

Prep	<p><b>Unit Theme/Organising Context</b> Staying Alive (Primary Connections- Foundation Level)</p> <p><b>Host Subject</b> Science/Health</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Living things have basic needs, including food and water (ACSSU002)</li> <li>Science involves exploring and observing the world using the senses (ACSHE013)</li> <li>Respond to questions about familiar objects and events (ACSI014)</li> <li>Explore and make observations by using the senses (ACSI011)</li> <li>Engage in discussions about observations and use methods such as drawing to represent ideas (ACSI233)</li> <li>Share observations and ideas (ACSI012)</li> </ul> <p><b>Brief Overview</b> All animals, including humans, use their sensory organs to help them learn information about their environment. This unit will focus on providing the students with opportunities to learn about what animals, including humans, need to survive.</p>	<p><b>Unit Theme/Organising Context</b> Exploring my Family History</p> <p><b>Host Subject</b> History</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)</li> <li>The different structures of families and family groups today, and what they have in common (ACHHK002)</li> <li>Sequence familiar objects and events (ACHHS015)</li> <li>Distinguish between the past, present and future (ACHHS016)</li> <li>Pose questions about the past using sources provided (ACHHS017)</li> <li>Explore a range of sources about the past (ACHHS018)</li> <li>Identify and compare features of objects from the past and present (ACHHS019)</li> <li>Explore a point of view (ACHHS020)</li> <li>Develop a narrative about the past (ACHHS021)</li> <li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)</li> </ul> <p><b>Brief Overview</b> This unit is adapted from a unit provided by the QSA called Exploring my Family History. The Foundation curriculum provides a study of personal and family histories. Children learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, children build on their knowledge and understanding of how the past is different from the present. This unit begins using literature as a source to explicitly develop children's personal understanding of who the people in their family are and how they are related. As the children's knowledge of family develops the unit focus moves to the differences and commonalities of families.</p>	<p><b>Unit Theme/Organising Context</b> What is it made of (Primary Connections- Foundation Level)</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Objects are made of materials that have observable properties (ACSSU003)</li> <li>Science involves exploring and observing the world using the senses (ACSHE013)</li> <li>Respond to questions about familiar objects and events (ACSI014)</li> <li>Explore and make observations by using the senses(ACSI011)</li> <li>Engage in discussions about observations and use methods such as drawing to represent ideas (ACSI233)</li> <li>Share observations and ideas (ACSI012)</li> </ul> <p><b>Brief Overview</b> This unit will help students to learn how to work scientifically. Children will learn vocabulary that relates to matter and their senses. They will investigate the properties of materials in their environment and describe the properties.</p>	<p><b>Unit Theme/Organising Context</b> My Place is a Very Special Place</p> <p><b>Host Subject</b> Geography</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>The representation of the location of places and their features on maps and a globe (ACHGK001)</li> <li>The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)</li> <li>Observing, questioning and planning</li> <li>Make observations about familiar places and pose questions about them (ACHGS001)</li> <li>Record geographical data and information collected by observation (ACHGS002)</li> <li>Represent the location of features of a familiar place on pictorial maps and models (ACHGS003)</li> <li>Interpreting, analysing and concluding</li> <li>Draw conclusions based on discussions of observations (ACHGS004)</li> <li>Communicating-Present information using everyday language to describe location and direction (ACHGS005)</li> </ul> <p><b>Brief Overview</b> In this unit the children will investigate the features of their school and home. They will be introduced to some new vocabulary and they will look at maps and a globe. They will look at a globe and find where we live. For those children who know their address we will at their place on Google Maps/Google Earth. We will discuss the vocabulary of location which we will also be covering in maths. Because this is the first integrated unit of the children's school life there will be a focus on learning what an observation is. The difference between what we think and what is a fact.</p>
