

Identify curriculum	Achievement standard	<p><b>History</b> Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian HaSS Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</p> <p>Broadly, by the end of the year, students <b>suggest</b> reasons for change and continuity over time. They <b>describe</b> the effects of change on societies, individuals and groups. They <b>describe</b> events and developments from the perspective of different people who lived at the time. Students <b>explain</b> the role of groups and the significance of particular individuals in society. They <b>identify</b> past events and developments that have been interpreted in different ways.</p> <p>Students <b>sequence</b> events and developments within a chronological framework, using dating conventions to <b>represent</b> and <b>measure</b> time. When researching, students <b>develop</b> questions to frame a historical inquiry. They <b>identify</b> and <b>select</b> a range of sources and <b>locate</b>, <b>compare</b> and use information to answer inquiry questions. They <b>examine</b> sources to <b>explain</b> points of view. When interpreting sources, they <b>identify</b> their origin and purpose. Students <b>develop</b> texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and <b>acknowledge</b> their sources of information.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/History/Curriculum/F-10">www.australiancurriculum.edu.au/History/Curriculum/F-10</a>&gt;.</p>			
		<p><b>Geography</b> Students will study skills and content appropriate to their ability level under the topics listed below. All content is drawn from the Australian HaSS Curriculum, ranging from Foundation to Year 10 according to individual student ability level.</p> <p>Broadly, by the end of the year, students <b>describe</b> geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They <b>explain</b> interconnections between people and places and environments and <b>describe</b> how these interconnections change places and environments. They <b>describe</b> alternative strategies to a geographical challenge referring to environmental, economic and social factors.</p> <p>Students <b>identify</b> geographically significant questions to frame an inquiry. They <b>evaluate</b> a range of primary and secondary sources to <b>locate</b> useful information and data. They <b>record</b> and <b>represent</b> data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They <b>interpret</b> and <b>analyse</b> geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and <b>draw</b> conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and <b>describe</b> the expected effects of their proposal.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Geography for Foundation-10</i>, &lt;<a href="http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10">www.australiancurriculum.edu.au/Geography/Curriculum/F-10</a>&gt;.</p>			
Teaching and learning	Term overview	<p><b>Term 1</b></p> <p>1. What is History? Overview unit:</p> <p>2. Indigenous Australian History:</p> <ul style="list-style-type: none"> <li>- the <b>evidence</b> for the emergence and establishment of <b>ancient</b> societies</li> <li>- key features of <b>ancient</b> societies</li> </ul>	<p><b>Term 2</b></p> <p>3. Ancient China:</p> <p>4. Ancient Greece:</p> <ul style="list-style-type: none"> <li>- physical features and social structure of the society</li> <li>- significant beliefs and practices</li> <li>- focus on a key personality from the time</li> </ul>	<p><b>Term 3</b></p> <p>5. Water in the World:</p> <ul style="list-style-type: none"> <li>- water in the environment</li> <li>- scarcity of water</li> </ul> <p>6. Place and Liveability:</p> <ul style="list-style-type: none"> <li>- factors that influence the liveability of a place</li> <li>- strategies to enhance liveability</li> </ul>	<p><b>Term 4</b></p> <p>7. Water in Use:</p> <ul style="list-style-type: none"> <li>- the many uses of water, and its value</li> </ul> <p>8. Civics and Citizenship:</p> <ul style="list-style-type: none"> <li>- key features of Australia's system of government</li> <li>- the rights of individuals</li> </ul>
	Cross curriculum priorities				
	General capabilities				
	Key to general capabilities and				

	cross-curriculum priorities	 Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability							
<b>Develop assessment</b>	<b>Assessment</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
		<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>	<b>Week</b>	<b>Assessment instrument</b>
		1-10	Ongoing Bookwork	3	Information Report	5	Inquiry Question	1-10	Ongoing Bookwork
		4	Cloropleth Map	9	Frame and inquiry	9	Liveability report	8	Oral Presentation
		9	Primary source analysis						
<b>Make judgments and use feedback</b>	<b>Moderation</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>		<b>Term 4</b>	
		Teachers moderate student work to ensure consistency of judgments.		Teachers moderate student work to ensure consistency of judgments.		Teachers moderate student work to ensure consistency of judgments		Teachers review student work to ensure consistency of judgments.	