Government of **Western Australia**
School Curriculum and Standards Authority



Humanities and Social Sciences

Teaching, learning and assessment exemplar

Year 5

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources, such as texts and websites, that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandated or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any resources they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – https://k10outline.scsa.wa.edu.au/) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs* (*Mparntwe*) *Education Declaration*, December 2019.

The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.

This exemplar

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default ‘auto play’ of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.

Year level description

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

In Humanities and Social Sciences, students begin to understand and appreciate different points of view, develop the ability to think in more abstract terms and undertake sustained activities for longer periods of time. The investigation of their world becomes more refined and includes relationships, structures, systems and processes. Students' ability to draw on a wider range of sources of information is enhanced by introducing them to experiences beyond their immediate environment, including those of people from other times, places and cultures.

In Year 5, students further develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.

The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources, and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.

Students develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s, and the significant events and people who shaped the political and social structures at that time are considered.

Achievement standard

By the end of the year:

Students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives and describe cause and effect. They draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms, including some subject-specific terminology and concepts. Students reflect on findings to refine their learning.

Students identify the key features of Australia's democracy, describe the electoral process and explain the significance of laws. They describe how participation in groups can benefit the community.

Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation.

Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.

Students identify the cause and effect of change on Australia's colonies and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.

Term 1

Weeks 1–8: Economics and Business

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The difference between needs and wants, and how they may differ between individuals **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Record selected information and/or data using a variety of methods **Analysing** Analyse information and/or data collected	**Key concept** Making choices **Teaching points** • The idea of a want • The idea of a need • Wants are satisfied by using goods and services **Focus questions** **Learning experience 1** • What things are essential (needs)? • What things are non-essential (wants)? • Are some things both goods and services (e.g. a pizza delivery, a restaurant meal)? **Learning experience 2** • Why do individuals have different things that they need? • Why do people have different wants? • Do you buy the same products as your friends, neighbours, parents or grandparents? **Support notes** In Learning experience 2, select roles that meet the context of your class. Suggestions include: an artist, a person without a home, a farmer, a teacher, a mum with a baby, a bricklayer, a person sick in hospital, a	**Learning experience 1** Discuss to revise what is meant by goods and services. Allocate students 5–10 minutes to list as many goods and services they can think of, each one on a separate sticky note e.g. dentist visit, toothpaste, manicure, necklace, ice cream or going to the movies. Students silently place their notes under one of two headings: needs and wants. All students should quietly review the information and are allowed to move up to three other notes if they think they are in the wrong place. It must be done without talking. Discuss and clarify what is meant by the terms ‘needs’ and ‘wants’. Students write their own definition of goods, services, needs and wants on a scrap piece of paper or on a sticky note for an exit ticket out of the class. **Learning experience 2** Revise what is meant by ‘needs’ and ‘wants’ with a think-pair-share. Have students call out a few their needs and write these on the whiteboard without comment or judgement. Once all students have contributed, lead a discussion around the questions:

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	professional athlete, a dog trainer, a scientist going to Antarctica, a person travelling overseas, a person travelling in remote Australia, a pop star, a newly arrived migrant, a newly married couple, a person who has just won the Lotto.	• Are there some things that all people need? • How do needs and wants differ between people? • Do you have the same needs and wants as your friends? Allocate students to small groups and provide each group with a large piece of butcher paper and marker pens. Allocate an occupation or role to each group (see the Support notes) or a representative from each group could draw one from a container. You may model this task first with one of the roles listed if required. Each group is to identify and record everything that role or occupation would likely purchase over the course of a week or so (goods, services, needs and wants). Once students have finished, they should participate in a gallery walk and discuss the questions: • Why do individuals have different things that they need? • Why do people have different wants?

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Resources can be natural, human or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations **Humanities and Social Sciences skills** **Questioning and researching** Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concept** Specialisation **Teaching points** • Natural resources are a component of the Earth's natural environment (e.g. water, timber) • Human resources are the people involved in the production of goods or provision of services (e.g. cleaners, factory workers) • Capital resources are the things made by humans that contribute to production (e.g. a photocopier, a robot, a computer) **Focus questions** **Learning experience 1** • What natural resources are used in the school? • What types of specific roles or tasks do people (human resources) do in the school? • What capital resources can be found in the school? • What types of specific tasks do these capital resources do? **Learning experience 2** • What is the staple natural resource of Weslandia? • What products does Wesley make from this plant? • What capital resources does he make?	**Learning experience 1** Write the terms 'natural resources', 'capital resources' and 'human resources' on the board. Tell students to listen for these terms and try to identify what they mean while they watch the video below: • Kate Molloy – Economic Resources https://www.youtube.com/watch?v=pP19Wea5BjU. Once viewing is complete, clarify the meaning of natural, human and capital resources, and identify any examples from the video with a call out and discussion. Watch the video again if required. Provide students with a T-chart with the headings of 'natural resources', 'human resources' and 'capital resources'. Guide students on a walk around the school to identify more examples of each resource to add to the T-chart: • natural resources (e.g. water, trees, grounds) • human resources (e.g. teachers, cleaners, office staff) • capital resources (e.g. playground equipment, buildings, photocopiers).

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• How does he make use of human resources? • What goods and services does he provide? **Suggested assessment point** Learning experience 2 provides an opportunity to collect data for formative assessment.	Discuss the findings using the focus questions to scaffold the learning. Encourage students to generate questions for further clarification. Optional: Have students photograph the resources and compile them into a slide show to share with another class or on the school's website. **Learning experience 2** Read aloud the book *Weslandia* by Paul Fleischman and Kevin Hawkes. Provide students with a list of focus questions, either on paper or on the board. Have students listen for the information and/or take notes to contribute answers to a discussion after the reading.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Resources can be natural, human or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations **Humanities and Social Sciences skills** **Questioning and researching** Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concept** Specialisation **Teaching points** • Natural resources are a component of the Earth's natural environment (e.g. water, timber) • Human resources are the people involved in the production of goods or provision of services (e.g. cleaners, factory workers) • Capital resources are the things made by humans that contribute to production (e.g. a photocopier, a robot, a computer) **Focus questions** • What strange or unusual natural resource could form the basis of your economy? • What goods and services would you provide? • Who would make or provide them? • What capital resources could you invent to make the products or provide the services? **Suggested assessment point** Students write definitions of natural, human and capital resources.	**Learning experience (2 hours)** Discuss and recap the text from the previous lesson, *Weslandia* by Paul Fleischman and Kevin Hawkes. Discuss the idea of an imaginary land with natural, human and capital resources along the same lines as the one in the story. Working in groups, students invent a land that includes some goods and services made with the available natural, human and capital resources. Each group creates a list clearly identifying the natural, human and capital resources that they would have in their imaginary land. Share with the class and revise the learning by revisiting the focus questions through a discussion.

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Resources can be natural, human or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Analysing** Analyse information and/or data collected **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** Making choices, Interdependence **Teaching points** • Production occurs at a workplace • People and capital resources often perform specific tasks in the making of a good or the provision of a service • Businesses are linked in a supply chain • Key stages of a supply chain include supply of raw materials, manufacturing (building, assembling, cooking, changing), storage and distribution to retailers and consumers **Focus questions** **Learning experience 1** • What types of specific roles or tasks do people do? • What types of specific tasks do capital resources do? • What natural resources are used in the production of the product? **Learning experience 2** • What is a supply chain? • How are businesses linked in a supply chain? • Why do some businesses rely on other businesses to supply some of their raw materials?	**Learning experience 1** Conduct a brainstorm of different workplaces and lead a discussion to identify which of these workplaces have a larger workforce and so are able to have a range of specialist tasks for human and/or capital resources. Add other examples of workplaces that have specialist roles within the overall organisation, but require people to cooperate, such as hospitals, schools, a naval ship or a mining company. Introduce the term ‘production line’ and clarify what is meant by this using the example of a car production line (or similar). Direct students to locate and view a video about how goods are made, such as a car production line. Alternatively, you may provide a suitable video for the whole class to view together (Appendix A). Discuss the video using the focus questions, and clarify any information for the students. Consider the benefits and drawbacks of production lines. **Learning experience 2 (continues for 3 learning experience)** Use the video *Cotton Cows* as a springboard to discuss and define the term ‘supply chains’:

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• What are some of the services that businesses use within their supply chain e.g. transport? • How are the resources used to produce particular goods and services? **Suggested assessment points** The task about considering the benefits and drawbacks of production lines could be used as a formative or summative assessment.	• ABC Behind the News – Cotton Cows https://www.abc.net.au/btn/classroom/cotton-cows/10532962. View the video: • CottonAustralia – Australia Cotton, from Seed to Sock https://www.youtube.com/watch?v=t6plTYrBth4. Model creating a flow chart of the supply chain to make cotton socks. Include all the steps and resources from the production of the raw materials to the final destination at the point of sale (include packaging, dye, transport). Explain to students that they will research a product and develop a flow chart to show all the steps involved in that product's supply chain, and the natural, human and capital resources involved. Students will present the flow chart to their peers with a brief explanation. Brainstorm a list of products for students to research, such as a tub of yoghurt, a bar of chocolate, a box of cereal, a woollen jumper or a frozen pizza. Negotiate success criteria for how the flow chart will be presented and what needs to be included in the flow chart and presentation. Direct students to work individually or in pairs.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Provide computers and other resources. If required, bookmark sites or lead the class to explore search terms. Optional: Provide retrieval charts or develop focus questions. To conclude, students participate in a gallery walk to view each other's work. Each student or pair gives a brief explanation of their chart.