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<p><b>Unit Theme/Organising Context</b> What is Special about working Scientifically</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Science involves asking questions about, and describing changes in, objects and events (ACSH021)</li> <li>Everyday materials can be physically changed in a variety of ways (ACSSU018)</li> <li>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSI025)</li> <li>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSI026)</li> <li>Use a range of methods to sort information, including drawings and provided tables (ACSI027)</li> <li>Through discussion, compare observations with predictions (ACSI212)</li> <li>Compare observations with those of others (ACSI213)</li> <li>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSI029)</li> <li>The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)</li> <li>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHGK006)</li> <li>Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)</li> </ul> <p><b>Brief Overview</b> Skills of a scientist and practicing using these skills</p>	<p><b>Unit Theme/Organising Context</b> Changes in the children and Their Families</p> <p><b>Host Subject</b> History</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)</li> <li>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)</li> <li>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)</li> <li>Sequence familiar objects and events (ACHHS031)</li> <li>Distinguish between the past, present and future (ACHHS032)</li> <li>Pose questions about the past using sources provided (ACHHS033)</li> <li>Explore a range of sources about the past (ACHHS034)</li> <li>Identify and compare features of objects from the past and present (ACHHS035)</li> <li>Develop a narrative about the past. (ACHHS037)</li> <li>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)</li> <li>Explore a point of view (ACHHS036)</li> </ul> <p><b>Brief Overview</b> How events in our lives are ordered, who are the significant people in our lives, why people celebrate significant events and how groups of people measure time</p>	<p><b>Unit Theme/Organising Context</b> Light and Sound</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Light and sound are produced by a range of sources and can be sensed (ACSSU020)</li> <li>Science involves asking questions about, and describing changes in, objects and events (ACSH021)</li> <li>People use science in their daily lives, including when caring for their environment and living things (ACSH022)</li> <li>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSI025)</li> <li>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSI026)</li> <li>Use a range of methods to sort information, including drawings and provided tables (ACSI027)</li> </ul> <p><b>Brief Overview</b> How light and sound are produced and looking at scientific procedures/processes to investigate light and sound</p>	<p><b>Unit Theme/Organising Context</b> The world around us</p> <p><b>Host Subject</b> Geography</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHGK005)</li> <li>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)</li> <li>The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)</li> <li>The ways the activities located in a place create its distinctive features (ACHGK007)</li> <li>Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010)</li> <li>Reflect on their learning and suggest responses to their findings (ACHGS012)</li> <li>Pose questions about familiar and unfamiliar places (ACHGS007)</li> <li>Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS009)</li> <li>Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011)</li> </ul> <p><b>Brief Overview</b> Students look at different environments with smaller places being part of larger places. Each environment has a number of features that are influenced by the activities that take place there.</p>
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**Year 2**

<p><b>Unit Theme/Organising Context</b> Healthy Eating <b>Host Subject</b> Health</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• Health behaviours and choices are influenced by personal factors, people and environments.</li><li>• Individual behaviour and actions can promote health and wellbeing and safety e.g. cleaning teeth, healthy snacks.</li><li>• A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing.</li><li>• Pose questions and plan simple activities and investigations</li><li>• Collect information of daily diet over a period of three days</li><li>• Draw conclusions and make decisions</li><li>• Propose and take action to promote health and wellbeing, movement capacities and personal development</li><li>• Communicate social and environmental ideas, using texts and terminology to match audience and purpose</li><li>• Reflect on learning to identify new understandings.</li></ul> <p><b>Brief Overview</b></p> <p>In this unit, students will explore the digestive system and gain knowledge of the purposes for eating healthy foods. Students will explore and identify the five main food groups that we need to eat food from to stay healthy and will investigate how their own daily diet compares to the recommended servings of each food group. Students will also engage in activities involving each stage of the digestive system, building up an understanding of what the body part does and how it does it.</p>	<p><b>Unit Theme/Organising Context</b> Toy Box <b>Host Subject</b> History</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)</li><li>• The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)</li><li>• The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)</li><li>• The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)</li><li>• Sequence familiar objects and events (ACHHS047)</li><li>• Distinguish between the past, present and future (ACHHS048)</li><li>• Pose questions about the past using sources provided (ACHHS049)</li><li>• A push or a pull affects how an object moves or changes shape (ACSSU033)</li><li>• Explore a range of sources about the past. (ACHHS050)</li><li>• Identify and compare features of objects from the past and present (ACHHS051)</li></ul> <p><b>Brief Overview</b></p> <p>In this unit, students will explore a number of different toys, games and leisure activities across time. Students will look at how pushes and pulls affect these toys movement or shape by exploring the six simple machines levers, wheel and axles, pulleys work, inclined planes, screws and wedges.