
















































Identify curriculum	Achievement standard	<p>History <i>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.</i></p> <p>Broadly, by the end of the year, students suggest reasons for change and continuity over time. Students study the migration of Early humans and the development of ancient societies of the East and West. They describe the effects of change on societies, individuals and groups over time. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop 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 acknowledge their sources of information.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: History for Foundation-10, <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences>.</p>			
		<p>Geography <i>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.</i></p> <p>Broadly, by the end of the year, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors. Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent 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 interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw 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 describe the expected effects of their proposal.</p> <p>Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum: Geography for Foundation-10, <https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-learning-area/humanities-and-social-sciences>.</p>			
Teaching and learning	Term overview	Term 1	Term 2	Term 3	Term 4
		1. Does Every Drop Count? <ul style="list-style-type: none">- Exploration of water conservation principles- Sustainability and application of real world water conservation- Significant beliefs and global practices- United Nations Sustainable Development Goal 6: Clean Water and Sanitation	2. What factors influence a place's liveability? <ul style="list-style-type: none">- Factors that enhance livability- Links between places, people and environments- Sustainability and change	3. Ancient Greece <ul style="list-style-type: none">- Physical features and social structure of the Society- Significant beliefs and practices- Focus on a key personality from the time	4. Civics and Citizenship <ul style="list-style-type: none">- Key features of Australia's system of government- Australian law and democratic values- Rights and Responsibilities that promote a cohesive society
	Cross curriculum priorities	  	  	   	   

	General capabilities	    				   				    				     			
	Key to general capabilities and cross-curriculum priorities	<div><div> Literacy</div><div> Numeracy</div><div> ICT capability</div><div> Critical and creative thinking</div><div> Ethical behaviour</div><div> Personal and social capability</div><div> Intercultural understanding</div></div> <div><div>  Aboriginal and Torres Strait Islander histories and cultures</div><div> Asia and Australia's engagement with Asia</div><div> Sustainability</div></div>															
Develop assessment	Assessment	Term 1				Term 2				Term 3				Term 4			
		Week	Assessment instrument			Week	Assessment instrument			Week	Assessment instrument			Week	Assessment instrument		
		1-10	Learning tasks / Bookwork			1-10	Learning Tasks / Bookwork			1-10	Ongoing Bookwork			1-10	Learning Tasks / Bookwork		
		4	Clean Water and Sanitation Project			5	Self Directed Liveability Project			3	PEC / Information Report			5	Legislative Assembly Poster		
		9	Clean Water Solutions Prototype			9	Liveability report			9	Ancient Greece Inquiry Project			8	Oral Presentation		
Make judgments and use feedback	Moderation	Teachers moderate learning tasks and bookwork to ensure consistency of judgments.				Teachers moderate learning tasks and bookwork to ensure consistency of judgments.				Teachers moderate learning tasks and bookwork to ensure consistency of judgments.				Teachers moderate learning tasks and bookwork to ensure consistency of judgments.			