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Resources can be natural, human or capital, and how these are used sustainably to make goods and services to satisfy the needs and wants of present and future generations **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Analysing** Analyse information and/or data collected **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** Making choices, Interdependence **Suggested assessment point** The presentation in the gallery walk provides an opportunity to assess if students can identify natural, human and capital resources.	**Learning experience (continued from Week 4)** Provide individual assistance or form groups for targeted instruction. Once the flow charts are complete, have students prepare a brief explanation to share with their peers. All students are to visit each flow chart and listen to the explanation of each student or group. Students assess each other's work against the negotiated success criteria and give feedback.

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources results in the need to consider trade-offs **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Evaluating** Use decision-making processes, including the use of criteria to assess the possible effects	**Key concept** Scarcity **Teaching points** • Many resources are limited • Choices need to be made about how limited resources are used • An imbalance between wants and resources means that economic decisions have to be made **Focus questions** • What resources are scarce? • Why is water scarce in Western Australia? • What choices need to be made when addressing scarcity? • What choices can the government, the local community, businesses and individuals make when using water? • Who makes the choices when resources are limited or when there are conflicting opinions about how they should be used?	**Learning experience (2 hours)** Introduce the terms 'scarcity' and 'limited resources'. View the following video having posed the question: Why are some resources regarded as scarce? • ABC Behind the News – Tassie Timber https://www.abc.net.au/btn/classroom/tassie-timber/10528634 Discuss the following after viewing the video. • Why is Tasmanian timber considered scarce when it seems to be in abundant supply? • What is timber used for? • Why are Tasmanian forests important to people for so many reasons? (e.g. logging, jobs, the environment, tourism)? • What are some of the choices that could be made in this situation? • Who makes the choices when resources are limited or when there are conflicting opinions about how they are used? Brainstorm a list of other resources that could be considered scarce, such as water, land and minerals.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Write the following questions on the board or on slips of paper and conduct a think-pair-share on the following questions: • What resources are considered scarce in our community? • How does the community try to address this issue? Come together as a class and discuss. Make a list of scarce resources and actions that communities have taken to address this.

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources results in the need to consider trade-offs **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Evaluating** Use decision-making processes, including the use of criteria to assess the possible effects	**Key concept** Scarcity **Teaching points** • Many resources are limited • Choices made about how limited resources are used may differ depending on the people using them **Focus questions** • What choices can the government, the local community, businesses and individuals make when using water? • What are some similarities and/or differences in choices made between different people?	**Learning experience 1** Students will explore how the government, the local community, businesses and individuals make choices about how to use water. Before starting research, develop several focus questions as a class. Provide access to computers and a number of sites that will provide information to answer the questions developed. For example: • Water Corporation – Waterwise https://www.watercorporation.com.au/Waterwise. Students record their answers in a retrieval chart or other graphic organiser. Once complete, discuss the findings as a class. **Learning experience 2** Choose one or more of these activities for the students to complete: • a persuasive letter to the principal or school board to convince them to make changes to how water is used in the school • tips for parents and students on how to use water wisely at home • a poster urging people to make better choices when using water

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		• a persuasive email to the state government asking them to change a law around water or to adopt an initiative, such as providing free rainwater tanks • prepare a debate about a local water issue, such as the clearing of wetlands or the need to build a desalination plant nearby.

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding Due to scarcity, choices need to be made about the use of limited resources and how the alternative use of resources results in the need to consider trade-offs **Humanities and Social Sciences skills** **Analysing** Identify different perspectives in information and/or data **Evaluating** Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes, including the use of criteria to assess the possible effects **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concept** Scarcity **Teaching points** • The imbalance between wants and resources means that economic decisions have to be made • This 'economic problem' exists for individuals and for the community **Focus questions** • What are the main reasons each group has for wanting to develop the land? • Do any of the projects raise concerns or create issues? • What are the environmental concerns? • Whose needs come first? • Is there a way that everyone's needs can be met? • Is there a compromise to balance a number of concerns? • What is the best solution that satisfies the council? • How will each project impact the community and nearby residents? **Suggested assessment point** Have students write about the result of the task, explaining the choice they would have made and why.	**Learning experience 1 (2 hours)** Present the class with a scenario about a conflict over a resource (*Bushland up for grabs* in Appendix A). Read, discuss and clarify the scenario with the class. Explain to the class that they will work in groups, with five groups representing a different stakeholder described in the scenario and one group taking on the role of the council. Using the focus questions, brainstorm with the students the sorts of things that may need to be considered when deciding how to use the land. Divide the class into six groups: five groups representing different stakeholders and one group representing the council. Each stakeholder group's role is to prepare an argument to convince the council that their proposal should be selected. Arguments could include how the group will effectively manage the environmental concerns with progressive ideas. The role of the council is to consider all the arguments and make the final decision on which group can have the land. Members of the council should use the preparation time to consider likely arguments and prepare questions to probe the stakeholder groups.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	or Write about the factors that need to be taken into consideration when deciding how to use a parcel of land.	Allow each group time to prepare their case. Come together as a class for a role-play of a council meeting where the groups argue their case. The council must ask questions and take time to make its choice, give reasons and/or propose other courses of actions for the unsuccessful groups. The council presents its decision to the class.

Term 2

Weeks 1–8: Civics and Citizenship

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The key values and features of Australia's democracy and the electoral process **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic **Analysing** Analyse information and/or data collected **Evaluating** Use decision-making processes, including the use of criteria to assess the possible effects	**Key concepts** Democracy, Democratic values, Justice **Teaching points** • The idea of democracy • The meaning of values that underpin Australia's democracy (including freedom, equality, fairness and justice) **Focus questions** • What is democracy? • What key values underpin our democracy? • Why are the key values of democracy so important? • What is the impact of democracy on people's lives? • How do people exercise their democratic rights? • What can people do in a democracy if they disagree with laws? • What are the consequences of living in an undemocratic society? • How is life in a democracy different to one in an authoritarian regime? **Suggested assessment point** Students create their own mind map or KWL chart and revisit it later in the unit as a comparison to see how much they have learnt or clarified.	**Learning experience 1** Look up and discuss the meaning of the word 'democracy' and discuss the origins of the root words: 'demos', meaning people, and 'kratia', meaning authority or rule. As a class, create a mind map or KWL chart on the whiteboard or a large piece of paper around the focus question, 'What is democracy?' Refer to the 'Four key ideas of Australian Democracy' graphic from the Parliamentary Education Office website: • Parliamentary Education Office – Democracy https://peo.gov.au/understand-our-parliament/how-parliament-works/system-of-government/democracy. Working in groups, students complete the worksheet: • Parliamentary Education Office – Year 5 https://peo.gov.au/teach-our-parliament/units-of-work/year-5/ [Living in a democracy]. Discuss the democratic values further and clarify any points from the work or discussion. **Learning experience 2** View and discuss the video: • ABC Behind the News – What is Democracy? https://www.abc.net.au/btn/classroom/what-is-

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		democracy/10524786. Use a *Think-pair-share* strategy to discuss 'what living in a democracy means to me.' Discuss any current events that highlight democratic values, such as an election, protest, demonstration or strike. Alternatively, view a short video that discusses undemocratic practices or governments. Revisit the values that underpin democracy during the discussion. Students discuss or write about how Australia might be different if it were not a democracy.

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The roles and responsibilities of electors and representatives **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Analysing** Develop and use criteria to determine the relevancy of information **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** The Westminster system, Participation, Rights and responsibilities **Teaching points** • The roles and responsibilities of electors • The roles and responsibilities of representatives in the Western Australian and the Commonwealth Parliament **Focus questions** **Learning experience 1** • What are the roles and responsibilities of electors? **Learning experience 2** • What are the roles and responsibilities of representatives? • Who represents you at local, state and federal levels? • How can you contact members of parliament? **Support notes** Teachers should ensure that the search engine used has a filter to enable searching in a safe manner before commencing Learning experience 2.	**Learning experience 1** Pose the focus question: 'What are the roles and responsibilities of electors?' Clarify what is meant by 'electors' if necessary. View the animation: • Australian Electoral Commission – Your rights and responsibilities https://www.youtube.com/watch?v=TcuGa5TQwXY. Then read BLM 5 – Participating in free and fair elections found at: • Australian Electoral Commission – Democracy Rules https://education.aec.gov.au/democracy-rules/ [Topic 1: You and me, the decision-makers PDF]. Students take notes as they watch the animation and read the resource. Discuss the answer to the focus question with the class and clarify the content with further discussion. **Learning experience 2** Explain that students will research a representative from either the local, state or federal level of government. Allocate students to small groups and provide each group with the name of a representative from the area you live in, i.e. from the local government, state government (both the Legislative Assembly and the Legislative Council) or federal

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Suggested assessment point The research task in Learning experience 2 could be used as a formative assessment of students' Humanities and Social Sciences skills.	government (both the House of Representatives and Senate). Negotiate the success criteria with the students and provide access to computers, local newspapers, pamphlets or other texts that inform them about their representatives. Appendix A contains links to relevant websites. Groups work together to find: • background information about the person, including their political party or platform • any key issues that person represents or is passionate about • their key roles and responsibilities, such as portfolios or committees they may be on • any achievements within the community or in parliament. Teachers choose how students present their information to the class. This could take the form of a formal presentation, a gallery walk, an infographic or a poster.

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The roles and responsibilities of electors and representatives **Humanities and Social Sciences skills** **Analysing** Develop and use criteria to determine the relevancy of information Analyse information and/or data collected Identify different perspectives in information and/or data **Evaluating** Use decision-making processes, including the use of criteria to assess the possible effects	**Key concepts** The Westminster system, Participation, Rights and responsibilities **Focus question** • What are the roles and responsibilities of elected representatives?	**Learning experience 1** Continue the research into the elected representatives. Groups rehearse and refine their presentations. **Learning experience 2** Groups present their research to the wider class. Students complete self-assessments and peer assessments using the negotiated success criteria. Discuss the reliability and accuracy of the resources used and begin to develop criteria to assess the relevancy of information. If possible, invite an elected representative to school to answer student-generated questions. Include students in the composition of emails when requesting the visit.