</p>	<p><b>Unit Theme/Organising Context</b> How Does Your Garden Grow? <b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• Living things grow, change and have offspring similar to themselves (ACSSU030)</li><li>• Science involves asking questions about, and describing changes in, objects and events (ACSHE034)</li><li>• People use science in their daily lives, including when caring for their environment and living things (ACSHE035)</li><li>• Respond to and pose questions, and make predictions about familiar objects and events (ACSSIS037)</li><li>• Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSSIS038)</li><li>• Use a range of methods to sort information, including drawings and provided tables (ACSSIS040)</li><li>• Through discussion, compare observations with predictions (ACSSIS024)</li><li>• Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSSIS042)</li></ul> <p><b>Brief Overview</b></p> <p>In this unit Students will germinate their own bean plants from seedlings and observe the life cycle of butterflies. As the plants &amp; butterflies grow the students will observe and compare the changes taking place. They will keep a diary to record these changes and difference and will explore the different characteristics of life stages. They will look at the needs of plants and look at how they can take responsibility for plants and wildlife as well as showing others how to care for gardens and wildlife.</p>	<p><b>Unit Theme/Organising Context</b> Waterwise Me <b>Host Subject</b> Geography</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• The location of the major geographical divisions of the world in relation to Australia (ACHGK009)</li><li>• The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)</li><li>• The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)</li><li>• The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)</li><li>• The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)</li><li>• Pose geographical questions about familiar and unfamiliar places (ACHGS013)</li><li>• Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)</li><li>• Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015)</li><li>• Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)</li><li>• Reflect on their learning and suggest responses to their findings (ACHGS018)</li></ul> <p><b>Brief Overview</b></p> <p>In this unit students will explore how people are connected to places locally, nationally and internationally. Through investigations, students will consider the factors which affect their connections to places, compare their connections with that of their peers and discuss their differences.</p>
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**Year 3**

<p><b>Unit Theme/Organising Context</b> Our Home Called Earth</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)</li><li>• Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</li><li>• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS053)</li><li>• Suggest ways to plan and conduct investigations to find answers to questions (ACSIS054)</li><li>• Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS055)</li><li>• Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)</li><li>• Compare results with predictions, suggesting possible reasons for findings (ACSIS215)</li><li>• Reflect on the investigation, including whether a test was fair or not (ACSIS058)</li><li>• Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS060)</li></ul> <p><b>Brief Overview</b></p> <p>Exploring the Earth's rotation, day &amp; night, seasons, months and years and how God has provided for life to exist here on earth. As astronomers, map the night sky and compare and contrast features and elements of other planets with that of earth.</p>	<p><b>Unit Theme/Organising Context</b> Indigenous History</p> <p><b>Host Subject</b> History</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (ACHHK060)</li><li>• The representation of Australia as states &amp; territories, &amp; Australia's major natural &amp; human features (ACHGK014)</li><li>• The many countries/places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015)</li><li>• The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)</li><li>• Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems (ACHHK063)</li><li>• Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)</li><li>• HISTORICAL SKILLS</li><li>• Sequence historical people and events (ACHHS065)</li><li>• Use historical terms (ACHHS066)</li><li>• Pose a range of questions about the past (ACHHS067)</li><li>• Identify sources (ACHHS015)</li><li>• Locate relevant information from sources provided (ACHHS068)</li><li>• Identify different points of view (ACHHS069)</li><li>• Develop texts, particularly narratives (ACHHS070)</li><li>• Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)</li></ul> <p><b>Brief Overview</b></p> <p>Discovering the main events of Australia's indigenous history &amp; how it has added to the life of Australians today.