

Identify curriculum	Achievement standard	<p>Geography - LSU Achievement Standard By the end of the year 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 large-scale 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. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: Geography for Foundation-10</i>, <www.australiancurriculum.edu.au/Geography/Curriculum/F-10>.</p> <p>History - LSU Achievement Standard By the end of the year 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. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), <i>Australian Curriculum: History for Foundation-10</i>, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.</p>			
	Term overview	Term 1	Term 2	Term 3	Term 4
		1. Geography - Where we've been in the world	2. Geography - Countries Case Study	3. The Vikings	4. The Vikings / The Black Death in Asia, Europe, and Africa (14th Century Plague)
	Cross curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's Engagement with Asia	Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's Engagement with Asia	Asia and Australia's Engagement with Asia	Asia and Australia's Engagement with Asia
Teaching and learning	General capabilities	<p>Information and Communication Technology (ICT) Capability</p> <ul style="list-style-type: none"> Define and plan information searches Locate, generate and access data and information <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Inquiring - identifying, exploring and organising information and ideas <p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing Word Knowledge Composing texts through speaking, writing and creating <p>Numeracy</p> <ul style="list-style-type: none"> Interpreting statistical information 	<p>Information and Communication Technology (ICT) Capability</p> <ul style="list-style-type: none"> Define and plan information searches Locate, generate and access data and information <p>Ethical Understanding</p> <ul style="list-style-type: none"> Exploring values, rights and responsibilities <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Inquiring - identifying, exploring and organising information and ideas <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Explore and compare cultural knowledge, beliefs and practices <p>Numeracy</p> <ul style="list-style-type: none"> Interpreting statistical information 	<p>Ethical Understanding</p> <ul style="list-style-type: none"> Exploring values, rights and responsibilities Consider points of view <p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Inquiring - identifying, exploring and organising information and ideas <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Interacting and empathising with others Consider and develop multiple perspectives <p>Personal and Social Capability</p> <ul style="list-style-type: none"> Appreciate diverse perspectives <p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing <p>Numeracy</p> <ul style="list-style-type: none"> Interpret maps and diagrams 	<p>Critical and Creative Thinking</p> <ul style="list-style-type: none"> Inquiring - identifying, exploring and organising information and ideas Generating ideas, possibilities and actions Consider alternatives Reflecting on thinking and processes <p>Ethical Understanding</p> <ul style="list-style-type: none"> Exploring values, rights and responsibilities <p>Literacy</p> <ul style="list-style-type: none"> Comprehending texts through listening, reading and viewing <p>Intercultural Understanding</p> <ul style="list-style-type: none"> Explore and compare cultural knowledge, beliefs and practices

	Key to general capabilities and cross-curriculum priorities  Literacy  Numeracy  ICT capability  Critical and creative thinking  Ethical behaviour  Personal and social capability  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability								
Develop assessment	Assessment	Term 1		Term 2		Term 3		Term 4	
		Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument	Week	Assessment instrument
		10	Class My Map	4	Country Case Study Research Task	10	Ongoing bookwork	6	Black Death PEC Paragraphs
				7	Country Case Study PEC Paragraphs	10	Daily Life Research Task		
Make judgments and use feedback	Moderation	Term 1		Term 2		Term 3		Term 4	
		Teachers moderate the class My Map to ensure consistency of judgments.		Teachers moderate the Case Study Research Task and PEC Paragraphs to ensure consistency of judgments.		Teachers moderate samples of the Daily Life Research Task to ensure consistency of judgments		Teachers review student PEC paragraphs to ensure consistency of judgments.	