

HASS – HUMANITIES AND SOCIAL SCIENCES

Australian Curriculum: HASS.

<http://www.australiancurriculum.edu.au/humanities-and-social-sciences/introduction>

Port Curtis Road State School is only including History and Geography for 2016.

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

The F–6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

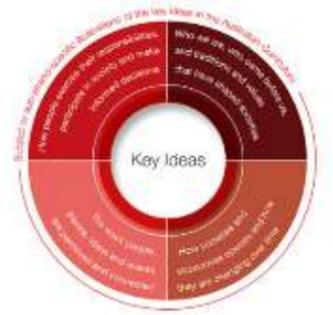
- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.

The Australian Curriculum: Humanities and Social Sciences may be implemented as a combined F–6 program or as an F–7 program.

Foundation – Year 2	Years 3–4	Years 5–6/7
Geography	Geography	Geography
History	History	History
	Civics and Citizenship (implementation on hold)	Civics and Citizenship (implementation on hold)
		Economics and Business (implementation on hold)

Humanities and Social Sciences	Knowledge and Understanding	Inquiry and Skills.
History: sources, continuity and change, cause and effect, significance, perspectives, empathy and contestability	<ul style="list-style-type: none"> • Significance • Continuity and change • Cause and effect • Place and space • Interconnections • Roles, rights and responsibilities • Perspectives and action 	<ul style="list-style-type: none"> • Questioning • Researching • Analysing • Evaluating and reflecting • Communicating
Geography: place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations		
Civics and Citizenship: government and democracy, laws and citizens, and citizenship, diversity and identity		
Economics and Business: Resource allocation and making choices, the business environment, and consumer and financial literacy		

PCRSS core HASS planning documents	PCRSS HASS resources
<ul style="list-style-type: none"> • ACARA Scope & Sequence documents • C2C units 	<ul style="list-style-type: none"> • Collection of Teaching Resources for teachers and students.



HASS – HUMANITIES AND SOCIAL SCIENCES

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F-10 Humanities and Social Sciences: Key ideas – Subject/sub-strand illustrations

Key idea	Subject/sub-strand			
	History	Geography	Civics and citizenship	Economics and business
<i>Who we are, who came before us, and traditions and values that have shaped societies</i>	<p>Family, local and Australian history; and celebrations and commemoration</p> <p>The longevity of Aboriginal and Torres Strait Islander Peoples' histories and cultures</p> <p>The legacy of Ancient Greece and Ancient Rome</p>	<p>The influence of culture on the organisation of places, and their representations</p> <p>Aboriginal and Torres Strait Islander Peoples' special connections to Country/Place</p> <p>The role of people's environmental worldviews in shaping societies</p>	<p>The influence of social media in shaping identities and attitudes to diversity</p> <p>The shared values of Australian Citizenship</p> <p>The values that underpin Australia's system of government (including British and American influences and a Christian heritage)</p>	<p>The contribution of work to people's sense of identity</p> <p>The 'market system' as a defining feature of Australia's economy</p> <p>Influences on consumer and financial choices</p>
<i>How societies and economies operate and how they are changing over time</i>	<p>The social structure of ancient societies and their legacy</p> <p>The impact of the significant periods on societies (Industrial Revolution, Renaissance, Scientific Revolution, Enlightenment, British imperialism, nationalism and globalisation)</p> <p>The development of democracy in Australia</p>	<p>The human alteration of environments</p> <p>The role of government and non-government organisations in improving human wellbeing and planning for sustainable futures</p> <p>Migration and the increasing concentration of people in urban areas</p>	<p>The operation of the three levels of government and Australia's legal system in Australia</p> <p>The development of self-government in Australia</p> <p>How governments respond to social and economic change</p>	<p>The influence of government on the ways markets operate in Australia</p> <p>The shifting importance of different sectors in the Australian economy</p> <p>How societies use limited resources for changing needs and wants now and in the future</p>
<i>The ways people, places, ideas and events are perceived and connected</i>	<p>Different perspectives on the arrival of the First Fleet and the colonial presence</p> <p>The causes of and relationship between events such as World War I, World War II and the Cold War</p> <p>Global influences on Australian culture</p>	<p>People's perceptions of places and how these influence their connections to different places</p> <p>How human and natural systems are connected and interdependent</p> <p>How places in Australia are connected to other places across the world</p>	<p>How groups within society perceive each other and relate to one another</p> <p>The influence of global connectedness and mobility on Australian identity</p> <p>Australians' rights and responsibilities towards each other and Australia's international obligations</p>	<p>The performance of the Australian economy and how this is perceived by different groups</p> <p>How participants in the global economy are interdependent</p> <p>Different ways that entrepreneurs and businesses succeed</p>