</p>	<p><b>Unit Theme/Organising Context</b> Everyday Solids and Liquids</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)</li><li>• Heat can be produced in many ways and can move from one object to another (ACSSU049)</li><li>• Science involves making predictions and describing patterns and relationships (ACSHE050)</li><li>• Science knowledge helps people to understand the effect of their actions (ACSHE051)</li><li>• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS053)</li><li>• Suggest ways to plan and conduct investigations to find answers to questions (ACSIS054)</li><li>• Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS055)</li><li>• Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)</li><li>• Compare results with predictions, suggesting possible reasons for findings (ACSIS215)</li><li>• Reflect on the investigation, including whether a test was fair or not (ACSIS058)</li><li>• Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS060)</li></ul> <p><b>Brief Overview</b></p> <p>Describing the effect of adding or removing heat on everyday substances.</p>	<p><b>Unit Theme/Organising Context</b> Our Asian Friends and Neighbours</p> <p><b>Host Subject</b> Geography</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• The location of Australia's neighbouring countries &amp; their diverse characteristics (ACHGK016)</li><li>• The main climate types of the world and the similarities and differences between the climates of different places (ACHGK017)</li><li>• The similarities &amp; differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)</li><li>• The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of people who live there (ACHGK019)</li><li>• Develop geographical questions to investigate (ACHGS019)</li><li>• Collect &amp; record relevant geographical data &amp; information, e.g. by observing, by interviewing, conducting surveys, measuring, or from sources e.g. maps, photographs, satellite images, the media &amp; the internet (ACHGS020)</li><li>• Represent data by constructing tables &amp; graphs (ACHGS021)</li><li>• Represent the location of places &amp; their features by constructing large-scale maps that conform to cartographic conventions incl. scale, legend, title &amp; north point, &amp; describe their location using simple grid references, compass direction &amp; distance (ACHGS022)</li><li>• Interpret geographical data to identify distributions &amp; patterns &amp; draw conclusions (ACHGS023)</li><li>• Present findings in a range of communication forms, e.g. written, oral, digital, graphic, tabular, &amp; visual, &amp; use geographical terminology (ACHGS024)</li><li>• Reflect on their learning &amp; propose individual action in response to a contemporary geographical challenge &amp; identify the expected effects of the proposal (ACHGS025)</li></ul> <p><b>Brief Overview</b></p> <p>Plan and present a multimodal presentation about why travellers should consider visiting their a nominated Asian or Pacific country.</p>
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**Year 4**

<p><b>Unit Theme/Organising Context</b> The First Fleet</p> <p><b>Host Subject</b> History/Civics &amp; Citizenship</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)</li><li>• Identify different points of view (ACHHS085)</li><li>• Develop texts, particularly narratives (ACHHS086)</li><li>• Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)</li><li>• Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS029)</li></ul> <p><b>Brief Overview</b></p> <p>Students will learn the story of the First Fleet, their journey and arrival. They investigate the crimes leading to transportation, the journey, British settlement and life in early Sydney</p>	<p><b>Unit Theme/Organising Context</b> Journeys of Discovery, Explorations of the New World to late 1700s</p> <p><b>Host Subject</b> History</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)</li><li>• The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)</li><li>• Sequence historical people and events (ACHHS081)</li><li>• Use historical terms (ACHHS082)</li><li>• Pose a range of questions about the past (ACHHS083)</li><li>• Locate relevant information from sources provided (ACHHS084)</li><li>• 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 in both continents (ACHGK020).</li></ul> <p><b>Brief Overview</b></p> <p>Students will explore who the early navigators were, the reasons for their explorations and what impact they had on other cultures. Historical skills include; sequencing, asking questions, gathering information, checking information, and communicating ideas</p>	<p><b>Unit Theme/Organising Context</b> May the Force be With You (Magnets)</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</li><li>• Science involves making predictions and describing patterns and relationships (ACSHE061)</li><li>• With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS064)</li><li>• Suggest ways to plan and conduct investigations to find answers to questions (ACSIS065)</li><li>• Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS066)</li><li>• Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)</li><li>• Compare results with predictions, suggesting possible reasons for findings (ACSIS216)</li><li>• Reflect on the investigation; including whether a test was fair or not (ACSIS069)</li><li>• Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071)</li><li>• Represent data by constructing tables and graphs (ACHGS208)</li></ul> <p><b>Brief Overview</b></p> <p>In this unit students learn how to think and work like a scientist, using forces as their investigation topic In groups they learn how to use team skills and discussion to predict, plan and conduct investigations, present results and reflect on their findings.