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The key values and features of Australia's democracy and the electoral process **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** • The Westminster system, Participation, Rights and responsibilities **Teaching points** • Compulsory voting • The secret ballot • Preferential voting **Focus questions** • What are the roles and responsibilities of the elector? • How can you prepare and decide who to vote for? • How does compulsory voting affect democratic values? • How does the secret ballot affect democratic values? • How does preferential voting affect democratic values? • What are the roles and responsibilities of elected representatives? **Suggested assessment point** Use the KWL chart and answers to the questions from Learning experience 2 for assessment.	**Learning experience 1** Provide pairs of students with a list of words/phrases and definitions in regard to Australia's electoral system for a silent card shuffle (Appendix A). Once complete, students share their thoughts with another pair. Create a class word wall. Provide all students with a set of definitions to glue into their own workbook for future reference. **Learning experience 2** Provide each student with a blank KWL chart titled 'Australia's electoral system'. Students complete the first two columns individually, with partners or in groups, answering the following: • 'What I know' about the electoral system in Australia • 'What I want to find out' about the electoral system in Australia. Guide students to include a wide range of questions, prompting them with further avenues of inquiry. Review some of the focus questions as a class and refine where required. Provide students with a range of print and/or digital informative texts (Appendix A).

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Students work in groups or individually to record the answers to their questions, and any other information they find, in their KWL charts. Provide students with an additional lesson to finish the task. Discuss and clarify the information students added to their KWL charts through a class call-out.

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding How regulations and laws affect the lives of citizens **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic **Evaluating** Use decision-making processes, including the use of criteria to assess the possible effects **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** The Westminster system, Participation, Rights and responsibilities **Teaching points** • The different types of laws • The idea of human rights **Focus questions** • What are the differences between rules, regulations and laws? • What types of laws are there? • Why are laws important? • What would happen without laws? • Who needs to follow laws? • Why is it important for everyone to follow the law? **Suggested assessment point** Students complete a written reflection about laws, using the above focus questions as a prompt.	**Learning experience 1** This time is allocated to complete Learning experience 2 from Week 4. **Learning experience 2** Allocate students to small groups to make a list of the rules, regulations and laws that affect them or the community. Each group brings back their ideas to the whole class in order to make a master list. Classify these ideas into groups, such as environmental laws and regulations, criminal law, road law, school rules, home rules and so on. (This can be added to in an ongoing manner.) Divide the class into small groups and provide each group with a different scenario and set of questions from the *Scenarios* download found on the Parliamentary Education Office website (Appendix A). Once each group has discussed their scenario, ask them to share their ideas with the class. Scaffold a class discussion using the focus questions. Revisit the list of rules, laws and regulations, and add any new information or ideas.

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding How regulations and laws affect the lives of citizens **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods	**Key concepts** Democracy, Participation, Justice **Teaching points** • The different types of laws • The idea of human rights **Focus questions** **Learning experience 1** • What are human rights? • Why and how do laws and regulations protect people?	**Learning experience 1** **How laws protect human rights** Watch and discuss the video: • Australian Human Rights Commission – Magna Carta – the story of our freedom https://humanrights.gov.au/magnacarta/video/. Through further discussion, identify some of the laws in Australia that protect human rights. Using a think-pair-share, explain how each of these laws protects people and upholds human rights. **Learning experience 2** Students create an image, poster or infographic to illustrate one of the laws that protect our human rights.

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding How citizens with shared beliefs and values work together to achieve a civic goal **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources	**Key concepts** The Westminster system, Participation, Rights and responsibilities **Teaching point** • How working in a group helps people achieve their aims and exercise influence **Focus questions** • How do people with shared beliefs and values work together to achieve a civic goal? • Why do people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)? • How can people work together as local, regional and global citizens (for example, as community groups for a local environmental issue or project)?	**Learning experience 1** Agree on definitions for the terms 'volunteer' and 'volunteering'. Pose the question: Why do people volunteer for groups in their community; for example, rural fire services, emergency services groups and youth groups? Ask students to think about this while they watch the video: • ABC Behind the News – SES Volunteer https://www.abc.net.au/btn/classroom/ses-volunteer/10534908. Discuss the video and student responses to the question. Brainstorm a list of volunteers who are likely to work in the local community. Choose one and create a list of questions to ask the volunteer. Write emails (teacher modelling or students working in groups) to volunteer groups or volunteers in the community, inviting them to speak to the class. Organise for a volunteer to speak to the class and answer the students' questions. **Learning experience 2** Start work on Assessment task 1: What democracy means to me (Appendix B). Students create an infographic explaining the values, rights and responsibilities of living in a democracy (Appendix B).

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The key values and features of Australia's democracy and the electoral process The roles and responsibilities of electors and representatives **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Support notes** Full instructions, plans and a marking key can be found in Appendix B.	Complete Assessment task 1: What democracy means to me (Appendix B).

Term 3

Weeks 1–8: History

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The economic, political and social reasons for establishing British colonies in Australia after 1800 **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic **Analysing** Analyse information and/or data collected **Evaluating** Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps	The content of Humanities and Social Sciences is linked to the English content at this junction. The English Teaching, learning and assessment exemplar for Year 5 describes a series of lessons that can be used to complement the content knowledge and skills of this History unit. **Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Teaching points** • Review what a colony is • The difference between economic, political and social factors • The conditions in Britain in the 19th century **Focus questions** • What is meant by the word 'colony'? • When were the British colonies in Australia founded? • What were the economic, political and social reasons that led to the establishment of the Swan River Colony? • Why did the British choose Boorloo/the Swan River area as a suitable spot for a colony?	**Learning experience (2 hours)** Lead a class discussion to review concepts such as colonisation, using the provided focus questions. Guide students to complete the 'What I know' section of an individual KWL or RAN chart to ascertain prior knowledge of the topic. As a class, develop several questions to write in the 'What I want to find out' section of the KWL chart. Read, view or listen to a range of suitable informative texts as a whole class, in groups or as individuals. Suggested resources can be found in Appendix A. Provide retrieval charts to guide reading and/or use the KWL chart. Discuss information as a class, clarifying misinformation or questions with discussion or further research.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• Who were the early settlers and why did they come to the Swan River Colony? • Did the reasons for colonisation influence who settled in the colony and its development?	

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The economic, political and social reasons for establishing British colonies in Australia after 1800 **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources **Analysing** Analyse information and/or data collected Identify different perspectives in information and/or data	**Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Teaching points** • Review what a colony is • The difference between economic, political and social factors • The conditions in Britain in the 19th century **Focus questions** **Learning experience 1** • What is a primary source? • What is a secondary source? • Why are primary sources valuable as information? • What were people's reasons for coming to the Swan River Colony? **Learning experience 2** • What is meant by the word 'colony'? • What were the economic, political and social reasons that led to the establishment of the Swan River Colony? • Why did the British choose Boorloo/the Swan River area as a suitable spot for a colony?	**Learning experience 1** Review/introduce what is meant by primary and secondary sources with a call out and class T-chart. Identify primary sources, such as paintings, diaries, letters, objects, photographs and recordings, and secondary sources, such as books, newspaper articles and cartoons. View and discuss, using the questions below, a contemporaneous painting of the Swan River or another location, such as: • Museum of Perth – Aboriginal Places & Life (Prior to 1829) https://www.museumofperth.com.au/aboriginal-places-life-prior-to-1829 [View from Mount Eliza by Frederick Garling, 1827]. • What does the painting tell you about the location? • What may make this location suitable for a town or city? • What does it tell you about the people pictured? • What might this tell you about the point of view of the painter? • What is missing from the source material? • Why is this painting historically important? • What information might we get from this painting that may not be evident in secondary sources, such as textbooks?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• Who lived in Boorloo/Perth before the British colonies were established? • Who were the early settlers and why did they come to the Swan River Colony? • Did the reasons for colonisation influence who settled in the colony and its development?	**or** Discuss why people keep diaries. Ask students: • What information would people of the future find interesting in your writing? • What might we learn from old diaries? View a video about the diary of Mary Ann Friend: • ABC Education – Why the Swan River? The journal of Mary Ann Friend https://www.abc.net.au/education/why-the-swan-river-the-journal-of-mary-ann-friend/13868252. Provide a retrieval chart or other graphic organiser for students to take notes to answer the following questions as they view the video: • What reasons did people have for coming to the Swan River Colony? • What reasons were Europeans given to encourage them to settle here? • What were conditions like in the Swan River Colony? • What was the point of view of the author of the diary? • Why is this diary important historically? • What information might we get from this diary that may not be evident in secondary sources, such as textbooks?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 2 Review the reasons Europeans came to the Swan River Colony with a call out, and list these reasons on the board or a chart. View and discuss a text, such as *Crime and punishment in Victorian times*, in order to add more reasons to the list: • BBC – Crime and Punishment in Victorian times https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zck3n9q. Students develop focus questions for further investigation, such as: • Was it only convicts and guards who came to the Swan River Colony? • Did any rich people come to the colony? • Why did people leave the British Isles? • What else was happening in the world at this time? • What reasons were people given to encourage them to settle here? • Did the conditions in the colony attract more settlers? • What discoveries or events attracted free settlers? Allocate one or two questions to each student to research and report back to the class.

