutrition: Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.</p> <p>Visual Arts Media is a tool that influences perception and determines choices. (Links with Media Literacy)</p> <p>Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)</p>			



<p>Who We Are <i>An exploration of:</i></p> <ul style="list-style-type: none"> the nature of the self beliefs and values personal, physical, mental, social and spiritual health human relationships including families, friends, communities and cultures rights and responsibilities what it means to be human. 	<p>Where We are in Place and Time <i>An inquiry into:</i></p> <ul style="list-style-type: none"> orientation in place and time personal histories homes and journeys the discoveries, explorations and migrations of humankind the relationships between interconnectedness of individuals and civilizations from local and global perspectives. 	<p>How We Express Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values the ways in which we reflect on, extend and enjoy our creativity our appreciation of the aesthetic. 	<p>How the World Works <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the natural world and its laws; the interaction between the natural world (physical and biological) and human societies how humans use their understanding of scientific principles the impact of scientific and technological advances on society and on the environment. 	<p>How We Organise Ourselves <i>An inquiry into:</i></p> <ul style="list-style-type: none"> the interconnectedness of human-made systems and communities the structure and function of organisations societal decision-making economic activities and their impact on humankind and the environment. 	<p>Sharing the Planet <i>An inquiry into:</i></p> <ul style="list-style-type: none"> rights and responsibilities in the struggle to share finite resources with other people and with other living things communities and the relationships within and between them access to equal opportunities peace and conflict resolution.
Term 4, Week 5 - 8	Term 1, Week 7- Term 2, Week 2	Term 3, Week 6- Term 4, Week 3	Term 3, Weeks 1- 5	Term 1, Week 1- 6	Term 2, Weeks 3- 9
Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
Changes people experience at different stages of their lives influence their evolving sense of self.	Journeys can be a response to challenges and opportunities.	Exhibition	Changes affect communities and the environment.	Systems and decisions impact society.	New technologies and innovations impact on the sustainability of the planet.
Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry	Lines of Inquiry
<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Physical, social, emotional and intellectual changes that occur throughout life Factors that contribute to well-being during adolescence How relationships contribute to our self-concept 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> The reasons for migration Different points of view of migrants How different migrant groups influence society 		<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> Natural events that change the Earth's surface How the physical environment affects the survival of living things How scientific knowledge can assist in the management of natural disasters 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How decision making processes work The interconnectedness of government systems The rights and responsibilities of citizens around the world 	<p><i>An inquiry into:</i></p> <ul style="list-style-type: none"> How energy is transferred and transformed from one form to another Alternative and renewable use of materials and energy sources Impact of scientific and technological innovations on the sustainable use of finite resources
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Change Function Reflection	Causation Perspective Connection		Change Causation Function	Function Connection Responsibility	Function Change Causation
Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts	Related Concepts
Relationships Well-being	Migration Journeys		Natural Disasters Management	Systems Citizenship	Energy Sustainability

Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile	Learner Profile
Balanced Risk- taker Reflective	Open- minded Caring		Inquirer Communicator	Principled Knowledgeable	Thinker Communicator
Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
Confidence Respect	Empathy Tolerance		Independence Cooperation	Commitment Curiosity Integrity	Creativity Enthusiasm Appreciation
Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning	Approaches to Learning
<p>Social skills <i>Accepting responsibility</i> as an individual and as part of a group <i>Respecting others</i>- respect the feelings and efforts of others <i>Cooperating</i>- developing strategies for developing effective relationships</p> <p>Self-management Skills <i>Healthy Lifestyle</i>- make informed choices to achieve balance for health and wellbeing <i>Informed choices</i>- make choices that will contribute to health and wellbeing</p>	<p>Research skills <i>Formulating questions</i> to frame a historical inquiry <i>Planning</i>- make a plan to gather information systematically <i>Recording</i> information in efficient and effective ways, including the citing of sources <i>Interpreting data</i>- to draw conclusions and make inferences about the different viewpoints of migrants <i>Presenting research</i> findings to communicate what has been learnt</p> <p>Thinking skills <i>Analysis</i> of information or sources for evidence to determine origin and purpose and to identify different perspectives Dialectical thought- Thinking about the different perspectives relating to migration</p> <p>Self-management Skills <i>Organisation</i>- make personal plan to carrying out inquiry effectively <i>Time management</i>- set short term goals for the inquiry process and reflect upon them to keep track of time</p> <p>Communication Skills <i>Speaking</i> to present ideas to an audience <i>Viewing</i> by interpreting and analysing text and images and how they convey meaning</p>		<p>Communication skills <i>Listening</i> to the ideas of others <i>Reading</i> to infer relationships and to draw conclusions <i>Writing</i> to take notes <i>Presenting</i> findings</p> <p>Thinking Skills <i>Acquisition of knowledge</i> about the scientific and geographical concepts connected to the Earth's surface <i>Comprehending</i>- making sense and grasping meaning of acquired knowledge to explore cause and effect relationships <i>Application</i>- applying acquired knowledge explore the management of natural disasters and the environment <i>Evaluation</i>- making judgements based on success criteria</p> <p>Social Skills <i>Accepting responsibility</i> by doing a fair share when working in groups <i>Respecting others</i> by understanding and respecting different points of view and ways of working <i>Cooperating</i>- devise an essential agreement before beginning the group task to develop shared understanding for ways of working together</p>	<p>Thinking skills <i>Acquisition of knowledge</i> about decision making processes in government systems <i>Application</i>- using knowledge of systems to explain the importance of people, institutions and processes <i>Analysis</i>- examine the components of systems to identify the interconnectedness between the parts <i>Synthesis</i>- Investigating the parts of systems to create and develop new systems <i>Evaluation</i>- draw conclusions about the effectiveness of systems to meet the rights and responsibilities of citizens <i>Metacognition</i>- seek feedback from others to improve learning</p> <p>Communication skills <i>Speaking</i>- giving oral reports to share learning <i>Writing</i> to take notes and record thinking <i>Presenting</i> ideas in a range of communication forms <i>Non- verbal</i>- the meaning of signs and symbols within systems</p> <p>Social Skills <i>Group Decision making</i>- comprise and negotiate to arrive at a group consensus <i>Adopting a variety of group roles</i>- allocate different roles when learning in groups <i>Resolving conflicts</i>- use strategies to deal with conflict when it arises in teams</p>	<p>Research Skills <i>Formulating questions</i> for scientific investigations <i>Observing</i> the changes during scientific investigations when variables are changed <i>Collecting data</i> during scientific investigations <i>Organising data</i> to sort and categorise into tables, graphs, charts, diagrams</p> <p>Self- management Skills <i>Safety</i>- identify potential safety risks when planning for scientific investigation <i>Codes of behaviour</i>- for scientific investigations</p>

Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links	Curriculum Links
	<p>HASS (History) Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)</p> <p>The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</p> <p>HASS (Geography) Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)</p> <p>Australia's connections with other countries and how these change people and places (ACHASSK141)</p> <p>HASS (Civics and Citizenship) The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)</p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)</p>		<p>HASS (Geography) The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114) (Year 5)</p> <p>HASS (Geography) The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)</p> <p>Science The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p> <p>Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)</p> <p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)</p>	<p>HASS (History) Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)</p> <p>HASS (Geography) Australia's connections with other countries and how these change people and places (ACHASSK141)</p> <p>HASS (Civics and Citizenship) The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)</p> <p>The roles and responsibilities of Australia's three levels of government (ACHASSK144)</p> <p>The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)</p> <p>Where ideas for new laws can come from and how they become law (ACHASSK146)</p>	<p>HASS (Economics and Business) How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)</p> <p>Science Changes to materials can be reversible or irreversible (ACSSU095)</p> <p>Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)</p> <p>Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)</p>

Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links	Single-subject Links
<p data-bbox="136 113 365 164">Health and Physical Education</p> <p data-bbox="98 169 403 248">Students investigate developmental changes and transitions.</p> <p data-bbox="98 280 403 360">They explain the influence of people and places on identities.</p> <p data-bbox="98 392 403 513">Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</p>		<p data-bbox="837 113 1066 164">Visual Arts Links to Exhibition</p>		<p data-bbox="1608 113 1682 135">Music</p> <p data-bbox="1489 140 1805 248">An inquiry into how musicians express the rights and responsibilities of citizens through their music.</p> <p data-bbox="1597 280 1693 303">Spanish</p> <p data-bbox="1496 308 1794 359">An inquiry into how decision making processes work.</p> <p data-bbox="1525 391 1765 470">An inquiry into the interconnectedness of government systems.</p>	