</p>	<p><b>Unit Theme/Organising Context</b> Beach Camping (to coincide with yr 4 Camp)</p> <p><b>Host Subject</b> Science/Geography</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"><li>• Living things have life cycles (ACSSU072)</li><li>• Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</li><li>• Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</li><li>• Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074)</li><li>• Science knowledge helps people to understand the effect of their actions (ACSHE062)</li><li>• The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)</li><li>• The custodial responsibility Aboriginal Torres Strait Islander Peoples have for country/place and how this influences their past and present views about the use of resources(ACHGK023)</li><li>• The importance of environments to animals and people, and different views on how they can protected (ACHGK022)</li><li>• The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)</li><li>• The sustainable management of waste from production and consumption (ACHGK025)</li><li>• Collect and record relevant geographical data and information, (ACHGS027)</li><li>• Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions (ACHGS029)</li><li>• Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS030)</li><li>• Present findings in a range of communication forms, (ACHGS031)</li><li>• Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS032)</li></ul> <p><b>Brief Overview</b></p> <p>The students will look at aspects of the beach such as the animals and plants that are there. They will look at their life cycles and relationships with each other. We will explore geographical features and how humans impact the geography of an area.</p>
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Year 5	<b>Unit Theme/Organising Context</b> Global Citizenship <b>Host Subject</b> Civics and Citizenship <b>Syllabus Statements</b> <ul style="list-style-type: none"> <li>• Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities</li> <li>• Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints</li> <li>• 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</li> <li>• Working cooperatively, and being aware of others and fair play, can enhance the experience of physical activities for individuals and groups</li> <li>• Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others</li> <li>• Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups</li> </ul> <b>Brief Overview</b> Students investigate the causes and effects of specific historical events and describe the attitudes, beliefs and behaviours that may have led to them. Students investigate the attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups	<b>Unit Theme/Organising Context</b> Our Country <b>Host Subject</b> History <b>Syllabus Statements</b> <ul style="list-style-type: none"> <li>• Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)</li> <li>• The nature of a convict or colonial settlement in Australia, including the factors that influenced patterns of settlement, aspects of the daily life of its different inhabitants, and how they changed the environment. (ACHHK094)</li> <li>• The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)</li> <li>• The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)</li> <li>• The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)</li> <li>• Sequence historical people and events (ACHHS098)</li> <li>• Use historical terms and concepts (ACHHS099)</li> <li>• Identify questions to inform an historical inquiry (ACHHS100)</li> <li>• Identify and locate a range of relevant sources (ACHHS101)</li> <li>• Locate information related to inquiry questions in a range of sources (ACHHS102)</li> <li>• Compare information from a range of sources (ACHHS103)</li> <li>• Identify points of view in the past and present (ACHHS104)</li> <li>• Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)</li> <li>• Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)</li> </ul> <b>Brief Overview</b> Investigate reasons for development of 1 or more British colonies and colonial life after 1800. Explore migration, and cultural history in Australia including indigenous peoples.	<b>Unit Theme/Organising Context</b> Spacey Matters <b>Host Subject</b> Science <b>Syllabus Statements</b> <ul style="list-style-type: none"> <li>• The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078) Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</li> <li>• Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</li> <li>• Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)</li> <li>• Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)</li> <li>• Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)</li> <li>• Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)</li> <li>• Scientific knowledge is used to inform personal and community decisions (ACSHE217)</li> <li>• With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSSIS231)</li> <li>• With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSSIS086)</li> <li>• Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSSIS087)</li> <li>• Use equipment and materials safely, identifying potential risks (ACSSIS088)</li> </ul> <b>Brief Overview</b> Explore the solar system and identify the properties of the planets. Investigate ways life occurs on earth and explore the possibility of life on other planets. Look at scientific discoveries that help us with scientific exploration.	