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The economic, political and social reasons for establishing British colonies in Australia after 1800 **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Analysing** Develop and use criteria to determine the relevancy of information Analyse information and/or data collected **Evaluating** Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps	**Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Teaching point** • The economic, political and social reasons for the foundation of the Swan River Colony compared to the penal colony on lutruwita/Van Diemen's Land **Focus questions** • When were the colonies founded? • Why was each colony established? • Did the reasons for colonisation influence who settled there? **Support notes** Teachers should ensure that the search engine used has a filter to enable searching in a safe manner before commencing this learning experience. This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this	**Learning experience (2 hours)** Provide students with a retrieval chart (Appendix A) in order to take notes to answer the focus questions. Teachers determine if students work in groups, pairs or individually. Pose the questions and define the terms 'economic', 'political' and 'social' with a discussion. Brainstorm or have a call out to discuss the search terms that would be most applicable when searching online. With the class, search for several websites that will be suitable to use for research based on criteria, such as reliability, publication date and usefulness to the questions. Suggested resources can be found in Appendix A. Explain why and how we record references. Students complete the retrieval chart. Once the retrieval charts are complete, discuss the information discovered and synthesise the information with a Venn diagram or in a paragraph. Ask students the following questions to further their understanding: • Did the reasons for colonisation influence who settled in the colony and its development? • How were the original inhabitants – the Noongar people in Boorloo/Perth and the palawa and pakana in lutruwita/Van Diemen's Land – affected?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	lesson are appropriate for their students and school context. Teachers may choose where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.	

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants **Humanities and Social Sciences skills** **Questioning and researching** Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods Use ethical protocols when gathering information and/or data **Analysing** Analyse information and/or data collected **Evaluating** Draw and justify conclusions, and give explanations, based on the information	**Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Teaching points** • The development and settlement patterns in the Swan River Colony • The impact of colonisation on the environment • How the daily lives of inhabitants differed **Focus questions** • What were the economic, political and social reasons for the foundation of the early towns of the Swan River Colony? • How did colonisation impact on the environment? • How did colonisation impact on the lives of the Noongar people? **Support notes** This learning experience will be completed over a two-week period. Students will have the lessons in Week 5 to finish and present their timelines. Where possible, organise an excursion to participate in a historical walk, guided tour, virtual tour or visit to a local history centre/museum.	**Learning experience (2 hours)** Working collaboratively in pairs or groups, students are to research their own town or a town nearby, such as Perth, Fremantle, Guildford or Kelmscott, that was established in the early days of the Swan River Colony. Students use their research in order to create an annotated timeline (or other text type set by the teacher to suit their context). Provide students with old climate, resource or physical maps, old paintings or photographs of the area to discuss the following questions: • What do you see? • What has changed? • What has remained the same? • What was the climate like? • What was the landscape like? • Were there any natural resources available? • Was the land easy to get to? • How could people get there? • Was there fresh drinking water nearby? • What natural features are evident on the map/s? • What attracted settlers to the area? Show students a modern map of the area that has climatic and geographical detail, in order to make comparisons.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
and/or data displayed in texts, tables, graphs and maps **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	Students will need to have been taught note-taking skills, summarising or determining importance prior to starting this learning experience. This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context. Teachers may choose where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons. **Suggested assessment point** Keep a checklist or take anecdotal records on students' ability to locate and record information.	Guide the class to develop a range of focus questions to form the basis of everyone's research. Include questions about the First Peoples of the land, geographical features, transport or discoveries that led to the town's foundation and development, and questions about the daily life of the people who settled there. For example: • Who lived here first? How did European colonisation affect the local Aboriginal people/s? • How did relations between the settlers and the Aboriginal people/s begin, and how did they evolve? • What was the name for the place before the colony was established? • When was the town (colony) established? • What were the main reasons that led to the establishment of the town? • What resources were available nearby? • What attracted Aboriginal people/s and Europeans to the area? • How did the Aboriginal custodians and the European settlers get to the area? • What sort of people settled here and why? • What challenges did the early settlers face? • How did colonisation affect the environment? • What jobs needed to be done in the early days of the colony? Who did these jobs?

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		• How did the settlers meet their needs, such as finding food and water? Develop success criteria and/or a plan for the research and finished product. Allocate students to small groups. Provide a graphic organiser for students to record information and a template to record sources. Encourage students to work collaboratively to look for different information and to construct a timeline.

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants **Humanities and Social Sciences skills** **Questioning and researching** Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods Use ethical protocols when gathering information and/or data **Analysing** Analyse information and/or data collected **Evaluating** Draw and justify conclusions, and give explanations, based on the information	**Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Focus questions** • What were the economic, political and social reasons for the foundation of the early towns of the Swan River Colony? • How did colonisation impact on the environment? • How did colonisation impact on the lives of the Noongar people? **Suggested assessment point** Keep a checklist or take anecdotal records on students' ability to locate and record information.	Continue the learning experience from Week 4. Provide support to individual students or form groups for targeted instruction. Provide time for students to share the finished product with the class or another audience. Students use the negotiated criteria for self-assessment and peer-assessment.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
and/or data displayed in texts, tables, graphs and maps **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts		

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The patterns of colonial development and settlement and how this impacted upon the environment and the daily lives of the different inhabitants **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic **Analysing** Identify different perspectives in information and/or data	**Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Teaching points** • The impact of the pipeline on the environment • The impact of the pipeline on different inhabitants **Focus questions** • What were the immediate impacts on the Swan River Colony when gold was discovered in Karlkurla/Kalgoorlie? • Why was it critical to get water to the goldfields? • What did the public initially think of the proposal for the pipeline? • Why was the building of the pipeline criticised? • How role did the local Aboriginal people have in the development of the pipeline? • How were the local Aboriginal people affected? • What longer-term impacts did the pipeline have on the state? • What if gold hadn't been discovered? • What if the pipeline hadn't been built?	**Learning experience (2 hours)** Provide some of the focus questions in a retrieval chart or written on the board. Students view the following videos and retrieve information in order to answer the selected questions: • National Film and Sound Archive: Digital Learning – Gold rush in the West https://dl.nfsa.gov.au/module/1312/ • National Film and Sound Archive: Digital Learning – Constructing Australia: Pipe dreams https://www.nfsa.gov.au/latest/perth-coolgardie-water-scheme • Merab Harris Tauman & Australian Dictionary of Biography – Charles Yelverton O'Connor (1843–1902) https://adb.anu.edu.au/biography/oconnor-charles-yelverton-7874. Students discuss the information they found, formulate more questions and find more details about the topic through research. Students use the information to develop a concept map or mind map of the impacts of the pipeline.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context. Teachers may choose where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons. **Suggested assessment point** The 'What if … ' scenario provides an opportunity to assess the Humanities and Social Sciences skills outlined in the Western Australian Curriculum column. Assess the paragraphs that students complete individually for this learning experience.	Students work in small groups or with partners to discuss their work and consider the scenario, 'What if the pipeline was never built?' Individually, students write a few paragraphs outlining their response to this scenario.

Term 3 Weeks 7–8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Analysing** Analyse information and/or data collected **Evaluating** Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps	**Key concepts** Sources, Evidence, Continuity and change, Cause and effect **Teaching points** • The significant individuals who shaped the Swan River Colony • The significant groups that shaped the Swan River Colony **Focus questions** • Who were the significant individuals and groups in the Swan River Colony? • How did these individuals or groups of people contribute to the Swan River Colony? **Support notes** This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.	**Learning experience (4 hours)** Have a brief discussion to review knowledge about Boorloo/the Swan River Colony. Teachers chart this information on the board or students add notes to the KWL/RAN charts from Week 1. Students are to work in small groups to research one of the following: a member of a group, such as explorers, farmers, pastoralists or convicts, or an individual, such as Yagan, Fanny Balbuk, James Stirling or Thomas Peel. This research will be used to develop a multimodal presentation for another small group or the class. Explain the task to the class and brainstorm several focus questions that will guide the research. Discuss the following with the class to guide the presentation: • What do people need to know about this person? • What would people like to know about this person? • What information will be available to you? • What information are you unlikely to find out? • What will you not include? Develop success criteria by leading a call out to discuss what to include in the presentation. For example: • why this person or group was significant • how this person or group contributed to the colony

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Teachers may choose where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons. **Suggested assessment point** Students research, plan and deliver a multimodal presentation, including: • developing focus questions to guide the research • creating a list of resources • recording information in a graphic organiser • presenting information orally in conjunction with another mode, such as images. Prior to starting this learning experience, develop success criteria with students for the research and presentation, and use these criteria later for self-assessment and peer-assessment. Although students are to work in small groups, they should be individually responsible for some of the work. Set this up when negotiating the success criteria; for example, each person should contribute questions and research.	• the person's motivation for coming to the colony and doing their job or reasons for being here, e.g. traditional land • any actions or events they are known for • information about their everyday life • information about their surrounding environment at the time • what the person might have done differently, i.e. any regrets or lessons learnt. Students should work in small groups but write their own questions and keep their own notes and research. Each student should: • write their own focus questions • find the answers to their questions through research • work collaboratively to create the presentation • rehearse their presentation as a group and present it to the class. Upon completion, students assess their own and each other's work against the negotiated criteria.

Term 4

Weeks 1–8: Geography

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia **Humanities and Social Sciences skills** **Questioning and researching** Identify current understandings, consider possible misconceptions and identify personal views on a topic **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** Place, Space, Environment, Interconnection, Scale **Teaching points** • Revise the cartographic conventions of border, scale, legend, title and north point • The location of North America and South America on a world map in relation to Australia • The relationship between climate and the location of vegetation zones (spatial distribution) **Focus questions** • How do the environmental characteristics in North America compare to South America? • Is there a spatial pattern between climate and vegetation types? • What is the interconnection between animals and vegetation?	**Learning experience 1** Lead a guided, whole class lesson (or have students work in groups) to view a world map or use an online map service to: • revise the meaning of the terms ‘climate’, ‘natural vegetation’, ‘landforms’ and ‘native animals’ • revise the location of Africa and Europe on a world map in relation to Australia, and the location of their major countries (Year 4) • revise the cartographic conventions of border, scale, legend, title and north point. Suggested lesson resources are available in Appendix A. Provide students with blank world maps and access to an atlas to identify and label: • Australia • North America and South America • the major countries in North America and South America. Alternatively, provide the major continents as separate printouts and have students create a world map. Start a class chart or a graffiti wall for students to generate and answer each other’s questions about North and South

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		America. Return to this over the course of the term to discuss. **Learning experience 2** Organise the class into groups to create annotated overlay maps for North America and South America using atlases and tracing paper. Groups can be organised as follows: • group 1: major countries and cities • group 2: major landforms • group 3: climate types, including a brief description of the characteristics of each climate type • group 4: vegetation types, including a brief description of the characteristics of each vegetation type. (Note: If more than four groups are formed, multiple groups can work on the same overlay or each group can be responsible for the characteristics of one continent e.g. one group does the major landforms of North America while another does the major landforms of South America.) Provide students with an additional learning experience to complete the task.