Key idea	Subject/sub-strand			
	History	Geography	Civics and citizenship	Economics and business
<i>How people exercise their responsibilities, participate in society and make informed decisions</i>	<p>The development of rights in Australia for women, children, Aboriginal and Torres Strait Islander Peoples and other groups</p> <p>The participation of people in human rights and environmental campaigns in Australia</p> <p>The contributions and achievements of individuals and groups to Australia's development</p>	<p>Strategies used to enhance the liveability of places</p> <p>World views about sustainability and environments and how they are expressed</p> <p>The management and planning of Australia's urban future</p>	<p>The role of the electoral and representative systems of government</p> <p>The participation of groups in civic life, such as social, cultural, political and religious groups</p> <p>The importance of active and informed citizenship in decision-making and the use of democratic processes</p>	<p>The responsibilities of employers and employees in the workplace</p> <p>How individuals and businesses plan to achieve short- and long-term financial objectives</p> <p>The concept of opportunity cost as a means of making informed decisions about alternative uses of resources</p>

Humanities and Social Science

PREP	<p>History By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.</p>	<p>Geography By the end of Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people. Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share and compare observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.</p>
YEAR 1	<p>History By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.</p>	<p>Geography By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places. Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.</p>
YEAR 2	<p>History By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.</p>	<p>Geography By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning. Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.</p>
YEAR 3	<p>History By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups. Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.</p>	<p>Geography By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighbouring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places. Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge.</p>
YEAR 4	<p>History By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.</p>	<p>Geography By the end of Year 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge. Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They record and represent data and the location of places and their characteristics in simple graphic forms, including largescale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action.</p>
YEAR 5	<p>History By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.</p>	<p>Geography “By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge. Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action.</p>
YEAR 6	<p>History By the end of Year 6 students explain the significance of an event/development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.</p>	<p>Geography By the end of Year 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge. Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information from primary and secondary sources. They record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the probable effects of their proposal.</p>

Class: _____ Teacher(s): _____

Historical Knowledge and Understanding Scope and Sequence

P -2	History	Unit 1	Unit 2
		2016	2016
		<p>Remembering the past The key inquiry questions guiding this unit are: For Prep:</p> <ul style="list-style-type: none"> • What stories do other people tell about the past? • How can stories of the past be told and shared? <p>For Year 1:</p> <ul style="list-style-type: none"> • How do we describe the sequence of time? <p>For Year 2:</p> <ul style="list-style-type: none"> • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? Why? <p>In this unit, students will:</p> <ul style="list-style-type: none"> • identify familiar ways that family and friends commemorate past events that are important to them • explore the way in which stories of families and the past can be and have been communicated • recognise that stories can be prompted by photographs, artefacts, books, oral histories, digital media and museums that represent past events • develop an understanding of terms indicating the passing of time • use terms indicating the passing of time to describe past events and annotate sequenced events • identify sites of historical significance in the local community • explore the history of significant sites in the local community and examines what they reveal about the past • identify continuity and change in significant sites in the local community • recognises cultural or spiritual significance associated with the significant sites. <p>The following content enables students in Foundation to Year 2 to learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future, and through role play use their imagination to speculate about the lives of others in the past.</p> <p>The content provides opportunities to develop historical understandings through the key concepts of continuity and change and significance.</p>	<p>Comparing the past and the present The key inquiry questions guiding this unit are: For Prep:</p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>For Year 1:</p> <ul style="list-style-type: none"> • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? <p>For Year 2:</p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? <p>In this unit, students will:</p> <ul style="list-style-type: none"> • investigate their own personal story, including their family background and relationships within their family • examine family structures and appreciate that diverse family groups today have commonalities as well as differences • consider how family structures and roles have changed over time • identify difference and similarities between their daily lives and the childhoods of their parents, grandparents and significant older people • examine changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people's lives. <p>The content provides opportunities to develop historical understandings through the key concepts of continuity and change, perspectives, significance, cause and effect and empathy.</p>

