



# Humanities and Social Sciences

Teaching, learning and assessment exemplar

Year 3



## **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).

## **Copyright**

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **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.

Cover images adapted from:

blackred. (2020). [Stock photograph ID: 1199586270]. Retrieved July, 2021, from <https://www.istockphoto.com/>

FatCamera. (2016). [Stock photograph ID: 506102084]. Retrieved August, 2021, from <https://www.istockphoto.com/>

# Contents

- The Western Australian Curriculum ..... 1**
  - The Humanities and Social Sciences curriculum ..... 1
- This exemplar..... 2**
  - Catering for diversity..... 2
  - Using this exemplar ..... 3
  - Links to electronic resources..... 3
- Best practice ..... 4**
  - Teaching and learning ..... 4
  - Assessing ..... 4
  - Reflecting..... 4
- Year level description ..... 5**
- Achievement standard ..... 6**
- Term 1 ..... 7**
- Term 2 ..... 21**
- Term 3 ..... 39**
- Term 4 ..... 57**
- Appendix A ..... 73**
- Appendix B ..... 87**
- Appendix C..... 93**
- Acknowledgements ..... 99**





## 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. If students are expected to access resources on their own, teachers are advised to bookmark the links on the device/s to ensure easy access and to avoid unsupervised internet browsing.



## 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 develop their social skills and ability to work collaboratively. The ability of students 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 3, students 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 build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students consider their own participation in the local community and how this contributes to society.

The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations on the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the Southern Hemisphere, including Australia and its near neighbours.

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 context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.



## Achievement standard

By the end of the year:

Students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms, and reflect on these findings to propose an action.

Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups and identify the benefits to both the individual and the community.

Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia's neighbouring countries, identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.

Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.



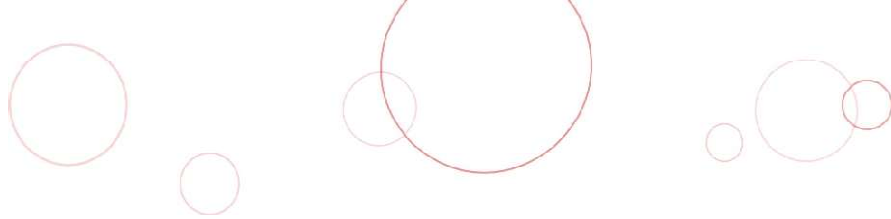
# Term 1

---

Weeks 1–8: Civics and Citizenship

## Term 1 Week 1

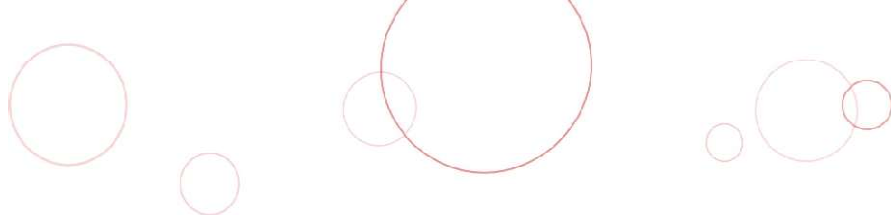
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic</p> <p><b>Analysing</b> Interpret information and/or data collected</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concept</b> Justice</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Rules are a part of our everyday life</li> <li>• Rules are designed to keep us safe</li> <li>• There are consequences if rules are not adhered to</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is a rule?</li> <li>• Why do we have rules?</li> <li>• Who makes rules?</li> <li>• What does the term 'consequence' mean?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What would life be like if there were no rules?</li> <li>• Why do adults make most of the rules?</li> </ul> <p><b>Support notes</b> Teachers should choose a rule that is not based on culture, gender or race.</p> <p>The questions provided in Rules   Boss for a Week (Appendix A) are not exhaustive. Additional or</p>	<p><b>Learning experience 1</b> Introduce a new class rule that will be controversial for students e.g. only students wearing black shoes may sit on a chair. Using a think-pair-share strategy or similar, students engage in a peer discussion to consider:</p> <ul style="list-style-type: none"> <li>• Is this a fair rule?</li> <li>• Why/why not?</li> <li>• Where else do we have rules?</li> </ul> <p>As a class, discuss and decide on a definition for what is meant by the term 'rule' in the context of this unit of work.</p> <p>Complete a class brainstorm for rules students follow in their everyday life. Write the rules on strips of paper. Students categorise the rules based on where the rules are applied e.g. home, school, the community (use the Rules graphic organiser in Appendix A).</p> <p>Ask students to consider:</p> <ul style="list-style-type: none"> <li>• Do some rules apply in more than one place?</li> <li>• What is the purpose of rules?</li> <li>• What happens if we do not follow the rules?</li> </ul> <p>Provide students with a sticky note. Students select a rule from those provided, or another of their choice,</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>alternative questions may be developed to guide student inquiry.</p> <p><b>Suggested assessment point</b></p> <p>The sticky notes from Learning experience 1 may be used as a formative assessment to determine the students' ability to recognise the need for a rule and the consequence if the rule is not followed.</p>	<p>to write on the sticky note. Students are asked to add why the rule is in place and what the consequence is if the rule is not followed.</p> <p><b>Learning experience 2</b></p> <p>Read a book involving rules, such as <i>Boss for a Week</i> by Libby Handy. A reading of the text is available at:</p> <ul style="list-style-type: none"><li>• S. Wolfe – Boss for a Week <a href="https://www.youtube.com/watch?v=IO55R3S4Wvc">https://www.youtube.com/watch?v=IO55R3S4Wvc</a>.</li></ul> <p>Place students in collaborative learning groups. Students discuss the ideas and questions provided in Appendix A and record their responses on large pieces of paper.</p> <p>Students engage in a peer reflection exercise, such as a gallery walk, to provide additional information and/or feedback on each group's work.</p> <p>Conduct a plenary session to discuss the ideas from the activity.</p>

## Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Who makes rules, why rules are important in the school and/or local community, and the consequences of rules not being followed</p> <p>Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic</p> <p><b>Evaluating</b> Use decision-making processes</p>	<p><b>Key concepts</b> Justice, Participation</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Rules serve a purpose</li> <li>• A good community member follows community rules</li> <li>• Volunteers participate in communities without expecting anything in return</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• Why do we have consequences when rules are not followed?</li> <li>• What are the consequences we have at school?</li> <li>• What are the consequences you have at home?</li> <li>• What are the consequences we have in the community?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What is a volunteer?</li> <li>• Who can be a volunteer?</li> <li>• Why do people choose to volunteer?</li> </ul>	<p><b>Learning experience 1</b></p> <p>Revisit the text <i>Boss for a Week</i> and review the completed brainstorm from Week 1 of the rules students follow in their everyday life.</p> <p>Explain to the students that they will be changing a rule for just one person (themselves) as occurred in the text and model how this could be done. Engage students in a discussion regarding the consequences of this rule change e.g. only Year 6 students are allowed to play on the oval. The consequence would be that the other students in the school would not be able to play sport safely.</p> <p>Students choose five rules they would change in their home. They complete a list of the rule changes, explaining the consequences that accompany each change.</p> <p>Students share their rule changes with their peers.</p> <p><b>Learning experience 2</b></p> <p>Introduce the term ‘volunteer’ to establish students’ prior knowledge. Students participate in a call out to identify the different volunteers in the school and/or community, such as parent helpers, school canteen workers and sporting club coaches.</p>



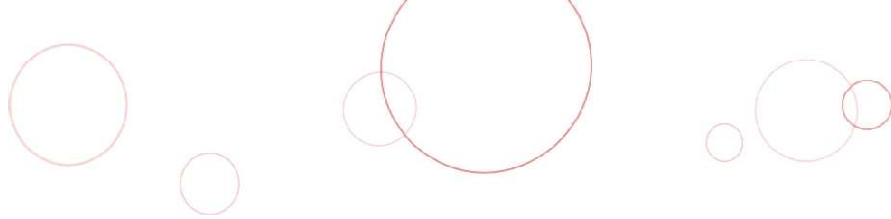
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• What are ways we can volunteer in our community?</li></ul> <p><b>Support notes</b></p> <p>Learning experience 1 focuses on the consequences of everyone not following rules, highlighting that rules can only keep us safe if everyone follows them.</p> <p>Teachers must consider the context of their community and the students in the class prior to discussing rules and consequences at students' homes.</p>	<p>Students watch short video presentation on volunteers:</p> <ul style="list-style-type: none"><li>• Sesame Street – Usher – Volunteer <a href="https://www.youtube.com/watch?v=5cysG5M1PF_A">https://www.youtube.com/watch?v=5cysG5M1PF_A</a>.</li></ul> <p>Place students into small groups and give each group a section of the community as their focus; for example, neighbour, school, sporting club, local park or nature reserve. In groups, students list the ways people could volunteer to help their given section of the community.</p> <p>For example, gardening, mowing a lawn, looking after a pet, doing the shopping or cooking a meal for an elderly person.</p> <p>Students complete a gallery walk and add their ideas to other lists.</p> <p>Discuss the groups as a class and address any misconceptions.</p> <p>Conduct a plenary session to discuss how everyone contributes to the community.</p>

## Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Identify different points of view in information and/or data</p> <p><b>Evaluating</b> Use decision-making processes</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concept</b> Participation</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>• People participate in community groups for different reasons</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What is a community group?</li> <li>• What are the purposes of community groups?</li> <li>• Why would people want to join a group?</li> <li>• How can people join a group?</li> <li>• What might stop people from joining a group?</li> </ul> <p><b>Support note</b> Teachers will need to investigate local community groups, and gather information on each, through websites or brochures.</p>	<p><b>Learning experience 1 (2 hours)</b></p> <p>Choose a number of community groups that are relevant to the context of the local community. Source or make information sheets about each group. The teacher (or students) reads information on each community group. Students make brief notes using keywords. Guide the students to consider the name and role of the group.</p> <p>Hold a class discussion to ensure understanding and briefly summarise the findings.</p> <p>Students work in pairs or small groups to develop a jigsaw puzzle or matching game, where each 'question' piece has a matching 'answer' e.g. a community group and their focus (such as, the RSPCA → animal welfare).</p>

## Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop a range of focus questions to investigate</p> <p><b>Analysing</b> Identify different points of view in information and/or data</p> <p><b>Evaluating</b> Use decision-making processes</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concept</b> Participation</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>• People participate in community groups for different reasons</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is a community?</li> <li>• Who are the people in the local community?</li> <li>• How can we contribute to the local community?</li> </ul> <p>For the photographs in the activity:</p> <ul style="list-style-type: none"> <li>• What do people do here?</li> <li>• How does the place help members of the community?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What is a survey?</li> <li>• Why do we conduct surveys?</li> <li>• What should we consider when asking people to answer our questions?</li> <li>• What do we need to find out in this survey?</li> </ul>	<p><b>Learning experience 1</b> Share a text about community members working together, such as <i>Belonging</i> by Jeannie Baker. Conduct a class discussion with the students using the focus questions. Place the photographs taken of the school grounds and local community around the classroom on large pieces of paper. In groups, students rotate around the photographs and record responses to the following questions:</p> <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What do you wonder?</li> <li>• What things happen here?</li> </ul> <p>Bring the students together to discuss this activity and use the focus questions to direct the discussion.</p> <p><b>Learning experience 2</b> Develop a survey with the students to find out what groups their parents and other staff participate in. Discuss protocols, such as only asking known family members or teachers, asking politely and keeping confidentiality if needed. Include questions, such as:</p> <ul style="list-style-type: none"> <li>• Do you volunteer for any community groups?</li> <li>• Why do you volunteer?</li> </ul>



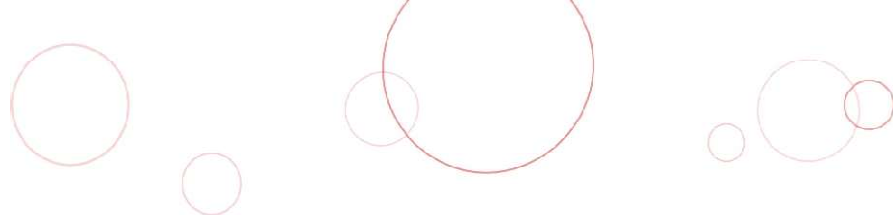
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Support note</b> Before commencing Learning experience 1, take photographs of the school grounds and local community areas, such as parks, nature reserves or a community garden.</p>	<ul style="list-style-type: none"><li>• What is your role?</li></ul> <p>Send one or two students to collect the answers from the staff.</p> <p>Have all students ask their family members.</p>

## Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop a range of focus questions to investigate Record selected information and/or data</p> <p><b>Evaluating</b> Use decision-making processes</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concept</b> Participation</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• People participate in the community in different ways</li> <li>• The ways students can participate in the local community</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What are the reasons people volunteer in the community?</li> <li>• How do volunteers contribute to the community?</li> <li>• How can you participate and contribute to the community?</li> </ul> <p><b>Support note</b> If it is not possible to have a volunteer attend, an alternative activity should be considered.</p>	<p><b>Learning experience 1</b> Collate the findings from last week's survey in a table or graph. Discuss the findings using the focus questions. Ask the students to think of what groups they would like to join when they are older. Have them write a paragraph to explain why.</p> <p><b>Learning experience 2</b> Revise the types of people who contribute to groups e.g. parents as football coaches, family members working in the canteen, members of the P &amp; C, firefighters, choir members, teachers running a club. Vote on who the class would like to invite over to hear more about. As a class, plan for the guest's visit. Have students work in small groups to write invitations or develop one with the whole class. As a class, develop focus questions to ask the invited guest. Include questions about what they do as a volunteer and their reasons for their participation in the group.</p>

## Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data</p> <p><b>Evaluating</b> Use decision-making processes</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concept</b> Participation</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• People participate in the community in different ways</li> <li>• The ways students can participate in the local community</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What are the reasons people volunteer their time in the community?</li> <li>• How do volunteers contribute to the community?</li> <li>• How can you participate and contribute to the community?</li> </ul> <p><b>Support note</b> If it is not possible to have a volunteer attend, an alternative activity should be considered.</p> <p><b>Suggested assessment point</b> Learning experience 2 allows students to demonstrate their knowledge and understanding of community participation.</p>	<p><b>Learning experience 1</b> Students ask the guest the prepared questions. Allow opportunity for other questions as they arise. Teachers can write the responses down or assign a scribe for each question (depending on the writing ability of students). During a plenary session, encourage students to explain why the guest's contributions to the community are important.</p> <p><b>Learning experience 2</b> Review previous lessons regarding community participation. Explain to students that they will work collaboratively with a group of peers to develop an idea for a community project that will add value to and/or benefit the school or larger community (e.g. vegetable garden, clean-up day, replant a local park). The project should be something that allows all students in the class to participate. Groups brainstorm ideas for community participation. Students should consider:</p> <ul style="list-style-type: none"> <li>• the purpose of the group</li> <li>• why the students feel the school or community needs the group</li> <li>• the amount of time that would be committed to the group.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	It is at the discretion of the teacher and the school to determine if students will follow through on their proposal for a community project.	