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia **Humanities and Social Sciences skills** **Questioning and researching** Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** Place, Space, Environment, Interconnection, Scale **Teaching points** • Revise the cartographic conventions of border, scale, legend, title and north point • The location of North America and South America on a world map in relation to Australia • The relationship between climate and the location of vegetation zones (spatial distribution) **Focus questions** **Learning experience 1** • How do the environmental characteristics in North America compare to South America? • Is there a spatial pattern between the location of climate and vegetation types? • What is the interconnection between animals and vegetation? **Learning experience 2** • What are the major countries of North and South America? • What are the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of a country located on the continent of South America or North America?	**Learning experience 1** Continue Week 1, Learning experience 2. Each group presents their information to the class. Discuss the spatial patterns e.g. Is there a relationship between climatic zones and vegetation? As a class, construct a Venn diagram to record the similarities and differences between the two continents in terms of landforms, climate and vegetation. **Learning experience 2** Assessment task – Travel journal The assessment task will take five hours to complete (Appendix C).

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia **Humanities and Social Sciences skills** **Questioning and researching** Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** Place, Space, Environment, Interconnection, Scale **Teaching points** • The location of the major countries of North America and South America • The relationship between climate and the location of vegetation zones (spatial distribution) • The characteristics of the environment that influence human activities and built features **Focus questions** • What are the major countries of North and South America? • What are the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of a country located on the continent of South America or North America?	**Learning experience 1** Continue exemplified Assessment task 2. See Appendix C for full details.

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia **Humanities and Social Sciences skills** **Questioning and researching** Develop and refine a range of questions required to plan an inquiry Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Communicating and reflecting** Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts	**Key concepts** Place, Space, Environment, Interconnection, Scale **Teaching points** • The location of the major countries of North America and South America • The relationship between climate and the location of vegetation zones (spatial distribution) • The characteristics of the environment that influence human activities and built features **Focus questions** • What are the major countries of North and South America? • What are the main characteristics (e.g. climate, natural vegetation, landforms, native animals) of a country located on the continent of South America or North America?	**Learning experience** Continue exemplified Assessment task 2. See Appendix C for full details.

Term 4 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The way people alter the environmental characteristics of Australian places **Humanities and Social Sciences skills** **Analysing** Develop and use criteria to determine the relevancy of information Analyse information and/or data collected Identify different perspectives in information and/or data	**Key concepts** Place, Space, Environment, Interconnection, Sustainability, Scale, Change **Teaching point** • How people alter the natural environment **Focus questions** • Prior to colonisation, how did Aboriginal and Torres Strait Islander people alter the environment in which they lived? • How did European settlers alter the landscape of Australia? • How do we continue to alter the environment? (This is a chance to discuss local land use or other environmental issues at a local level.) **Focus questions for sources** • Why do these sources have conflicting views? • Which one should we believe and why? • What criteria can we apply to sources to check their accuracy? **Support notes** Aboriginal and Torres Strait Islander people have at least 65 000 years of history in Australia. They interact/ed with the environment in a number of ways, including:	**Learning experience 1** Revise the concept of a natural environment and the ways people alter it with a call out or brainstorm. Connect with students' background knowledge by discussing how the local environment reflects human activity – farms, orchards, housing, schools, beach paths, hiking trails etc. Pose the question and discuss/brainstorm: How did Aboriginal and Torres Strait Islander people alter the environment before colonisation? Read or listen to the following text, discuss it further and develop an explosion chart or mind map: • ABC Radio National – Rethinking Indigenous Australia's agricultural past https://www.abc.net.au/radionational/programs/archived/bushtelegraph/rethinking-indigenous-australias-agricultural-past/5452454. **Learning experience 2** Allocate students to small groups and provide each group with a different text that discusses the extinction of Australia's megafauna. The texts should present different theories (Appendix A).

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	• using fire to clear land and stimulate seed growth • building fish traps and dams • cultivating plants for food • hunting animals. Several theories exist to explain the extinction of Australia's megafauna: climate change, habitat modification, hunting by Aboriginal people or a combination of these.	Groups read the provided text and discuss the content. Students work collaboratively to summarise the articles and appoint one person to present the summary to the class. Discuss the texts using the focus questions provided. Chart the different theories that are identified and the evidence that scientists use to support these theories. Discuss/debate the theories as a class.

Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The way people alter the environmental characteristics of Australian places **Humanities and Social Sciences skills** **Evaluating** Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes, including the use of criteria to assess the possible effects	**Key concepts** Place, Space, Environment, Interconnection, Sustainability, Change **Teaching point** • How people alter the natural environment **Focus questions** • What has changed in the local environment as a direct and indirect result of human influence? • In what ways have European settlers altered the Australian environment? • In what ways have Aboriginal and Torres Strait Islander People altered the environment? **Focus questions for *Cat on the Island*** This book discusses the impact of an introduced species on the native fauna through the historical story of a lighthouse keeper's cat whose offspring were responsible for wiping out a species of wren. • What characteristics of the environment remained untouched in the story? • Is this the only example of feral or introduced animals causing environmental harm? • What animals are endangered as a result of introduced species?	**Learning experience 1** Read and discuss *Cat on the Island* by Gary Crew and Gillian Warden (alternative choices are given in Appendix A). Read the text to the students and discuss to ensure students understand the true story of the wren's extinction. Make connections with similar examples of how people have altered the environment in Australia, such as the introduction of species, damming of rivers, pollution of waterways and the clearing of land for farming, mining or suburbs. Provide two photographs of a known place that has been altered significantly. Appendix A provides an example using Kings Park. If possible, provide an old photograph of a local area and visit the place during a field trip e.g. an old photograph of where the local shopping centre now stands or a photograph of an old mining site that has been replanted with native plants. Students work with partners to list the characteristics of the environment that have changed. They may also infer changes; for example, the bush has been cleared, so there are fewer native animals. Discuss as a class.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 2 Revisit the book *Cat on the Island* or read another suitable text (Appendix A). Students prepare a debate on a statement relating to the book, such as: • the cats were to blame for the extinction of the wren • it is people's fault that the wren became extinct • cat ownership should be banned. **or** Debate a local land use issue, such as land clearing for a new subdivision, building a high-rise apartment on a beachfront, regeneration of local habitats or the lack of recreational facilities. Depending on the topic debated, have students suggest actions that society could undertake e.g. 'How can we ensure cats do not continue to threaten native species?' or 'How can we provide habitats for animals in a new development?'

Term 4 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The way people alter the environmental characteristics of Australian places **Humanities and Social Sciences skills** **Questioning and researching** Locate and collect information and/or data from a range of appropriate primary sources and secondary sources Record selected information and/or data using a variety of methods **Analysing** Analyse information and/or data collected **Evaluating** Draw and justify conclusions, and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps	**Key concepts** Place, Space, Environment, Interconnection, Sustainability, Scale, Change **Teaching points** • Revise the idea of natural environment, climate, landforms and vegetation • The different ways that people alter the environmental characteristics of places **Focus questions** • How does the environment support human life? • Do all places have the same environmental characteristics? • How do environmental characteristics influence how humans use places? • Is there a spatial pattern between environmental characteristics and the way we use places? • Are all the cities in Australia located in places with similar environmental characteristics? • How have we altered the natural environment in our area? **Support notes** Look at houses from a range of climatic and environmental conditions, such as homes on stilts in	**Learning experience (2 hours)** Lead a general discussion to review concepts of environmental and built features using the focus questions. Provide students with 8–10 photographs of different types of homes from around the world or watch a video, such as: • Ian Morrison – Traditional Homes Around the World https://www.youtube.com/watch?v=gKmt36dJBrA. Discuss the following questions with the class. Lead the class to draw conclusions about why homes around the world are so different and how they reflect aspects of their environment. • Is there a relationship between the style of houses (the form) and climate? • Are the houses in inner city areas the same as those in remote or rural areas? • How are houses in mountainous areas the same as, or different to, those on plains? Direct students to locate photographs of several houses from around the world that represent a range of environments. Students use these to: • develop a map to locate the area where each home is found

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	lakes, log cabins in mountains, mud huts in deserts, apartment blocks in cities, and so on.	• annotate the map with a legend to indicate the environmental characteristics of the area where each home is found • write a brief explanation to link the features of each home with the environmental characteristics that affected the form. Share with the class using a discussion or gallery walk.