Class: _____ Teacher(s): _____

Yr 2	History	Unit 1	Unit 2
		2016	2016
		<p>Exploring the impact of changing technology on people's lives</p> <p>In this unit, students will investigate the following question: - How have changes in technology shaped our daily life?</p> <p>In this unit students examine changes in technology that have occurred over time, to develop an understanding of the impact that technology has had on people's lives.</p>	<p>Exploring my local community</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? Why? <p>In this unit, students identify and explore a site of historical significance in the local community and describe what the site reveals about the past and its importance today. The content provides opportunities to develop historical understandings through the key concepts of continuity and change, perspectives, empathy and significance.</p> <p>It will also develop student capacity to pose questions about the past and use sources provided to answer these questions, and to use the information gathered to develop a narrative about the past.</p>
		<p>Investigating celebrations, commemorations and community diversity</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • How and why do people choose to remember significant events of the past? • What is the nature of the contribution made by different groups and individuals in the community? <p>In this unit, students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate. Students will explore the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.</p> <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, perspectives, empathy and significance.</p>	<p>Exploring continuity and change in local communities</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • Who lived here first and how do we know? • How has our community changed? What features have been lost and what features have been retained? <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect and significance.</p>

Class:

Teacher(s):

		Unit 1	Unit 2
<p>Yr 4</p> <p>History</p>	2016	<p>Investigating European exploration and the movement of peoples.</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • Why did the great journeys of exploration occur? • Why did the Europeans settle in Australia? <p>The following content is taught as part of an overview for the historical period from 1450 to 1800:</p> <ul style="list-style-type: none"> • recognise connections between world history events and the history of Australia • appreciate the remains of the past can reveal aspects of what life was like then • investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe • pose questions about the ways in which colonisation affected Australia at the time • use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony • sequence key events related to the colonisation of Australia • describe the experiences of a convict who travelled on the First Fleet and identify how life changed. <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.</p>	<p>First contacts - Investigating the impact of colonisation</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • What was life like for Aboriginal peoples and Torres Strait Islander peoples before the arrival of Europeans? • What was the nature and consequence of contact between Aboriginal peoples and Torres Strait Islander peoples and early traders, explorers and settlers? <p>The following content is taught as part of the historical period from 1450 to 1800:</p> <ul style="list-style-type: none"> • explore the diversity and longevity of Australia's first peoples • recognise the ways Aboriginal peoples and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) • investigate the implications of this connection to Country and Place for the daily lives of Aboriginal peoples and/or Torres Strait Islander peoples • investigate the effects of interactions and contact between Aboriginal peoples and/or Torres Strait Islander peoples and others, including Macassans traders and Europeans. <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect and perspectives</p>
	2016	<p>Exploring the development of British colonies in Australia</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • What do we know about the lives of people in Australia's colonial past and how do we know? • How did an Australian colony develop over time and why? • How did colonial settlement change the environment? <p>The following content is taught as part of the unit:</p> <ul style="list-style-type: none"> • key events related to the development of British colonies of Australia • the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay and Van Diemen's Land colonies • aspects of daily life in the 1800s • the impact of colonisation on the environment and Aboriginal peoples. <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect and significance.</p>	<p>Investigating the colonial period in Australia</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • What were the significant events and who were the significant people that shaped Australian colonies? • What do we know about the lives of people in Australia's colonial past and how do we know? <p>In this unit, students:</p> <ul style="list-style-type: none"> • recognise key events in Australia during the colonial period after 1800 • investigate the reasons why people migrated to Australia in the colonial period and the impacts of that migration • appreciate the impacts of significant developments and events - the gold rush and the Eureka Stockade • pose questions to investigate the significance of individuals and groups in shaping the colonies • describe the significance of individuals and events in shaping the colonies. <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives and significance.</p>
	2016	<p>Australia as a nation - Investigating the development of the Australian nation</p> <p>In this unit students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> • Why and how did Australia become a nation? • How did Australian society change throughout the 20th century? <p>In this unit, students recognise key figures and events in the development of Australia as a nation. They examine sources to investigate Australia's path to Federation from the late 1800s to 1901. They will also examine British and American influences on Australia's system of law and government.</p> <p>Students will describe the experiences of Australian democracy and citizenship for a range of groups, including Aboriginal peoples and Torres Strait Islander peoples, migrants, women and children. They will investigate the changing status and rights of these groups throughout the 20th century.</p> <p>The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.</p>	<p>Investigating the development of Australia as a diverse society</p> <p>In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • Who were the people who came to Australia? Why did they come? • What contributions have significant individuals and groups made to the development of Australian society? <p>The following content is taught as part of the unit.</p> <p>Students locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated.</p> <p>They investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society.</p> <p>The content provides opportunities to develop historical understandings through the key concepts of sources, cause and effect, perspectives, empathy and significance.</p>