<b>Unit Theme/Organising Context</b> My World <b>Host Subject</b> Geography <b>Syllabus Statements</b> <ul style="list-style-type: none"> <li>• The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)</li> <li>• The influence of the environment on the human characteristics of a place (ACHGK028)</li> <li>• The influence people have on the human characteristics of places and the management of spaces within them (ACHGK029)</li> <li>• The impact of bushfires or floods on environments and communities, and how people can respond (ACHGK030)</li> <li>• Develop geographical questions to investigate and plan an inquiry (ACHGS033)</li> <li>• Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGS034)</li> <li>• Evaluate sources for their usefulness and represent data in different forms, for example, maps, plans, graphs, tables, sketches and diagrams (ACHGS035)</li> <li>• Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions, including border, source, scale, legend, title and north point, using spatial technologies as appropriate (ACHGS036)</li> <li>• Interpret geographical data and other information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037)</li> <li>• Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate (ACHGS038)</li> </ul> <b>Brief Overview</b> Students will develop a sense of their place in the world. Students will explore mapping, climate zones and the responsibility of groups to community environment
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<p><b>Unit Theme/Organising Context</b> Vote for me</p> <p><b>Host Subject</b> Civics and Citizenship</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)</li> <li>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114)</li> <li>Sequence historical people and events. (ACHHS117)</li> <li>Use historical terms and concepts (ACHHS118)</li> <li>Identify questions to inform an historical inquiry (ACHHS119)</li> <li>Identify and locate a range of relevant sources (ACHHS120)</li> </ul> <p><b>Brief Overview</b> After investigating the events of Federation students will gain an understanding of the structure of the Australian government – local, state and federal levels. They will undergo a hypothetical scenario which involves designing a voting card and delivering a vote for me persuasive speech which in turn is voted (using ballot paper) and then each division counts votes using the preferential voting system that is carried out here in Australia.</p>	<p><b>Unit Theme/Organising Context</b> Migration</p> <p><b>Host Subject</b> History</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</li> <li>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</li> <li>Examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data</li> <li>Investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearlling industry)</li> <li>Describing cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and comparing these with those of the communities in which they settled within Australia</li> <li>Connecting stories of migration to students' own family histories (where appropriate)</li> <li>Locate information related to inquiry questions in a range of sources. (ACHHS121)</li> <li>Identify points of view in the past and present (ACHHS123)</li> </ul> <p><b>Brief Overview</b> Investigating reasons why people migrate, laws of migration, impacts and push and pull factors.</p>	<p><b>Unit Theme/Organising Context</b> Designing a Better World</p> <p><b>Host Subject</b> Science</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)</li> <li>Energy from a variety of sources can be used to generate electricity (ACSSU219)</li> <li>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100)</li> <li>Scientific knowledge is used to inform personal and community decisions (ACSHE220)</li> <li>Compare data with predictions and use as evidence in developing explanations (ACSIS221)</li> <li>Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS108)</li> <li>Communicate ideas, explanations and processes in a variety of ways, including multimodal texts (ACSIS110)</li> <li>Places are connected to each other, locally, regionally and globally, through the movement of goods, people and ideas as well as human or environmental events</li> </ul> <p><b>Brief Overview</b> Students investigate the development and manufacture of an everyday functional product. They then design a presentation outlining modifications and improvements to this everyday functional item. The improvements and modifications are designed to minimise the environmental impact of that object.</p>	<p><b>Unit Theme/Organising Context</b> The Asia Region</p> <p><b>Host Subject</b> Geography</p> <p><b>Syllabus Statements</b></p> <ul style="list-style-type: none"> <li>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)</li> <li>Differences in the economic, demographic and social characteristics between countries across the world(ACHGK032)</li> <li>The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)</li> <li>Develop geographical questions to investigate and plan an inquiry (ACHGS040)</li> <li>Collect and record relevant geographical data and information, using ethical protocols, from primary andsecondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports(ACHGS041)</li> <li>Represent the location and features of places and different types of geographical information by constructing large-scale and small-scale maps that conform to cartographic conventions including border, source, scale, legend, title and north point, using spatial technologies as appropriate(ACHGS043)</li> <li>Interpret geographical data and other information using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS044)</li> <li>Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps, using geographical terminology and digital technologies as appropriate (ACHGS045)</li> </ul> <p><b>Brief Overview</b> Students study and explore extreme weather and geological events around the world. They investigate the effects of these on humans and the environment and propose possible causes including a discussion of the greenhouse effect.</p>
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