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
Knowledge and understanding The impact of bushfires, droughts, cyclones, floods or other weather events on environments and communities, and how people can respond **Humanities and Social Sciences skills** **Evaluating** Use decision-making processes, including the use of criteria to assess the possible effects **Communicating and reflecting** Reflect on learning, identify new understandings and act on findings in different ways	**Key concepts** Place, Space, Environment, Interconnection, Sustainability, Scale, Change **Teaching points** • The impact of weather events on environments and communities **Focus questions** • How does this weather event (bushfire/flood/drought/cyclone) impact on our environment and communities? • What causes this weather event? • What ways are there to prevent bushfires/floods? • How can the impact of this weather event on the environment and the community be reduced? **Support notes** Teachers should approach these topics with sensitivity and be aware that some students may find the topics distressing. You may need to alter the approach or depth in which you study these topics. Teachers may choose to cover different weather events depending on the needs of the students and context of the school. Alternative topics include droughts or cyclones. See Appendix A for resources.	**Learning experience 1** Students watch some of the videos referenced in Appendix A. Provide students with sticky notes, mini whiteboards or paper to record notes as they watch the videos. Provide a framework for students to write notes as you pause the video along the way. For example, students could write down: • new information • an 'I wonder?' question • new vocabulary • an interesting fact • a connection. Once viewing is complete, have a discussion using the students' notes as a springboard. Lead the discussion to include the focus questions and locate information to answer questions as necessary. Alternatively, use a KWL chart or other retrieval chart using some of the focus questions to guide the viewing. **Learning experience 2** As a class, view and discuss videos about bushfire plans and fire danger warnings, such as: • Government of Western Australia & Department of Fire

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		and Emergency Services – Bushfire prepare https://www.dfes.wa.gov.au/hazard-information/bushfire/prepare [Know the alerts and warnings and Prepare your home and property]. Working with a partner, students view and take notes from a website, such as: • Government of Western Australia & Department of Fire and Emergency Services – Bushfire prepare https://www.dfes.wa.gov.au/hazard-information/bushfire/prepare#fire-danger-ratings [Know your Fire Danger Rating]. Students discuss the information they have recorded, ask any questions they have written and generally discuss and clarify information with a whole class or group discussion. Review the school's bushfire plans by asking the principal or deputy to speak to the class and answer questions. **Alternative theme – Floods** **Learning experience 1** Use the structure of Learning experience 1, Bushfires, while viewing videos on floods, referenced in Appendix A.

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Learning experience 2 As a class, discuss what flash floods (or other applicable types of floods, such as rising water) are, and when and where people may encounter them. Working with partners, students visit the webpage: • Bureau of Meteorology – Prepare for floods https://beta.bom.gov.au/resources/learn-and-explore/flood-knowledge-centre/prepare-for-floods. Students research how to prepare for a flood and record notes in a graphic organiser. Using this research, students create a poster titled, 'How to prepare for a flood'. Students could contact the local SES or other emergency services to make enquiries, or the teacher could invite a guest speaker to the school to answer students' questions.

Appendix A

Resources

Economics and Business – Term 1

Week	Resource	Link/information
2	Video: Explanation of the three types of economic resources	• Kate Molloy. Economic Resources. https://www.youtube.com/watch?v=pP19Wea5BjU
2–3	Story: Picture book	• Fleischman, P. & Hawkes, K. (2022). Weslandia. Somerville, Massachusetts: Candlewick.
4	Videos: History of assembly lines	• Learn Bright. What is an Assembly Line? https://www.youtube.com/watch?v=azCnKuVDcrs • The Kid Should See This. The Model T Assembly Line. https://thekidshouldseethis.com/post/21434934229
4	Website: Information about assembly lines	• Tulip. The History and Future of the Assembly Line. https://tulip.co/blog/the-history-and-future-of-the-assembly-line/
4	Video: Understanding where food and materials come from	• ABC Behind the News. Cotton Cows. https://www.abc.net.au/btn/classroom/cotton-cows/10532962
4	Video: Explanation of how cotton socks are made	• CottonAustralia. Australia Cotton, from Seed to Sock. https://www.youtube.com/watch?v=t6plTYrBth4
6	Video: The logging industry in Tasmania	• ABC Behind the News. Tassie Timber. https://www.abc.net.au/btn/classroom/tassie-timber/10528634
7	Website: Information about being waterwise	• Water Corporation. Waterwise. https://www.watercorporation.com.au/waterwise

Economics and Business – Term 1 Week 8

Bushland up for grabs

A piece of bushland has been advertised for sale by the local council. The council will decide who gets to develop the land at a council meeting, where they will hear from all interested parties and debate the issue.

The parcel of land is approximately 2.5 hectares and is part of a larger piece of bushland. It is currently covered in shrub and is home to some rare wildflowers and a few very old trees. The trees provide nesting holes for several breeding pairs of galahs.

The land is near an established shopping centre, close to the primary school and next to the town's hospital and medical centre.

The medical facility next door desperately wants the land for a staffroom as this is cheaper than building another storey or adding more rooms to the other side of the building. They are willing to pay top price for the land. They are also willing to keep about half of the land as a bush garden, although the old trees will need to be cut down.

A local environmental group are very concerned about the plants and animals. They believe strongly that the land should remain bushland and have been very involved for several years in protecting this land and the wider parcel of land it is part of. They are a very active community group. They do not want the land sold as they feel the ownership should remain with the community.

A number of children from the nearby school and youth club have started using the land as a BMX track but are destroying some of the native plant species. They do not like to use the established bike track, as it is in a state of disrepair and has no lighting or amenities such as access to fresh drinking water and toilets. Their parents are asking the council to develop this land as a new bike track as a community project, because they do not have the money to buy it.

A number of young families live nearby, but there are no day care facilities in town. They would like the land to be given to the community to build a community day care centre and are willing to keep the old trees as part of the outside playground.

A national bakery chain wants to move into the area and are willing to pay market price for the land. Although the bakery itself will be built to fit in with the bushland environment, it will require a car park that will take up quite a lot of the land and the roads around the land will need to be upgraded.

Civics and Citizenship – Term 2

Week	Resource	Link/information
1	Websites: Information and resources about democracy	• Parliamentary Education Office. Democracy. https://peo.gov.au/understand-our-parliament/how-parliament-works/system-of-government/democracy • Parliamentary Education Office. Year 5. https://peo.gov.au/teach-our-parliament/units-of-work/year-5/ [Living in a democracy]
1	Video: Explanation of democracy	• ABC Behind the News. What is Democracy? https://www.abc.net.au/btn/classroom/what-is-democracy/10524786
2	Video and website: Information and resources about elections	• Australian Electoral Commission. Your rights and responsibilities. https://www.youtube.com/watch?v=TcuGa5TQwXY • Australian Electoral Commission. Democracy Rules. https://education.aec.gov.au/democracy-rules/ [Topic 1: You and me, the decision-makers PDF; BLM 5 – Participating in free and fair elections]
2–3	Websites: Information about parliamentary members	• Australian Electoral Commission. Electorate profiles, 2022 federal election. https://www.aec.gov.au/Elections/federal_elections/2022/profiles/index.htm • Parliament of Australia. Members. https://www.aph.gov.au/senators_and_members/members • Parliament of Western Australia. Current Members. https://www.parliament.wa.gov.au/parliament/memblist.nsf/WAMembers
4	Website: Information about the electoral system	• Parliamentary Education Office. Federal elections. https://peo.gov.au/understand-our-parliament/having-your-say/elections-and-voting/federal-elections/ Note: Flash Player or a similar software may need downloading to access the website.
5	Website: Lesson resources	• Parliamentary Education Office. Year 5. https://peo.gov.au/teach-our-parliament/units-of-work/year-5/ [Scenarios]
6	Video: Animation	• Australian Human Rights Commission. Magna Carta - the story of our freedom. https://humanrights.gov.au/magnacarta/video/

Week	Resource	Link/information
	about Magna Carta	
7	Video: Information about the role of State Emergency Service volunteers	• ABC Behind the News. SES Volunteer. https://www.abc.net.au/btn/classroom/ses-volunteer/10534908

Civics and citizenship –Term 2 Week 4

Australia's electoral system

✂ Cut up and place in envelopes for a matching activity.

absent vote	when electors cannot vote at their usual voting district and so cast their vote at another polling place
ballot box	a secure container into which voters place their ballot papers during an election
ballot paper	the form which voters fill in when voting
compulsory voting	enrolment and voting are legally required for all citizens over the age of 18 in Australia

democracy	the system of government where the majority of the people choose the government through voting
election campaign	when candidates or parties compete for votes by publishing their policies and values
electoral roll	the list of people entitled to vote in an election or referendum
full preferential voting	when electors number all the candidates in order of their preference
House of Representatives	one of two houses in parliament (the people's house) where most legislation is initiated

legislative process	the procedure which a bill goes through in order to become a law
secret ballots	a system where electors' votes are kept private
the Senate	one of two houses in parliament (the upper house), which reviews legislation passed in the House of Representatives in order for it to become law

History – Term 3

Week	Resource	Link/information
1	RAN chart	• Search online using the key words 'RAN graphic organiser'
1	Websites: Information about the colonisation of Boorloo/Perth	• State Library of Western Australia & Government of Western Australia. Finding Home. https://slwa.wa.gov.au/findinghome/ • Fremantle Prison. Swan River Colony Pre 1850. https://fremantleprison.com.au/history-heritage/history/swan-river-colony-pre-1850/ • ABC Education. The Colonisation of Perth. https://www.abc.net.au/education/digibooks/the-colonisation-of-perth/101750514 • National Museum of Australia. Defining moments: Founding of Perth. https://www.nma.gov.au/defining-moments/resources/founding-of-perth
2	Website: Painting of Derbal Yerrigan/Swan River	• Museum of Perth. Aboriginal Places & Life (Prior to 1829). https://www.museumofperth.com.au/aboriginal-places-life-prior-to-1829 [View from Mount Eliza by Frederick Garling, 1827]
2	Video: Review of excerpts from Mary Ann Friend's journal	• ABC Education. Why the Swan River? The journal of Mary Ann Friend. https://www.abc.net.au/education/why-the-swan-river-the-journal-of-mary-ann-friend/13868252
2	Video: Information about crime and punishment in Victorian times	• BBC. Crime and Punishment in Victorian times. https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zck3n9q
2–3	Websites: Information about the reasons for establishing colonies	• ABC Education. The Colonisation of Perth. https://www.abc.net.au/education/digibooks/the-colonisation-of-perth/101750514 [Chapter 2: Why the Swan River?] • My Place for Teachers. Australia in the 1780s. https://myplace.edu.au/decades_timeline/decade/1780 • Museum of Perth. Aboriginal Places & Life (Prior to 1829). https://www.museumofperth.com.au/aboriginal-places-life-prior-to-1829