Class:

Teacher(s):

Class:

Teacher(s):

Unit 1

Unit 2

Exploring features of places

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography:

- What are places like?
- What are the different features of places?
- How can we care for places?
- How can spaces within a place be rearranged to suit different purposes?
- What is a place?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections and scale. In this unit, students:

- describe and represent the location and direction of features of places on pictorial maps and models
- use maps to identify the places where people live and belong, such as their home, neighbourhood or rural area, and record the features of each place
- collect, record and interpret data about the features of places
- understand that the features of places can be natural, for example, a beach; managed, for example, a farm; or constructed, for example, a building
- record geographical information to identify and describe the natural, constructed and managed features of places
- identify how places can change and how they can be cared for
- observe how spaces can be arranged for different activities or purposes
- draw on representations of the world as geographical divisions, and the location of Australia
- understand that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another
- represent connections between places by constructing maps and using symbols.

Caring for special places

In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography.

Prep

- What makes a place special?
- How can we look after the places we live in?

Year 1

- What are the different features of places?
- How can we care for places?

Year 2

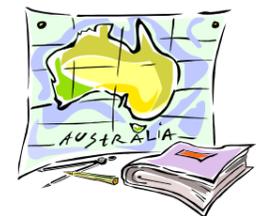
- How are people connected to their place and other places?
- What factors affect my connection to places?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections and scale. In this unit, students:

- draw on studies at the personal scale, including familiar places, e.g. the school, local park and local shops
- draw on studies of local places within Australia and other places throughout the world
- understand that what makes a 'place' special is dependent on how people view the place or use the place
- describe special places and the reasons they are special to people
- pose questions about the meaning places have for people, and ways of caring for special places
- respond to questions to find out about the features of places, the activities that occur in places and the care of places
- understand that weather and climate affect the visible elements or features of a place nearby or far away
- observe the daily and seasonal weather (e.g. rainfall, temperatures, sunshine, wind, snow) of a place nearby and far away
- examine the ways in which other cultures, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
- examine geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to understand the unique connections Aboriginal peoples and Torres Strait Islander peoples have to Country/Place
- use sources to identify ways that people care for special places
- reflect on learning to suggest ways they could contribute to the care of a special place
- collect and record geographical data and information, e.g. a survey or interview, to identify the ways people are connected to other places, and factors influencing those connections.

2016

Geography P -2



Class:

Teacher(s):

Class:

Teacher(s):

Unit 1

Unit 2

Geography Yr 2

2016

What is the story of my place?

In this unit students will investigate the inquiry question identified from the Australian Curriculum: Geography

- What is a place?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections and scale.

In this unit, students:

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

How are people and places connected?

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: Geography.

- How are people connected to their place and other places?
- What factors affect my connection to places?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, and scale. In this unit, students:

- draw on studies of local places within Australia and other places throughout the world
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world
- understand connections between people and places throughout the world are influenced by purpose, distance and accessibility
- pose questions to collect primary data and information about peoples' connections to places
- collect and record geographical data and information, for example, a survey or interview, to identify the ways people are connected to other places and factors influencing those connections
- examine geographical data and information, such as the stories of Aboriginal peoples and Torres Strait Islander peoples, to understand the unique connections Aboriginal peoples and Torres Strait Islander peoples have to Country/Place
- respond with ideas on how to improve the connections people have to their place and other places.

