



TERM 1	TERM 2	TERM 3	TERM 4
<p>*** Address at appropriate times throughout the year:                      Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day. (History)                      Significance of celebrations and commemorations in other places around the world. (History)</p>			
<p><b>VALUES (6 WEEKS)</b>  <u>Personal and Social Capabilities</u>                      Explore the links between their emotions and their behaviour                      Reflect on how personal strengths have assisted in achieving success at home, at school or in the community                      Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations                      Identify the skills for working independently and describe their performance when undertaking independent tasks                      Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences                      Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual                      Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles</p> <p><u>Ethical Capabilities</u>                      Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued                      Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles                      Examine how problems may contain more than one ethical issue                      Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends                      Discuss the role and significance of conscience and reasoning in ethical decision-making</p> <p><b>CYBER SAFETY (4 Weeks)</b>  <u>Health and Physical Education</u>                      Investigate community resources and strategies to seek help about health, safety and wellbeing                      Plan and practise strategies to promote health, safety and wellbeing                      Practise skills to establish and manage relationships                      Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</p> <p><u>Personal and Social Capabilities</u>                      Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved                      Describe the various causes of conflict and evaluate possible strategies to address conflict</p> <p><u>Design and Technology</u>                      Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques</p>	<p><b>DEMOCRACY (10 WEEKS)</b>  <u>Civics and Citizenship</u>                      Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system                      Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system                      Identify and discuss the key features of the Australian electoral process                      Identify the roles and responsibilities of electors and representatives in Australia’s democracy                      Explain how state/territory and federal laws are initiated and passed through parliament                      Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system</p> <p><u>History</u>                      The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony                      The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated</p> <p><u>Intercultural Capabilities</u>                      Identify barriers to and means of reaching understandings within and between culturally diverse groups                      Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups</p>	<p><b>Paddock to Plate (10 Weeks)</b>  <u>Geography</u>                      Factors that influence people’s awareness and opinion of places                      Australia’s connections with other countries and how these change people and places                      Environmental and human influences on the location and characteristics of places and the management of spaces within them                      Impacts of bushfires or floods on environments and communities, and how people can respond                      Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places                      Identify and describe locations and describe and explain spatial distributions and patterns                      Describe and explain interconnections within places and between places, and the effects of these interconnections                      Describe and explain the diverse characteristics of places in different locations from local to global scales</p> <p><u>Economics</u>                      Describe the difference between needs and wants and explain why choices need to be made                      Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs                      Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations                      Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices                      Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment                      Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services                      Explore the nature and meaning of work and why individuals choose to participate in work                      Investigate the influences on the ways people work and explore factors affecting work now and into the future                      Investigate the nature and explain the importance of enterprising behaviours and capabilities                      Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event</p> <p><u>Design and Technologies</u>                      Investigate how and why food and fibre are produced in managed environments                      Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene                      Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions                      Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use                      Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use</p>	<p><b>CHANGE DETECTIVES (5 WEEKS)</b>  <u>Science</u>                      Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting                      Solids, liquids and gases behave in different ways and have observable properties that help to classify them                      Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data                      Suggest improvements to the methods used to investigate a question or solve a problem                      Compare data with predictions and use as evidence in developing explanations                      With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules                      With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks</p> <p><u>Design and Technologies</u>                      Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions                      Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions                      Develop project plans that include consideration of resources when making designed solutions</p> <p><b>CIRCUITS AND SWITCHES (5 WEEKS)</b>  <u>Science</u>                      Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy                      Compare data with predictions and use as evidence in developing explanations                      With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules                      With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks                      Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data                      Suggest improvements to the methods used to investigate a question or solve a problem</p> <p><u>Design and Technologies</u>                      Investigate how forces or electrical energy can control movement, sound or light in a designed product or system                      Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions                      Develop project plans that include consideration of resources when making designed solutions                      Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions</p>

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<p><b>VALUES (6 WEEKS)</b> <u>Personal and Social Capabilities</u> Explore the links between their emotions and their behaviour Reflect on how personal strengths have assisted in achieving success at home, at school or in the community Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations Identify the skills for working independently and describe their performance when undertaking independent tasks Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles</p> <p><u>Ethical Capabilities</u> Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles Examine how problems may contain more than one ethical issue Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends Discuss the role and significance of conscience and reasoning in ethical decision-making</p> <p><b>CYBER SAFETY (4 Weeks)</b> <u>Health and Physical Education</u> Investigate community resources and strategies to seek help about health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing Practise skills to establish and manage relationships Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</p> <p><u>Personal and Social Capabilities</u> Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved Describe the various causes of conflict and evaluate possible strategies to address conflict</p> <p><u>Design and Technology</u> Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques</p>	<p><b>CREATORS &amp; DESTROYERS (5 WEEKS)</b> <u>Science</u> Earth is part of a system of planets orbiting around a star (the Sun) Light from a source forms shadows and can be absorbed, reflected and refracted Sudden geological changes or extreme weather conditions can affect Earth's surface Decide which variables should be changed, measured and controlled in fair tests and accurately observe, measure and record data Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data Suggest improvements to the methods used to investigate a question or solve a problem</p> <p><u>Critical and Creative Thinking</u> Experiment with alternative ideas and actions by setting preconceptions to one side Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities</p> <p><b>DESERT SURVIVORS (5 WEEKS)</b> <u>Science</u> Living things have structural features and adaptations that help them to survive in their environment Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives The growth and survival of living things are affected by the physical conditions of their environment Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data Suggest improvements to the methods used to investigate a question or solve a problem</p> <p><u>Critical and Creative Thinking</u> Experiment with alternative ideas and actions by setting preconceptions to one side Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities</p>	<p><b>A TALE OF THREE CITIES (10 WEEKS)</b> <u>Geography</u> Location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries from both continents Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate Location of the major countries of the Asian region in relation to Australia and the geographical diversity within the region Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology Differences in the demographic, economic, social and cultural characteristics of countries across the world Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols</p> <p><u>Civics and Citizenship</u> Examine the concept of global citizenship Investigate how people with shared beliefs and values work together to achieve their goals and plan for action Identify different points of view on a contemporary issue relating to democracy and citizenship</p> <p><u>Intercultural Capability</u> Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures</p> <p><u>Critical and Creative Thinking</u> Experiment with alternative ideas and actions by setting preconceptions to one side Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities</p>	<p><b>FANTASTIC FEDERATION (5 WEEKS)</b> <u>History</u> Describe perspectives and identify ideas, beliefs and values of people and groups in the past Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia's colonial past and the causes and effects of Federation on its people Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children</p> <p><b>COLONIAL AUSTRALIA (5 WEEKS)</b> <u>History</u> Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants The role that a significant individual or group played in shaping and changing a colony The effects of a significant development or event on a colony The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies</p>

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