Week	Resource	Link/information
		• Kiddle encyclopedia. Van Diemen's Land facts for kids. https://kids.kiddle.co/Van_Diemen%27s_Land • ABC Education. The Colonisation of Hobart. https://www.abc.net.au/education/digibooks/the-colonisation-of-hobart/101750484 • NSW Migration Heritage Centre. 1830 – 1840s: Assisted immigration introduced. http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1830-1840s/index.html • NSW Migration Heritage Centre. 1840 – 1900. For a colonial & adventurous spirit? Experiments in white Australia. http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1840-1900/index.html
4–5	Websites: Information about the establishment of towns in the Swan River Colony	• State Library of Western Australia & Government of Western Australia. Finding Home. https://slwa.wa.gov.au/findinghome/ • Kiddle encyclopedia. Armadale, Western Australia facts for kids. https://kids.kiddle.co/Armadale,_Western_Australia [Armadale's Past: A Journey Through Time] • Guildford Association. Historic Guildford. https://www.guildford.asn.au/history.html • Western Publishing. Fremantle History: 1829 to WW2 (1945). https://www.fremantlewesternaustralia.com.au/fremantle-history.htm
6	Videos and websites: Information about Charles O'Connor and the Kalgoorlie pipeline	• National Film and Sound Archive: Digital Learning. Gold rush in the West. https://dl.nfsa.gov.au/module/1312/ • National Film and Sound Archive: Digital Learning. Constructing Australia: Pipe dreams https://www.nfsa.gov.au/latest/perth-coolgardie-water-scheme • Merab Harris Tauman & Australian Dictionary of Biography. Charles Yelverton O'Connor (1843–1902). https://adb.anu.edu.au/biography/oconnor-charles-yelverton-7874

History – Term 3 Week 3: Retrieval chart

	Reasons for the foundation of the colony		
	Economic	Political	Social
Van Diemen's Land When: Who:			
	References:	**References:**	**References:**
Swan River Colony When: Who:			
	References:	**References:**	**References:**

Geography – Term 4

Week	Resource	Link/information
1–4	Websites: Maps and information about North and South America	• Ontheworldmap.com. Map of North and South America. http://ontheworldmap.com/north-america/map-of-north-and-south-america.html • Worldmapper. Maps. https://worldmapper.org/maps/ • Britannica. North America. https://www.britannica.com/place/North-America • Britannica. South America. https://www.britannica.com/place/South-America • One World - Nations Online. Countries of the Americas. https://www.nationsonline.org/oneworld/america.htm • National Geographic Society. Home. https://www.nationalgeographic.org/ • Visit-Mexico.mx. Mexico tourist guide. https://www.visit-mexico.mx/
5	Videos and websites: Altering the environment	• ABC Radio National. Rethinking Indigenous Australia's agricultural past. https://www.abc.net.au/radionational/programs/archived/bushtelegraph/rethinking-indigenous-australias-agricultural-past/5452454 • ABC Behind the News. Megafauna Extinction. https://www.abc.net.au/btn/classroom/megafauna-extinction/12296534 • Geography Teachers' Association of New South Wales. Primary Geography Alive. Unit 1: Aboriginal and Torres Strait Islander people and the Australian environment. https://www.gtansw.org.au/geography-alive/Stage3/Topic1/Unit1/S3T1U1.php [Download Lesson 4. Resource Sheet 1] • Australian Museum. Megafauna. https://australian.museum/learn/australia-over-time/megafauna/ [Extinction theories]
6	Story: Picture book	• Crew, G. & Warden, G. (2008). Cat on the island. Pymble, New South Wales: Angus & Robertson.
6	Story: Picture book	• Baker, J. (1991). Window. London: Julia McRae.
6	Story: Picture book	• Dreise, G. (2019). My culture and me. North Sydney, New South Wales: Penguin Random House Australia.

Week	Resource	Link/information
6	Online images: Views from Kings Park across Boorloo/Perth	• Dietmar Rabich & Wikimedia. View from Kings Park. https://upload.wikimedia.org/wikipedia/commons/thumb/c/cd/Perth_%28AU%29%2C_View_from_Kings_Park_--_2019_--_0435-42.jpg/1920px-Perth_%28AU%29%2C_View_from_Kings_Park_--_2019_--_0435-42.jpg • Museum of Perth. Aboriginal Places & Life (Prior to 1829). https://www.museumofperth.com.au/aboriginal-places-life-prior-to-1829 [View from Mount Eliza by Frederick Garling, 1827]
7	Video: Information about traditional homes around the world	• Ian Morrison. Traditional Homes Around the World. https://www.youtube.com/watch?v=gKmt36dJBrA
8	Videos and websites: Educational resources and information about bushfires	• ABC Behind the News. Australia's Black Summer Bushfires (Ep 1), 2020. https://www.abc.net.au/btn/classroom/20200204-ep1-btn/11911010 • ABC Behind the News. Bushfires and Wildlife. https://www.abc.net.au/btn/classroom/bushfires-and-wildlife/11910468 • ABC Behind the News. Bushfire Season. https://www.abc.net.au/btn/classroom/bushfire-season/11505884 • Victorian Curriculum and Assessment Authority. Responding to bushfires. https://www.vcaa.vic.edu.au/curriculum/foundation-10/cross-curriculum-resources/bushfire-education/responding-bushfires • Government of Western Australia & Department of Fire and Emergency Services. Education Resources. https://www.dfes.wa.gov.au/education/resources • Government of Western Australia & Department of Fire and Emergency Services. Bushfire prepare. https://www.dfes.wa.gov.au/hazard-information/bushfire/prepare [Know the alerts and warning, Prepare your home and property, and Know your Fire Danger Rating]

Week	Resource	Link/information
8	Books: Literature about fires	• McMullin, N. & McLean, A. (2016). Fabish: the horse that braved a bushfire. Crows Nest, New South Wales: Allen & Unwin. • Thiele, Colin. (2005). February dragon. Frenchs Forest, New South Wales: New Holland Publishers.
8	Videos and websites: Information about floods	• ABC Behind the News. Massive floods hit North Queensland. https://www.abc.net.au/btn/newsbreak/massive-floods-hit-north-queensland/10777070 • ABC Behind the News. Flood Evacuation. https://www.abc.net.au/btn/classroom/flood-evacuation/10532984 • ABC Behind the News. Summer Flood. https://www.abc.net.au/btn/classroom/summer-flood/10533148 • Bureau of Meteorology. Flood knowledge centre. https://beta.bom.gov.au/resources/learn-and-explore/flood-knowledge-centre • Bureau of Meteorology. Prepare for floods. https://beta.bom.gov.au/resources/learn-and-explore/flood-knowledge-centre/prepare-for-floods
8	Videos and websites: Information about droughts	• ABC Behind the News. Drought-affected Communities. https://www.abc.net.au/btn/classroom/drought-affected-communities/10488640 • ABC Behind the News. Queensland Drought. https://www.abc.net.au/btn/classroom/queensland-drought/10523300 • ABC Behind the News. Droughts Explained. https://www.abc.net.au/btn/classroom/drought-explained/10488726 • Bureau of Meteorology. Drought knowledge centre. https://beta.bom.gov.au/resources/learn-and-explore/drought-knowledge-centre
8	Videos and websites: Information about cyclones	• ABC Behind the News. Cyclone Alfred. https://www.abc.net.au/btn/classroom/cyclone-alfred/105034496 • ABC Behind the News. Cyclone Zelia. https://www.abc.net.au/btn/classroom/cyclone-zelia/104948136 • Bureau of Meteorology. Tropical cyclone knowledge centre. https://beta.bom.gov.au/resources/learn-and-explore/tropical-cyclone-knowledge-centre

Appendix B

Assessment task 1

What democracy means to me

Task details

Title	What democracy means to me
Description	Students create an infographic to explain what democracy means
Ways of assessing	Summative
Evidence to be collected	Plan Infographic
Suggested time	3 x 60-minute lessons
Differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment task.

Content descriptions

Knowledge and understanding

- The key values and features of Australia's democracy and the electoral process
- The roles and responsibilities of electors and representatives

Humanities and Social Sciences skills

Questioning and researching

- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources
- Record selected information and/or data using a variety of methods

Communicating and reflecting

- Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts

Key concepts

Democracy, Democratic values, Participation

Task preparation

Prior learning

Students will have developed knowledge of the key values that underpin Australia's democracy. They have taken part in learning experiences that have developed knowledge of the roles and responsibilities of electors and representatives in the democratic process.

Resources

- Parliament of Australia.
  https://www.aph.gov.au/
- Parliament of Western Australia.
  https://www.parliament.wa.gov.au/WebCMS/WebCMS.nsf/index
- Australian Electoral Commission. Teacher resources.
  https://education.aec.gov.au/teacher-resources/
- The Parliamentary education office.
  https://peo.gov.au
- Kids Discover. Infographics.
  https://kidsdiscover.com/infographics/

Instructions for teachers

Undertaking the task

Students have up to three hours to plan and create an infographic that explains what democracy means to them. The infographic should include explanations of key values, rights and responsibilities that underpin Australia's democracy. Teachers should draw on their professional judgement to manage the timing of this task.

Review the unit of work with the students, discussing the following questions:

- What are the rights we enjoy in our democracy?
- What are the responsibilities of electors in a democracy?
- What are the roles and responsibilities of elected representatives?