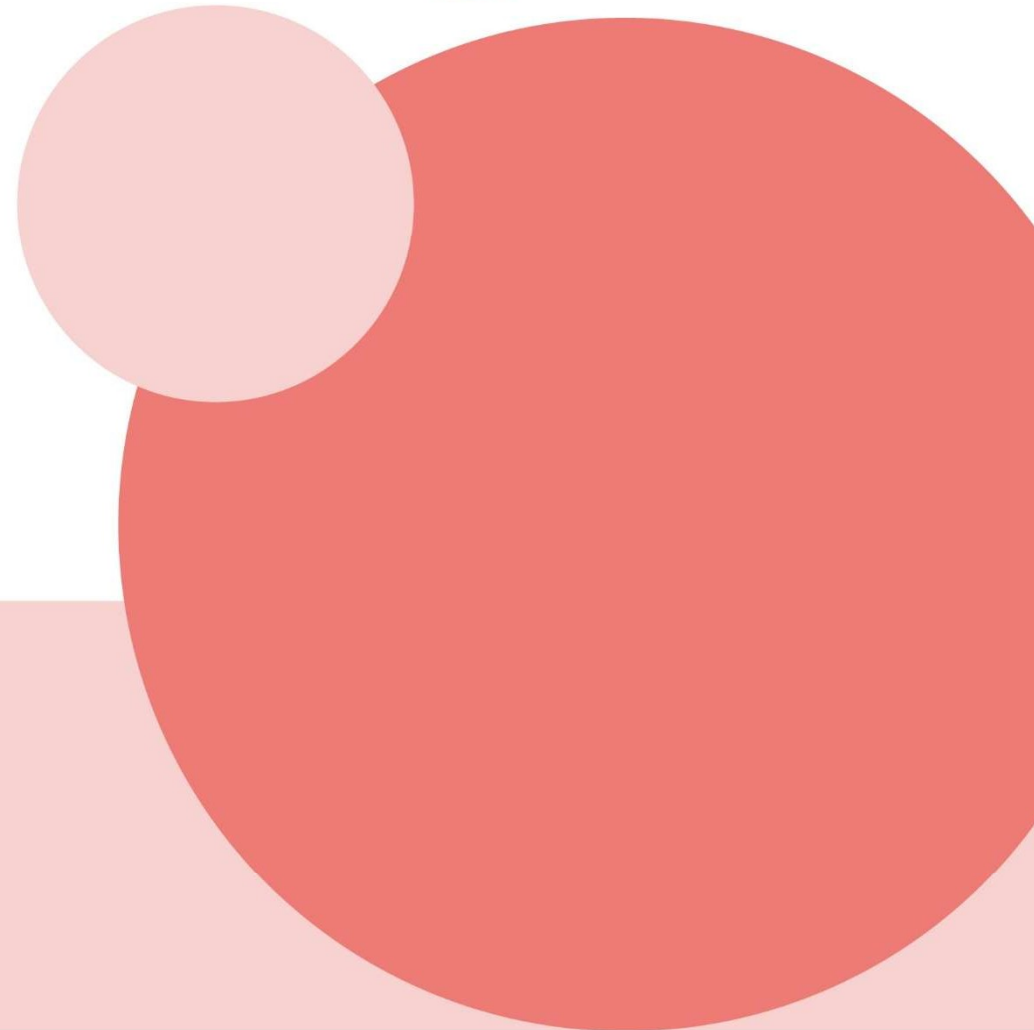
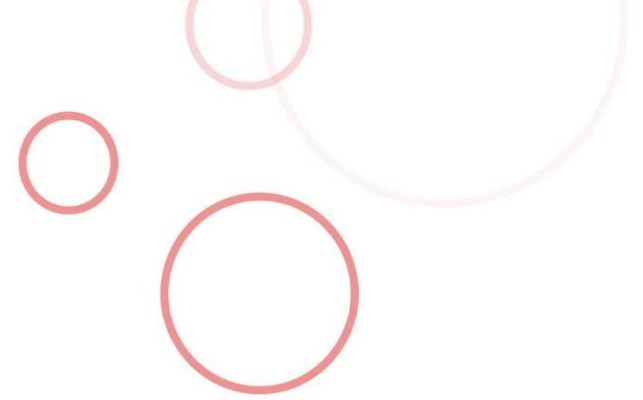
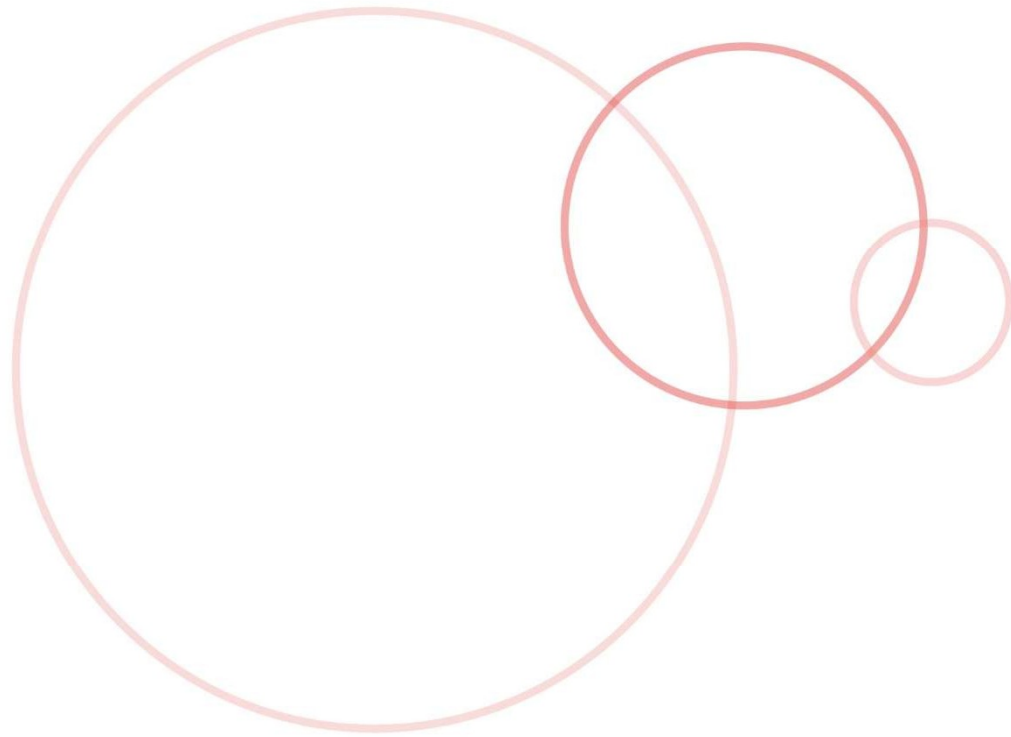
## Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Interpret information and/or data collected</p> <p><b>Evaluating</b> Use decision-making processes</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p> <p>Reflect on learning and act on findings in different ways</p>	<p><b>Key concept</b> Participation</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Students can plan to be active participants in the local community</li> <li>• There are benefits to volunteering for both the community and the volunteers</li> </ul> <p><b>Support note</b> Teachers should access samples of brochures from varying sources.</p> <p><b>Suggested assessment point</b> The pamphlet will provide an opportunity for teachers to determine if students can demonstrate the criteria established for the task.</p>	<p><b>Learning experience 1</b> Review the work started in Learning experience 2 of Week 6. Allow more time if needed. Each group presents their ideas to the rest of the class. Using an open or secret vote, students choose the idea they would like to pursue.</p> <p><b>Learning experience 2</b> Explain to students that they will be working individually to create a pamphlet to promote the community project planned by the class. If students have not been exposed to pamphlets, samples may be downloaded from:</p> <ul style="list-style-type: none"> <li>• Examples.com – 14+ charity brochure examples <a href="https://www.examples.com/design/charity-brochure.html">https://www.examples.com/design/charity-brochure.html</a>.</li> </ul> <p>Discuss the components of the pamphlet. Create a class set of criteria for the contents of the pamphlet, such as:</p> <ul style="list-style-type: none"> <li>• the purpose of the project</li> <li>• the benefit/s to the school community</li> <li>• the participants of the project</li> <li>• the reasons why the whole class should be a part of the project</li> <li>• the activities involved to complete the project</li> <li>• any tasks or roles to be allocated.</li> </ul>

## Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Why people participate in community groups, and how students can actively participate and contribute to their local community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Interpret information and/or data collected</p> <p><b>Evaluating</b> Use decision-making processes</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p> <p>Reflect on learning and act on findings in different ways</p>	<p><b>Key concept</b> Participation</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Students can plan to be active participants in the local community</li> <li>• There are benefits to volunteering for both the community and the volunteers</li> </ul> <p><b>Suggested assessment point</b> The pamphlet will provide an opportunity for teachers to determine if students can demonstrate the criteria established for the task.</p>	<p><b>Learning experience (2 hours)</b> Continue working on the community project pamphlet (created digitally or manually).</p> <p>Once complete, provide opportunities for self-reflection and sharing.</p>