Geography Yr 3

2016

Exploring similarities and differences in places near and far

In this unit students will investigate the inquiry question identified from the Australian Curriculum: Geography

- How and why are places similar and different?
- What would it be like to live in a neighbouring country?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnection and scale.

In this unit, students will draw on studies at the local scale, including representations of Australia and the location of Australia's neighbouring countries, understand the different climate types and their influence on the characteristics of places, and review unit inquiry questions. They will recognise that a 'place' is a form of bounded space with each place having a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples, and how they are represented. Students will also record data and information to identify similarities and differences between the climates of different places.

Further to this, students will identify the natural and human characteristics of places in Australia and Australia's neighbouring countries using sources such as photographs maps and the internet; interpret representations of places, for example, through a globe, wall or atlas map, or digital application; and recognise their purpose. They will use the information provided to represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point. They will identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries.

Protecting places near and far

In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography:

- How do people's feelings about places influence their views about the protection of places?
- How and why are places similar and different?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, sustainability, scale, change. In this unit, students:

- draw on studies at the local scale in Australia and its neighbouring countries
- recognise the interconnections between people and places
- collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in selected places of significance
- understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live
- pose simple geographical questions for investigating places of significance, and collect information from different sources to answer these questions, including interviews and surveys
- recognise that people have different perceptions of places and how this influences views on the protection of place
- interpret data and information to identify similarities and differences and draw conclusions
- present findings, using geographical terms
- reflect on their learning to propose individual action about protecting and improving a selected place of significance
- suggest action to protect and improve selected places of significance.



Class:

Teacher(s):

Class:

Teacher(s):

Unit 1

Unit 2

Geography Yr 4

2016

Exploring environments and places

In this unit students will investigate the inquiry question identified from the Australian Curriculum: Geography

- How does the environment support the lives of people and other living things?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, change, and scale.

In this unit, students build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.

Using places more sustainably

In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography:

- How do different views about the environment influence approaches to sustainability?
- How can people use places and environments more sustainably?

The content provides opportunities to develop the following concepts for geographical understandings: Place, Space, Environment, Interconnection, Sustainability, Scale and Change.

In this unit, students:

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

Geography Yr 5

2016

Exploring how people and places affect one another

Students will investigate the inquiry question identified from the Australian Curriculum Geography

- How do people and environments influence one another?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability, and scale.

In this unit, students extend their mental map of the world with a focus on Europe and North America. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The concept of place is further developed by exploring the human and environmental factors that influence the characteristics of places. The interconnections between people and environments are examined through climate and landforms. Students learn how climate and landforms influence the human characteristics of places and how human actions influence the environmental characteristics of places. They will represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. The impact of human actions on the environmental characteristics of places in two countries in Europe and North America is further explored through a focus on examples and a case study.

Exploring how places are changed and managed by people

In this unit students will investigate the inquiry question/s identified from the Australian Curriculum: geography.

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, interconnections, change, sustainability, and scale.

In this unit, students:

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

Geography Yr 6

2016

Exploring a diverse world

In this unit students will investigate the inquiry question identified from the Australian Curriculum: Geography

- How do places, people and cultures differ across the world?

The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, change, and scale.

In this unit, students take a global view of geography and build their understanding of the concepts for geographic understanding of place and space and interconnections. Students learn about the location of major countries in Asia, particularly the sub-regions of North-east Asia and South-east Asia and the differences in economic, demographic and social characteristics between countries in these sub-regions and global trends. Data is interpreted for trends and patterns. Data analysis focuses on the diversity of the Asia region and relationships between phenomena. Students learn about the world's cultural diversity, including that of its Indigenous peoples and reflect on the cultural differences and similarities and the meaning and significance of intercultural understanding.

Exploring Australia's connections with other countries

In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography:

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

The content provides opportunities to develop the following concepts for geographical understandings: place, environment, interconnections, sustainability, scale, change. In this unit, students:

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