Teachers should discuss the requirements with their students, to ensure students understand the task.

Look at a number of infographics to ensure all students are familiar with the format. Develop a list of inclusions or success criteria with the students.

Tell students they will be expected to explore websites and any appropriate books to find relevant information to develop the infographic. They will be required to take detailed notes and record their sources.

Example of success criteria

The infographic should include:

- at least one value clearly represented through the choice of an appropriate symbol and image
- at least one responsibility of electors in a democracy
- at least one responsibility of elected representatives in a democracy
- an explanation of what the value means in relation to Australia's democracy and examples of how it is expressed in Australian society
- a clear connection between the infographic and their research notes.

Instructions to students

Your task is to create an infographic to explain what democracy means to you. We will be developing a list of inclusions together.

Activity 1: Research

Research and make detailed notes on the following:

- the key values underpinning Australia's democracy
- the responsibility of electors in Australia's democratic systems
- the responsibility of elected representatives in a democracy.

Use examples to explain each of the points listed above.

Use appropriate methods to record information and sources. Record the source of the information as you take notes.

Activity 2: Create an infographic

Create your infographic, thinking carefully about the audience and purpose. Use symbols or images and words in your infographic to get your messages across.

On the back of your infographic (or on a separate piece of paper), explain the reasons why you chose these values, roles and responsibilities, and why you think they are important to democracy.

Marking key

Description	Observation
Questioning and researching	✓
Uses a range of resources to locate relevant, detailed information	
Uses a range of resources to locate relevant information	
Uses resources to locate relevant information	
Uses provided resources, or is scaffolded, to locate information	
Recording	✓
Records and organises information appropriately and includes the names of the sources	
Records information in simple ways and includes the names of some sources	
Requires support to record information	
Communicating and reflecting	✓
Presents information appropriately based on relevant information, with consideration of audience and purpose, and using subject-specific terminology	
Presents information appropriately with consideration of audience and purpose, and using some subject-specific terminology	
Has support to present information and uses everyday language	
Explanation of key values, rights and responsibilities that underpin Australia's democracy	✓
Explains, in detail, one or more values, rights and responsibilities that underpin Australia's democracy and how they relate to Australian democracy Includes relevant and specific examples in the explanation	
Describes a value (or values) and a right or responsibility that underpins Australia's democracy Includes an example in the explanation	
Identifies or outlines a value and/or a right or responsibility that underpins Australia's democracy Limited/no use of examples in the explanation	
Makes a general statement regarding values	

Description
Specific information related to democratic values, rights and responsibilities could include information regarding the following. Freedom: • respect for political and civil liberties • freedom of speech • freedom to make decisions Equality: • all citizens over 18 are eligible to vote

Description
• gender equality • racial equality Fairness: • laws are applied impartially • processes of government are honest and transparent Justice: • all citizens are treated equally and with respect • no group/individual has special privileges, rank or status • the right to a fair trial Participation, rights and responsibilities: • the rights and responsibilities of an elector in a democracy, such as the importance of voting and upholding the rule of law • what is expected of people within our society so that we live in harmony with each other • the roles and responsibilities of elected representatives • how citizens can get involved in issues that affect them or an issue that might help others • how Australian citizens can have a say in laws and other decisions

Appendix C

Assessment task 2

Travel journal

Task details

Title	Travel journal
Description	Students develop a range of focus questions and undertake research into a country in North or South America. They use their research to develop a seven-day travel journal and a list of equipment for an imaginary holiday.
Ways of assessing	Summative
Evidence to be collected	Set of focus questions Completed retrieval chart with notes from research List of equipment Seven-day travel journal
Suggested time	5 x 60-minute lessons
Differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their readiness to learn and their need to be challenged. Where appropriate, teachers may scaffold or extend the scope of the assessment task.

Content descriptions

Knowledge and understanding

The main characteristics of the continents of South America and North America, and the location of their major countries in relation to Australia

Humanities and Social Sciences skills

Questioning and researching

- Develop and refine a range of questions required to plan an inquiry
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources
- Record selected information and/or data using a variety of methods

Key concepts

Place, Space, Environment, Interconnection, Scale

Task preparation

Prior learning

Students will have developed focus questions and located and recorded information in graphic organisers. They will have studied the location and spatial characteristics of the continents of North and South America.

Resources

- access to atlases, mapping tools, websites, travel guides, books and travel brochures – where applicable
- you may wish to bookmark sites e.g. official government sites, tourist offices for the country and/or scientific sites
- a retrieval chart – an example provided below

Maps

- Ontheworldmap.com. Map of North and South America. http://ontheworldmap.com/north-america/map-of-north-and-south-america.html
- Worldmapper. Maps. https://worldmapper.org/maps/
- Britannica. North America. https://www.britannica.com/place/North-America
- Britannica. South America. https://www.britannica.com/place/South-America
- One World - Nations Online. Countries of the Americas. https://www.nationsonline.org/oneworld/america.htm
- National Geographic Society. Home. https://www.nationalgeographic.org/
- Visit-Mexico.mx. Mexico tourist guide. https://www.visit-mexico.mx/

Instructions for teachers

Administer this task after the students have completed several learning experiences on the characteristics of North and South America, and the location of their major countries in relation to Australia. This task has been placed in the exemplar in Term 4, Week 2.

Lesson 1. Setting up the task
Explain to students that they are to plan a holiday in a country in North or South America. They need to research the country in order to produce a list of what to pack and write their imagined experiences in a seven-day journal.

Teachers will need to discuss and identify a possible purpose and audience for the holiday.

Teachers may choose to model a journal entry.

Students will need to decide on the time of year to visit (based on research) and plan their holiday with this in mind.

Students to include:

- a list of clothing and equipment relevant to the weather and activities that they will take part in
- a seven-day journal of places visited that outlines:
  - the daily weather (temperature and rainfall)
  - characteristics of the natural environment encountered, including natural landmarks such as lakes, deserts or mountains
  - information about buildings or structures visited, such as bridges, skyscrapers or cities
  - information about local vegetation and animals
  - an explanation of some of the links between vegetation, landforms, animals and climate i.e. biomes (such as the tundra being home to caribous, who have thick layers of fat and fur to protect them from very cold conditions)
  - information on activities that are unique to the area or different from Australia.

The focus questions

Explain to students that once they have chosen which country to visit, they are to develop a set of focus questions to guide their research. This should be done on blank or lined loose paper.

Once the initial set of questions has been drafted, have students share their questions with the class. Discuss the aim of the research again in general terms and give students an opportunity to refine their questions using a different coloured pen.

Students enter the refined questions into the retrieval chart provided.

Teachers collect this work as evidence.

Sample focus questions include:

- When is the best time of the year to visit this country?
- What will the weather be like then?
- What landmarks are worth visiting?
- Which animals are native to this country?
- What activities can I do that are unique to this place?

Lesson 2–4. Researching and recording information in the retrieval chart

Return the focus questions to the students to enable them to start their research by using a range of resources and entering notes into the retrieval chart. Teachers may help individual students to refine their questions if required, in order to ensure the efficacy of the research, but should retain the original questions as evidence.

Once the retrieval chart is complete, teachers can collect it to mark before returning it to enable students to finalise their work.

Instructions for students

You are to plan a holiday in a country in North or South America. You need to research the country in order to produce a list of what to pack and write a seven-day journal about your imagined experiences.

Decide on the time of year to visit and plan your holiday with this in mind.

Include:

- a list of clothing and equipment relevant to the weather and activities that you will take part in
- a seven-day journal of the places you visit that outlines:
  - the daily weather (temperature and rainfall)
  - characteristics of the natural environment that you saw along the way, including natural landmarks such as lakes, deserts or mountains
  - information about buildings or structures that you visited, such as bridges, skyscrapers or cities
  - information about local vegetation and animals
  - an explanation of some of the links between vegetation, landforms, animals and climate i.e. biomes (such as the tundra are home to caribous, who have thick layers of fat and fur to protect them from very cold conditions)
  - information on activities that you took part in that are unique to the area or different from Australia
  - Optional: Add images to your journal.

Part 1

Write a set of focus questions to guide your research.

After a class sharing session, you will have a chance to refine your questions before handing them in to your teacher.

Part 2

Write your focus questions into a retrieval chart and start your research. Take notes and keep track of your sources. Think carefully about what to take notes on. Only include relevant information.

Part 3

Prepare your list of what to take.

Create your travel journal.

Focus question	Research notes	Source

Marking key

Description	Observation
Questioning and researching (questions)	✓
Develops and refines a range of relevant questions	
Develops a range of relevant questions	
Develops a few relevant questions	
Develops questions with a limited focus on the topic	
Questioning and researching (selecting resources)	✓
Selects relevant information from a range of appropriate resources	
Selects information from a small range of resources	
Selects information from limited resources; may require assistance	
Questioning and researching (selecting and recording information)	✓
Independently records appropriate information to answer all aspects of their inquiry/focus questions	
Records appropriate information to answer most aspects of their inquiry/focus questions	
Records minimal information on the focus questions or records irrelevant information	
Questioning and researching (referencing)	✓
References all sources	
References some sources	
Does not reference sources	
Communicating and reflecting (list and journal)	✓
Presents detailed and relevant information, appropriate to purpose and audience, that has been collected from a range of source materials and uses subject-specific terminology and concepts	
Presents information, appropriate to purpose and audience, that has been collected from source materials and uses subject-specific terminology and concepts	
Presents information collected from source materials in an appropriate form and uses some subject-specific terminology and concepts	
Presents information with support, using everyday language	

Acknowledgements

Appendix A

Australia's electoral system

Electoral roll definition from: Australian Electoral Commission. (n.d.). *Glossary*. Retrieved August, 2025, from https://www.aec.gov.au/footer/glossary.htm#e

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