## **Term 2**

---

Weeks 1–8: History

## Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> One important example of change and one important example of continuity over time in the local community, region or state/territory</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic  Locate and collect information from a variety of sources</p> <p><b>Analysing</b> Interpret information and/or data collected</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Continuity and change, Cause and effect, Sources</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Changes in the community, region and state</li> <li>• What has remained the same in the community, region and state</li> <li>• Changes to transport over the years</li> <li>• The importance of continuity and change</li> <li>• Information from sources</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is new in our community?</li> <li>• What is old in our community?</li> <li>• Why do some things change?</li> <li>• Why do some things stay the same?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What are the ways we travel today?</li> <li>• How did people travel in the past?</li> <li>• What is similar in transport today and in the past? Why?</li> </ul> <p><b>Support notes</b> If maps and images of the local area are not available, teachers may source similar resources</p>	<p><b>Learning experience 1</b> Read students a story about the importance of change, such as <i>Little Tree</i> by Loren Long. A reading of the text is available at:</p> <ul style="list-style-type: none"> <li>• Brightly Storytime – <i>Little Tree</i> <a href="https://www.youtube.com/watch?v=CGquWvJH39M">https://www.youtube.com/watch?v=CGquWvJH39M</a>.</li> </ul> <p>Students engage in a think-pair-share strategy, discussing responses to the focus questions.</p> <p>Ask students to think about things that have changed over time in their lives.</p> <p>Provide students with an early map of the local area and a current map. Include photos of the area with a similar time frame, if available. Students list what has stayed the same and what is very different. Discuss why certain things have changed more than others.</p> <p>Use the focus questions to guide students to consider the importance of continuity and change.</p> <p><b>Learning experience 2</b> View short videos outlining the history of transport (suggestions available in the History resources table in Appendix A).</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>to demonstrate continuity and change in an alternative area.</p> <p>Before commencing Learning experience 2, teacher will need to do an online image search to source pictures of modes of transport.</p> <p><b>Suggested assessment point</b></p> <p>Flow charts produced by students will indicate the students' ability to translate the newly learnt information.</p>	<p>Invite students to discuss what they know about transport by posing the focus questions.</p> <p>Organise students into groups and allocate each group a mode of transport (e.g. aeroplanes, automobiles, bicycles, scooters, trains). Provide each group with pictures depicting their mode of transport over time. The groups attempt to create a pictorial timeline by placing the pictures in chronological order from oldest to newest.</p> <p>Groups swap modes of transport in order to view all the pictures. Students explain why they ordered the pictures as they did by referring to what they see in the picture e.g. this bike has no pedals; this one has an engine.</p> <p>Invite students to discuss the pictures as a source. Pose the following questions.</p> <ul style="list-style-type: none"> <li>• Why do we take/keep pictures and photos?</li> <li>• What information do they give us?</li> </ul>

## Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> One important example of change and one important example of continuity over time in the local community, region or state/territory</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Continuity and change, Cause and effect, Sources</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Changes over time reflect the changing needs of people and the modernisation of society</li> <li>Continuity provides a study of what has remained over time and may have trends and alterations impacting it</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>How has transport changed over time?</li> <li>What has stayed the same?</li> <li>Why have some things not changed?</li> <li>How have the changes improved our daily life?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>How was this place used by the Aboriginal people before European colonisation?</li> <li>Why was it important to them?</li> <li>What has changed over time?</li> <li>How is this place used now?</li> </ul> <p><b>Support note</b> Teachers can organise a visit to Kaarta Koomba/Kings Park or research it through the</p>	<p><b>Learning experience 1</b> Watch a brief excerpt from:</p> <ul style="list-style-type: none"> <li>My Place for Teachers – 1888: Victoria, Episode 13 – The horse and carriage <a href="https://myplace.edu.au/teaching_activities/clip/3749?tab=History">https://myplace.edu.au/teaching_activities/clip/3749?tab=History</a>.</li> </ul> <p>Stop the video at the 1:14-minute mark. Note: Stills from the episode are available on this page.</p> <p>Students record their observations of the horse and carriage using a strategy such as see-think-wonder. Students may need this strategy modelled, in particular the open-ended questioning for the ‘wonder’ section. Additional stimulus pictures should be provided for closer observation.</p> <p>Students who require scaffolding for this task could consider:</p> <ul style="list-style-type: none"> <li>How long ago was the horse and carriage used?</li> <li>What was the horse and carriage used for?</li> <li>Who used the horse and carriage?</li> <li>Would the horse and carriage have a place in modern society? Why/why not?</li> <li>What are the similarities between the horse and carriage and today’s transport?</li> </ul>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	website: <a href="https://www.bgpa.wa.gov.au/koora-koora-kaarta-koomba">https://www.bgpa.wa.gov.au/koora-koora-kaarta-koomba</a> .	<ul style="list-style-type: none"> <li>• What are the differences between the horse and carriage and today's transport?</li> </ul> <p>Students work in pairs to discuss and share their ideas.</p> <p>As a class, share ideas and investigate the wonderings of the students.</p> <p><b>Learning experience 2</b></p> <p>Remind students that there are parts of the local community that remain the same over time. Kaarta Koomba/Kings Park will be used as an example for this lesson, but an alternative place can be selected. Show the National Library of Australia's map search feature on the board:</p> <ul style="list-style-type: none"> <li>• National Library of Australia – Map Search <a href="https://mapsearch.nla.gov.au/">https://mapsearch.nla.gov.au/</a>.</li> </ul> <p>The website provides opportunity to show historical maps as overlays. Place different overlays on the main map and asks students to locate Kaarta Koomba/Kings Park on each to reinforce the learning that the area has remained as a natural space since the time before European colonisation.</p> <p>Discuss who would have used the land before it became a park. Research the name that the Whadjuk</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Noongar people use for this area and why and how they used the area before colonisation.</p> <p>Pose the questions, Do the Whadjuk Noongar still use the land in the same way? How do people use Kaarta Koomba/Kings Park now?</p> <p>Students work in pairs and write responses on sticky notes and stick them onto a large piece of paper.</p> <p>Discuss the responses to identify what things have been added to the park over time and what things have remained the same.</p> <p>Students work in pairs to create a T-chart by sorting the sticky notes, either physically or on an online platform such as Canva®.</p>

## Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The role that different cultural groups have played in the development and character of the local community compared with development in another community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Continuity and change, Significance</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The role of different cultural groups in the development of the local community</li> <li>• The role of different cultural groups in the development of another community</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What do we mean by cultural groups?</li> <li>• What are the different cultural groups represented in our class?</li> <li>• Where would we find evidence of cultural groups in the community?</li> <li>• How many different cultural groups are in our community?</li> <li>• What are the different cultural groups in Australia?</li> </ul> <p><b>Support notes</b> A cultural group can be defined as a group of people with common ties, such as belief, nationality, race, language etc.</p>	<p><b>Learning experience 1</b> Download a series of images that illustrate Rubibi/Broome’s cultural heritage, such as pearling, Chinatown and the Japanese Cemetery.</p> <p>As a class, discuss and refine a definition of the term ‘cultural group’.</p> <p>Identify and discuss the cultural influences on Broome that can be seen in the images.</p> <p>Brainstorm the cultural groups in your local community. Put each cultural group as a heading on an A3 piece of paper. In small groups, students create a list of ways that group has influenced the development and character of the community.</p> <p>Discuss how students know what different cultural groups have been important in the community. Pictures and other available sources could be used to stimulate discussion.</p> <p>You could consider:</p> <ul style="list-style-type: none"> <li>• architecture</li> <li>• commercial outlets – particular stores selling particular products</li> <li>• hospitals</li> <li>• market gardens or farms</li> </ul>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>It is suggested that teachers source/take photos of places in the local community that highlight the different cultural groups.</p> <p>Information and assistance from parents and grandparents may enrich Learning experience 2. The additional knowledge and background they can provide of their culture will enhance the students' understanding.</p>	<ul style="list-style-type: none"> <li>• religious buildings</li> <li>• schools</li> <li>• street names</li> <li>• the food industry, including different types of restaurants.</li> </ul> <p>Students may add extra information to their group's list after this discussion.</p> <p><b>Learning experience 2</b></p> <p>Focus on the different cultural influences in the local community through a selection of one or more of the following:</p> <ul style="list-style-type: none"> <li>• Role-play <ul style="list-style-type: none"> <li>▪ act out situations/events involving cultural groups that have influenced the community</li> </ul> </li> <li>• Share a picture book <ul style="list-style-type: none"> <li>▪ Read and discuss a relevant picture book, such as <i>I'm Australian Too</i> by Mem Fox</li> </ul> </li> <li>• Food day <ul style="list-style-type: none"> <li>▪ prepare foods based on the cultural groups in the class</li> <li>▪ invite parents to come and share cooking or food with the students.</li> </ul> </li> <li>• Cultural dress day <ul style="list-style-type: none"> <li>▪ invite students to wear their national dress</li> </ul> </li> </ul>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"> <li>▪ invite students to wear clothing indicative of their culture.</li> </ul> <p>Prior to engaging in one or more of the above, students should investigate the meaning and significance behind what they are doing (e.g. significance of national dress). Links should be made to the local community.</p>

## Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The role that different cultural groups have played in the development and character of the local community compared with development in another community</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Empathy, Significance, Cause and effect</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>Comparing the impact of cultural groups in other communities to the impact of cultural groups in the local community</li> <li>Focus questions are used to guide research to complete the requirements of a task</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>Do the same cultural groups that exist in our community exist in all communities?</li> <li>How have cultural groups influenced the development of other communities?</li> </ul> <p><b>Support note</b> Gwalia is classified as a ‘ghost town’. It is at the discretion of the teacher if they refer to the town in this manner or show students the video, being cognisant of the cultural background of students.</p> <p><b>Suggested assessment point</b> This is an opportunity to observe if students are able to collect information regarding the development of a community and translate it into a poster.</p>	<p><b>Learning experience 1</b></p> <p>Choose a community that differs from the local community where the school is situated. Gwalia, a mining ghost town near Leonora, is used as an example in this learning experience. Resources may be sourced from the following website:</p> <ul style="list-style-type: none"> <li>Shire of Leonora – Gwalia Ghost Town and Museum <a href="http://www.gwalia.org.au/">http://www.gwalia.org.au/</a>.</li> </ul> <p>As a class or in groups, learn when, how and why the town was established and the unique features that reflect its origins. Develop focus questions as a class to help students take notes on what has been discovered. Points of focus could be:</p> <ul style="list-style-type: none"> <li>the cultural groups that contributed to the development of the town</li> <li>the reasons they chose to settle in the area</li> <li>the impact on the town when the mine closed</li> <li>how different cultural groups contributed to the development of Gwalia compared to the cultural groups that contributed to the school’s local community.</li> </ul>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p><b>Learning experience 2</b></p> <p>Watch the following short video about Gwalia (stop the clip at the 3:20-minute mark):</p> <ul style="list-style-type: none"> <li>• Doug Hardman – Ghost towns 2 Part 3 – Gwalia, Malcolm, Murrin Murrin  <a href="https://www.youtube.com/watch?v=bnQYP-TC7os">https://www.youtube.com/watch?v=bnQYP-TC7os</a>.</li> </ul> <p>Review information collected from the website in the previous learning experience. Students make additional notes to expand or add to previous notes about Gwalia.</p> <p>Individually, students create a poster reflecting the town of Gwalia. The poster should include the information explored in the previous learning experience. It is suggested that the poster’s purpose is to provide information, comparing the influence of cultural groups in Gwalia with the cultural groups in the local community.</p>

## Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic  Locate and collect information from a variety of sources  Record selected information and/or data  Recognise the ethical protocols that exist when gathering information and/or data</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Sources, Evidence, Significance</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The events and ideas in the school, the community and Australia that we celebrate</li> <li>• Development of note-taking strategies</li> <li>• The historical origin and significance of Anzac Day</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• Why do special days in the community exist?</li> <li>• What does the term ‘celebrate’ mean?</li> <li>• What does the term ‘commemorate’ mean?</li> <li>• How many special days can we name that we celebrate or commemorate in Western Australia and Australia?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What does ANZAC stand for?</li> <li>• When is Anzac Day?</li> <li>• What does Anzac Day commemorate?</li> <li>• Why is it important to continue to recognise these days even though it was so long ago?</li> </ul>	<p><b>Learning experience 1</b> To help students warm to the topics covered in this lesson, play celebratory music, such as <i>Celebration</i> by Kool &amp; The Gang (reference in History resource table in Appendix A). Brainstorm the days, weeks and events celebrated or commemorated in Australia.  Discuss the terms ‘celebrate’ and ‘commemorate’. Work with students to determine definitions of the terms.  Students use a T-chart to sort the list from the brainstorm into those we celebrate and those we commemorate. Ask students to share ways their families recognise the events.</p> <p><b>Learning experience 2</b> Read the text, <i>My Grandad Marches on Anzac Day</i> by Catriona Hoy and Benjamin Johnson (reference in History resource table in Appendix A). Students think-pair-share what they know about Anzac Day. Review the term ‘commemoration’ and how it differs from ‘celebration’.  Invite the students to discuss Anzac Day further using the focus questions. An emphasis on the origins of</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>• How can/do we commemorate Anzac Day in Australia?</li> <li>• What is a memorial?</li> <li>• Is it fair to copy other people’s work?</li> <li>• What can we do if we copy work from a book or the internet?</li> </ul> <p><b>Support notes</b> Teachers may choose to complete this learning experience at an earlier stage in the term to coincide with Anzac Day commemorations.</p> <p>The card cluster strategy can be located in <i>Success for All: Selecting Appropriate Learning Strategies</i> Department of Education 2013.</p>	<p>Anzac Day (World War I) should be explored during this discussion.</p> <p>Watch the following short video (stop the clip at the 1:35-minute mark):</p> <ul style="list-style-type: none"> <li>• Behind The News (ABC) – What is ANZAC Day &amp; Why is it on April 25th? <a href="https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20190425/11046974">https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20190425/11046974</a>.</li> </ul> <p>Further information can be found at:</p> <ul style="list-style-type: none"> <li>• Australian War Memorial – A very special day <a href="https://www.awm.gov.au/learn/schools/resource/s/a-very-special-day">https://www.awm.gov.au/learn/schools/resource/s/a-very-special-day</a></li> <li>• Australian War Memorial – Commemoration hub <a href="https://www.awm.gov.au/learn/schools/resource/s/commemoration">https://www.awm.gov.au/learn/schools/resource/s/commemoration</a>.</li> </ul> <p>Explain to students that they will be viewing the clip again to extract information: who, what, when, where, why and how. Discuss the ethical protocols for collecting information using the focus questions. Provide students with paper or a small whiteboard for note-taking. After the second viewing, students share information and the teacher models how to organise ideas using the card cluster strategy.</p>

## Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic Develop a range of focus questions to investigate Locate and collect information from a variety of sources Record selected information and/or data</p> <p><b>Analysing</b> Use criteria for selecting relevant information</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Significance, Perspectives, Empathy</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The events and ideas in the school, community and Australia that we celebrate or commemorate</li> <li>• The historical origin and significance of celebrations and commemorations</li> <li>• Focus questions are used to guide research to complete the requirements of a task</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What are some things we associate with Anzac Day?</li> <li>• Why is it important to remember the ANZACs?</li> <li>• What values did the ANZACs uphold or display?</li> <li>• How can we show our respect to the ANZACs?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What is the historical origin of Western Australia Day?</li> <li>• Why is Western Australia Day celebrated?</li> <li>• How is this day celebrated?</li> </ul>	<p><b>Learning experience 1</b> Make or share Anzac biscuits with the students. Read the story <i>ANZAC Biscuits</i>, written by Phil Cummings and Owen Swan (reference in History resource table in Appendix A). Invite students to share their thoughts on how Anzac biscuits received their name and their significance to the ANZAC soldiers. Review the information collected using the card cluster strategy in the previous learning experience. Explore the concept of remembrance further. Supporting information may be found at:</p> <ul style="list-style-type: none"> <li>• Australian War Memorial – Why do we use symbols and ceremonies? <a href="https://www.awm.gov.au/learn/schools/resources/a-very-special-day/symbols-and-ceremonies">https://www.awm.gov.au/learn/schools/resources/a-very-special-day/symbols-and-ceremonies</a>.</li> </ul> <p>Discuss the meaning of the red poppy during commemorative services. Students draw or make a large red poppy. On each petal, students write the values the soldiers displayed while fighting in the war (e.g. courage, perseverance, respect).</p> <p><b>Learning experience 2</b> Review ideas previously brainstormed regarding celebrations and commemorations. Students consider</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Support notes</b></p> <p>Teachers may choose to complete this learning experience earlier in the term to coincide with Anzac Day commemorations.</p> <p>Teachers may choose alternative events to explore based on the context of the community.</p> <p>Students will still be developing the skill to write focus questions, and support from the teacher may be required.</p> <p>Using criteria for locating information is a new skill for students and will require teacher prompting and modelling.</p> <p>Bookmark sites for students to use.</p>	<p>the ones that are celebrated/commemorated at school and in the community and the ways in which they are celebrated/commemorated.</p> <p>Inform students they will be working in groups to explore a significant event in Australia – Western Australia Day.</p> <p>As a class, develop a set of criteria to guide students' collection of information. Provide students with texts, information sheets or bookmarked websites to explore Western Australia Day. Groups develop focus questions and use the collected information to create a card cluster, as modelled in the previous learning experience, showing who, what, when, where, why and how.</p> <p>Groups share their information during an informal oral presentation to the class.</p>

## Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop a range of focus questions to investigate  Locate and collect information from a variety of sources  Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Significance, Empathy</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The events and ideas in the school, community and Australia that we celebrate or commemorate</li> <li>• The historical origin and significance of celebrations and commemorations</li> <li>• Symbols and emblems that are significant to Australians</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the historical origin of Australia Day/NAIDOC Week?</li> <li>• Why is Australia Day/NAIDOC Week celebrated, commemorated or recognised in Australia?</li> <li>• How is Australia Day/NAIDOC Week celebrated, commemorated or recognised in Australia?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What is a symbol/emblem?</li> <li>• What symbols do we see in our everyday life?</li> </ul>	<p><b>Learning experience 1</b> Students repeat the information collection process followed in the previous learning experience.  Inform students they will be working individually to explore a significant event in Australia, such as Australia Day or NAIDOC Week.  Provide students with texts, information sheets or bookmarked websites to explore Australia Day or NAIDOC Week.  Students collect information using simple note-taking strategies.  Students use the collected information to write a paragraph about the event, outlining who, what, when, where, why and how.</p> <p><b>Learning experience 2</b> Ask students to look at the school emblem on their uniform. Invite students to share how they feel when they are wearing clothing with the school emblem.  Introduce the terms ‘symbol’ and ‘emblem’, making reference to the school emblem. Take students on a scavenger hunt around the school to find other symbols. Working in pairs, students find five symbols around the school. Students draw the symbol and</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>• What is the importance of symbols and emblems to historical events?</li> </ul> <p><b>Support notes</b> Teacher discretion should be used to determine if the activity will be completed individually or in groups.</p> <p>Teachers may choose alternative events to explore based on the context of the community.</p> <p>Bookmark sites for students to use.</p>	<p>write what they think it means. Allow opportunity for sharing of ideas back in the classroom.</p> <p>As a class, discuss why we use symbols and emblems. Students think-pair-share explanations for the terms 'symbol' and 'emblem' and, as a class, determine an agreed definition for each.</p>

## Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p>	<p><b>Key concept</b> Significance</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The symbolism used in the Australian flags</li> <li>• Flags used as emblems</li> </ul> <p><b>Support notes</b> The assessment task can be adapted by teachers to focus on the Aboriginal, Torres Strait Islander or Western Australian flags.</p>	<p><b>Learning experience (2 hours)</b> Assessment task – Symbols in the Australian flag</p> <p>The assessment task has three parts to be completed over a two-hour period (Appendix B).</p>



## **Term 3**

---

Weeks 1–2: History

Weeks 3–8: Geography

## Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data</p> <p><b>Analysing</b> Interpret information and/or data collected Identify different points of view in information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Empathy, Significance, Sources</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Special celebrations around the world</li> <li>• Celebrations and commemorations observed by different groups in Australia</li> <li>• Similarities and differences in the ways events are celebrated/commemorated</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What are some special things people do to celebrate the Mid-Autumn Festival?</li> <li>• How does the Mid-Autumn Festival help families and communities feel connected?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• In different religions and beliefs, people celebrate special days. How might these celebrations be similar to or different from other celebrations, and why?</li> <li>• How can we show respect for other celebrations, even if we do not partake in them?</li> </ul>	<p><b>Learning experience 1</b> Watch a short video showing the origins of the Mid-Autumn Festival, an annual celebration in China also known as the Moon Festival, such as:</p> <ul style="list-style-type: none"> <li>• China Highlights – Mid Autumn festival story and how Chinese celebrate it <a href="https://www.youtube.com/watch?v=EMMU1YJadzE">https://www.youtube.com/watch?v=EMMU1YJadzE</a>.</li> </ul> <p>Invite students to share their observations regarding the traditions observed during the Mid-Autumn Festival, including:</p> <ul style="list-style-type: none"> <li>• the history of the celebration</li> <li>• practices to celebrate the festival</li> <li>• food and drink customary to the festival</li> <li>• decorations displayed during the festival.</li> </ul> <p>Students draw a picture and write a sentence about a food, decoration or symbol from the Mid-Autumn Festival.</p> <p><b>Learning experience 2</b> Show students a number of images that show celebrations and commemorations from around the world. Allow students time to share information about celebrations and commemorations that are important to them.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>As a class, choose a celebration most students in the class engage in, such as Christmas or birthdays. Next, either as a class or in groups, complete a Venn diagram to show the similarities and differences in the celebration of the Mid-Autumn Festival and the celebration observed by the class.</p> <p>Students engage in a craft activity relevant to the celebrations studied (e.g. a lantern, Christmas decoration, a birthday hat).</p>

## Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> Significant events, symbols and emblems that are important to Australia’s shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Develop a range of focus questions to investigate Record selected information and/or data</p> <p><b>Analysing</b> Use criteria for selecting relevant information</p>	<p><b>Key concepts</b> Empathy, Significance, Sources</p> <p><b>Teaching point</b></p> <ul style="list-style-type: none"> <li>• Celebrations around the world and in Australia have historical origins and significance</li> <li>• Focus questions are used to guide research to complete the requirements of a task</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What celebrations from other countries do we recognise in Australia?</li> <li>• Do we recognise international celebrations in the same way as the country of origin? Why/why not?</li> </ul> <p><b>Support notes</b> It is suggested that teachers refine the options for events that students may choose from to match the cultural needs of the students and the availability of resources. Examples include Chinese New Year, Christmas, Diwali, Easter, Hanukkah and Ramadan.  Using criteria for locating information is a new skill for students and will require teacher prompting and modelling.</p>	<p><b>Learning experience (2 hours)</b> Explain to students that they will be choosing and researching a special day from another country that is celebrated in Australia, such as:</p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Christmas</li> <li>• Diwali</li> <li>• Easter</li> <li>• Hanukkah</li> <li>• Ramadan.</li> </ul> <p>Students will use researched information to develop a poster to show how the special day is celebrated in Australia compared to how it is celebrated in the country of origin. Explain to students that they will be providing two sources for their poster – a text and a picture.</p> <p>In groups, students develop focus questions to guide their research.</p> <p>As a class, develop criteria that determine the usefulness of the information and help to select relevant information in order to meet the requirements of the task.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Students will still be developing the skill to write focus questions, and support from the teacher may be required.</p> <p>Bookmark sites for students to use.</p>	<p>Provide students with texts, resources and website pages to research the information.</p> <p>Once students have collected the information, they create their poster. Students should include at least one source and one picture alongside as much information about the celebration as possible to reflect the important elements and the significance of the event.</p>

## Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australian states, territories, capital cities and major regional centres of Western Australia</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Symbols on maps show a feature or object</li> <li>• Legends on maps explain what the symbols represent</li> <li>• Symbols and legends assist us to read maps</li> <li>• Australia is divided into states and territories, which are defined by boundaries</li> <li>• States, territories and regions have identifying attributes</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is the purpose of a map?</li> <li>• When/where do we use maps?</li> <li>• Where do we find maps?</li> <li>• What parts of the map help us to read the map?</li> <li>• What do symbols represent on maps?</li> <li>• What is the key/legend on maps used for?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What are the names of the states and territories in Australia?</li> </ul>	<p><b>Learning experience 1</b></p> <p>Show students a map of Australia. Use a think-pair-share or a call out to ascertain students' prior knowledge about maps.</p> <p>Read the story <i>Mapping Penny's World</i> by Loreen Leedy. A reading of the text is available at:</p> <ul style="list-style-type: none"> <li>• Sari Johnston – Read aloud of <i>Mapping Penny's World</i> by Loreen Leedy <a href="https://www.youtube.com/watch?v=fDTQ3qP_sZg">https://www.youtube.com/watch?v=fDTQ3qP_sZg</a>.</li> </ul> <p>Draw students' attention to the symbols and keys (legends) used for the different maps in the text. In pairs, students brainstorm symbols that could be used on their school's map.</p> <p>Tell students they will be working in pairs to draw a map of the school. As a class, determine the most appropriate symbols to use in a legend on the school map. The symbols should represent the main objects and features of the school.</p> <p>Provide students with blank paper and clipboards. Take students on a walk around the school. Students create their map, like the character in the text, which can be used by someone new to the school.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>• What are the capital cities of the states and territories?</li> <li>• What can we use to help locate the states, territories and capital cities?</li> </ul> <p><b>Support notes</b> Teacher modelling and direction for the mapping activity is recommended, guiding students to determine which areas of the school should be included, using the symbols determined by students.</p> <p>Teacher discretion should be used to determine if the activity will be completed individually or collaboratively.</p> <p>The maps distributed to the collaborative learning groups will be added to over the course of the term.</p> <p><b>Suggested assessment points</b> This is an opportunity to observe the following:</p> <ul style="list-style-type: none"> <li>• Can students incorporate important features on maps?</li> <li>• Can students use simple directional language to provide directions?</li> <li>• Are students able to accurately label the states, territories and capital cities on a map?</li> </ul>	<p>Students compare maps with their peers to discuss similarities and differences.</p> <p>Students practice giving directions (e.g. left, right, forwards) to different areas of the school.</p> <p><b>Learning experience 2</b> Display satellite images of the school using the Google Earth™ website:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.google.com/earth/">https://www.google.com/earth/</a>.</li> </ul> <p>Zoom out to highlight the location of the school in relation to the state and country.</p> <p>Show students a large map of Australia. Students brainstorm what they know about Australia, the states and the capital cities. To enable students to further their learning about the location of the states, territories and capital cities, play the online games available at:</p> <ul style="list-style-type: none"> <li>• World Geography Games <a href="https://world-geography-games.com/australia.html">https://world-geography-games.com/australia.html</a>.</li> </ul> <p>Provide students with blank maps of Australia and its boundaries. In collaborative learning groups, students refer to a class map and atlases to label the states, territories and capital cities.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• d-maps.com – Australia blank map <a href="https://d-maps.com/carte.php?num_car=3297&amp;lang=en">https://d-maps.com/carte.php?num_car=3297&amp;lang=en</a></li></ul>

## Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b></p> <p>The location of Australian states, territories, capital cities and major regional centres of Western Australia</p> <p>The location and identifying attributes of Australia’s major natural features</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b></p> <p>Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Evaluating</b></p> <p>Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b></p> <p>Place, Space, Scale, Environment</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Australia is divided into states and territories, which are defined by boundaries</li> <li>• Western Australia is made up of different regional areas</li> <li>• States, territories and regions have identifying attributes</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• In what region of Western Australia is your school located?</li> <li>• Where are the major regional centres in Western Australia?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What are natural features?</li> <li>• How are natural features shown on maps?</li> <li>• What attributes of the natural feature can you see?</li> </ul> <p><b>Support notes</b></p> <p>Teachers may choose a small number of Western Australian regions to map in preference to all regions. Students can freehand draw the</p>	<p><b>Learning experience 1</b></p> <p>Introduce the idea of regional centres in Western Australia. The resource below can be used for students to visualise the location of each region:</p> <ul style="list-style-type: none"> <li>• Infrastructure Western Australia – WA’s regions <a href="https://www.infrastructure.wa.gov.au/state-infrastructure-strategy/was-regions">https://www.infrastructure.wa.gov.au/state-infrastructure-strategy/was-regions</a>.</li> </ul> <p>In the collaborative learning groups from the previous session, students add the regions of Western Australia to their map. Ask students to colour-code the regions to identify the boundaries. They then create a legend to label each region. Modelling by the teacher is recommended. Students add the regional centres to the map.</p> <p>Using Google Earth™, search for towns or locations in some or all of the regions, e.g. Millstream Chichester National Park or Wurdimarlu/Kalbarri.</p> <p>Choose a town located a long distance from your school community. Students complete a bird’s-eye view sketch of the town on blank paper. Encourage them to keep scale in mind when sketching their town. Modelling may be required prior to students completing the task.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>regions or use baking paper to create a mapping overlay.</p> <p><b>Suggested assessment points</b> In Learning experience 1, there is an opportunity to observe the students' ability to:</p> <ul style="list-style-type: none"> <li>• work with atlases</li> <li>• apply information to a map.</li> </ul>	<p><b>Learning experience 2</b> Show students pictures of landforms. Resources may be sourced from the following website:</p> <ul style="list-style-type: none"> <li>• National Geographic – Refer to the 'Landforms' diagram of natural features on 'Mapping landforms' <a href="https://education.nationalgeographic.org/resource/mapping-landforms/">https://education.nationalgeographic.org/resource/mapping-landforms/</a>.</li> </ul> <p>Make a list of natural features that occur in Australia, such as mountains, deserts, rivers, plains, lakes and caves.</p> <p>Access Google Earth™ to study the map of Australia, guiding students to take note of natural features they can see. Teachers may purposefully search for locations relative to the context of the school, e.g. Coongan River for schools in the Pilbara region.</p> <p>Students complete an X-chart graphic organiser to describe the attributes of a natural feature (Appendix A). This could be about a photo or a natural feature familiar to the students in the class.</p>

## Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location and identifying attributes of Australia’s major natural features</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Identify current understanding of a topic Develop a range of focus questions to investigate</p> <p><b>Analysing</b> Use criteria for selecting relevant information</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Australia has major natural features with distinct locations and attributes</li> <li>• Focus questions are used to guide research to complete the requirements of a task</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What is meant by the term ‘natural feature’?</li> <li>• What are some natural features found in Western Australia?</li> <li>• What are some natural features found in Australia?</li> <li>• Is each type of natural feature exactly the same?</li> <li>• What are the identifiable characteristics of Australia’s natural features?</li> </ul> <p><b>Support note</b> Time allocated to the research section of Learning experience 2 will vary depending on students’ skill levels. Allow for additional time if needed.</p>	<p><b>Learning experience 1</b> Review the previous lesson on natural features found in Australia.  Explain how similar natural features can be located across Australia. Students engage in a brainstorm to identify the attributes of natural features. Teacher modelling may be required. Attributes of features could include size, height, soil, water or vegetation.  Allocate a natural feature located in Australia to each group, e.g. Ningaloo Reef, the Daintree Rainforest, the Great Barrier Reef and the Pinnacles.  Provide large sheets of paper and ask each group to develop at least three focus questions to guide their research about the attributes of their natural feature. Give each group sticky notes. Students complete a gallery walk to provide feedback on the others’ focus questions and gain ideas for their work.</p> <p><b>Learning experience 2</b> Explain to students that each group will be creating an informative text based on their allocated natural feature. The text will include a:</p> <ul style="list-style-type: none"> <li>• map indicating the location of the natural feature on a provided blank map of Australia (if a feature</li> </ul>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>is found in several places, students should only be expected to map it at one location)</p> <ul style="list-style-type: none"> <li>• sketch of the feature with some labelling e.g. trees, water, hill</li> <li>• paragraph describing the natural feature based on its attributes that includes the answers to the three focus questions developed by the groups in the previous learning experience.</li> </ul> <p>As a class, establish a new set of research criteria, relevant to the task. Remind students that the focus is on the attributes of the features they will be writing about in their informational text.</p> <p>Each group should plan using an organiser, such as a KWL chart, prior to commencing research on the natural feature.</p>

## Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australian states, territories, capital cities and major regional centres of Western Australia</p> <p>The location and identifying attributes of Australia's major natural features</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Communicating and reflecting</b> Reflect on learning and act on findings in different ways</p>	<p><b>Key concepts</b> Place, Space, Environment</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Attributes of natural features can be used to describe the feature</li> <li>Focus questions are used to guide research to complete the requirements of a task</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>What are the different ways the information you collect can be presented?</li> <li>What are the different resources you can use to find information?</li> </ul> <p><b>Support notes</b> Provide students with a blank map to complete the mapping component of the task.</p> <p>Bookmark sites for students to use.</p>	<p><b>Learning experience (2 hours)</b> Provide students with texts or bookmarked websites to research the natural feature allocated to them. Students conduct the research and record information in the graphic organiser from the previous session.</p> <p>When research has been completed, students plan and complete the informative text describing the natural feature, including:</p> <ul style="list-style-type: none"> <li>a map indicating the location of the natural feature</li> <li>an annotated sketch of the feature</li> <li>a paragraph of text describing the location and attributes of the natural feature.</li> </ul> <p>Teacher modelling may be appropriate prior to students completing the informational text.</p>

## Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> How language groups of Australia’s Aboriginal and Torres Strait Islander peoples divide their Country/Place and how this compares to the surveyed boundaries of Australian states and territories</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Analysing</b> Interpret information and/or data collected</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Place, Space, Interconnection, Environment, Scale</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>Aboriginal and Torres Strait Islander peoples have their distinct groups based on language and clans</li> <li>Aboriginal and Torres Strait Islander peoples have a strong connection to the land, which is crucial to their identity</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>Before the arrival of Europeans, how do you think Australia was divided?</li> <li>How did the Aboriginal and Torres Strait Islander peoples divide the land?</li> <li>Which state or territory has the most language groups?</li> <li>Which state or territory has the largest groups by area?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>Are Aboriginal language boundaries fixed?</li> <li>What does the term ‘scale’ mean in mapping?</li> </ul>	<p><b>Learning experience 1</b></p> <p>Read or view online the story <i>No Way Yirrikipayi!</i> by children from Milikapiti School, Melville Island, with Alison Lester. A reading of the text is available at:</p> <ul style="list-style-type: none"> <li>Indigenous Literacy Foundation – Nina Black reads <i>No way Yirrikipayi!</i> <a href="https://youtu.be/aol1JOa1rBo">https://youtu.be/aol1JOa1rBo</a>.</li> </ul> <p>Discuss the language used with reference to the Tiwi words for each animal in the story.</p> <p>Use a map to introduce students to the concept that Aboriginal and Torres Strait Islander peoples have different Language Groups related to the Country/Place they call home.</p> <p>Resources may be sourced from:</p> <ul style="list-style-type: none"> <li>Australian Institute of Aboriginal and Torres Strait Islander Studies – Map of Indigenous Australia <a href="https://aiatsis.gov.au/explore/map-indigenous-australia">https://aiatsis.gov.au/explore/map-indigenous-australia</a>.</li> </ul> <p>Invite students to discuss:</p> <ul style="list-style-type: none"> <li>What do you notice?</li> <li>How is this different from the division of the states and territories?</li> </ul>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Support notes</b></p> <p>Students studied Aboriginal and Torres Strait Islander peoples' connection to Country/Place in Year 2. Information pertaining to Aboriginal and Torres Strait Islander peoples' connection to Country/Place may be found at:</p> <ul style="list-style-type: none"> <li>• Connection to Country – Kaartdijin Noongar – Noongar Knowledge <a href="https://www.noongarculture.org.au/connect/on-to-country/">https://www.noongarculture.org.au/connect/on-to-country/</a></li> <li>• An Australia together – Australians Together <a href="https://australianstogether.org.au/">https://australianstogether.org.au/</a> Teachers will need to register to gain free access.</li> </ul> <p>Information pertaining to the language and spirituality of Noongar peoples may be found at:</p> <ul style="list-style-type: none"> <li>• Spirituality – Kaartdijin Noongar – Noongar Knowledge <a href="https://www.noongarculture.org.au/spirituality/">https://www.noongarculture.org.au/spirituality/</a>.</li> </ul> <p>Students will not be skilled in reading distance scales on maps and atlases. Encourage them to determine the length of the Bibbulmun Track by looking at the start and end points and the towns they have travelled to along the way. Make</p>	<ul style="list-style-type: none"> <li>• Are the boundaries the same as the ones you drew on the Australian map a few weeks ago?</li> </ul> <p>Place the students in groups and give each group a copy of the <i>Map of Indigenous Australia</i>. Students work together to make an overlay of Australia's states and territories. Ask the students to make comparisons between the size and location of the Language Groups and the states and territories.</p> <p>Students could record the approximate number of Language Groups in each state or territory in a table.</p> <p><b>Learning experience 2</b></p> <p>There are different Aboriginal and Torres Strait Islander peoples' Language Groups throughout Australia. Look at the Aboriginal Language Group relevant to the school community. This learning experience uses the Noongar language. Find a story that relates to the Language Group and share it with the students, such as the Waugal, the Rainbow Serpent. The Waugal is responsible for the creation of landforms, rivers and waterways across the south-west of Western Australia.</p> <p>Explain to the students that the Bibbulmun Track, a hiking trail, passes through Noongar Country and the Waugal is featured on the signposts along the track as a reminder of the spiritual significance of the land.</p>

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>informal links regarding the length of time to journey to these places and the distance.</p>	<p>The following websites can be used for reference:</p> <ul style="list-style-type: none"> <li>• Bibbulmun Track – The Track <a href="https://www.bibbulmuntrack.org.au/the-track">https://www.bibbulmuntrack.org.au/the-track</a></li> <li>• Kaartdijin Noongar – Noongar Knowledge <a href="https://www.noongarculture.org.au/spirituality">https://www.noongarculture.org.au/spirituality</a>.</li> </ul> <p>Using maps and atlases, students locate the Bibbulmun Track. Ask the students how they can determine the length of the track (Support notes).</p> <p>In groups, students determine how they can represent the Bibbulmun Track on their group map from previous sessions. Students draw the track on their map.</p>

## Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australian states, territories, capital cities and major regional centres of Western Australia</p> <p>The location and identifying attributes of Australia’s major natural features</p> <p><b>Humanities and Social Sciences Skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection, Sustainability</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• Australia is divided into states and territories, which are defined by boundaries</li> <li>• Western Australia is made up of different regional areas</li> <li>• Attributes of natural features can be used to describe the feature</li> </ul>	<p><b>Learning experience 1 (3 hours)</b> Assessment task – Travel journal</p> <p>The assessment task has two parts to be completed over a three-hour period (Appendix C).</p>





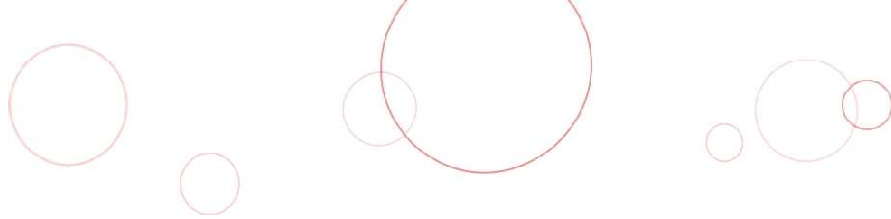
# Term 4

---

Weeks 1–8: Geography

## Term 4 Week 1

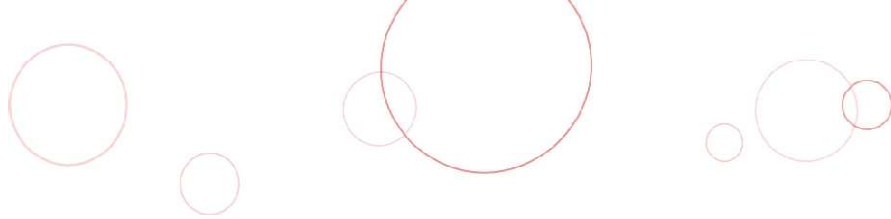
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Record selected information and/or data</p> <p><b>Analysing</b> Identify different points of view in information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p><b>Communicating and reflecting</b> Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The diverse human characteristics of Australia’s neighbours</li> <li>• The diverse natural characteristics of Australia’s neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> </ul> <p><b>Focus questions</b></p> <p><b>Learning experience 1</b></p> <ul style="list-style-type: none"> <li>• What is a neighbour?</li> <li>• Who are Australia’s neighbours?</li> <li>• What relationship does Australia have with its neighbours?</li> </ul> <p><b>Learning experience 2</b></p> <ul style="list-style-type: none"> <li>• What are some things that are the same between Australia and Indonesia?</li> <li>• What are some things that are different between Australia and Indonesia?</li> </ul>	<p><b>Learning experience 1</b> Use the focus questions to start a discussion regarding Australia and its neighbours.</p> <p>Provide students with atlases and maps and ask them to make a list of Australia’s neighbours.</p> <p>Students call out names of countries they believe are a neighbour of Australia. Students identify where the countries are located using a large class map. Make a class list of Australia’s neighbouring countries. Ask students to consider the:</p> <ul style="list-style-type: none"> <li>• land size of neighbouring countries compared to Australia</li> <li>• location of neighbouring countries in relation to Australia and Western Australia.</li> </ul> <p>Students record a list of neighbouring countries, the direction from Australia and the ocean or sea the countries are in.</p> <p><b>Learning experience 2</b> Play some music from Indonesia. Bali may be a suitable reference point, depending on the students in the class. Ask students to locate Indonesia on the class map. Watch the following videos about a child’s experiences of living in Indonesia:</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li>• ClickView – Australia’s neighbours – Intan’s story <a href="https://online.clickview.com.au/share?sharecode=6a61e7b3">https://online.clickview.com.au/share?sharecode=6a61e7b3</a>.</li></ul> <p>Students share their reflections with the class.</p> <p>Watch the video again, with students taking notes. Remind students to only write key ideas, not every word (Life in Indonesia   Note-taking template available in Appendix A).</p> <p>Extra information can be gathered by showing images and reading sections from the following website:</p> <ul style="list-style-type: none"><li>• Kids World Travel Guide – Indonesia facts for kids <a href="https://www.kids-world-travel-guide.com/indonesia-facts.html">https://www.kids-world-travel-guide.com/indonesia-facts.html</a>.</li></ul> <p>Students work in pairs to share their notes. Students colour-code their notes, highlighting similarities to Australia in one colour and differences in another colour.</p> <p>As a class, discuss similarities and differences between life in Indonesia and in the students’ hometown.</p>

## Term 4 Week 2

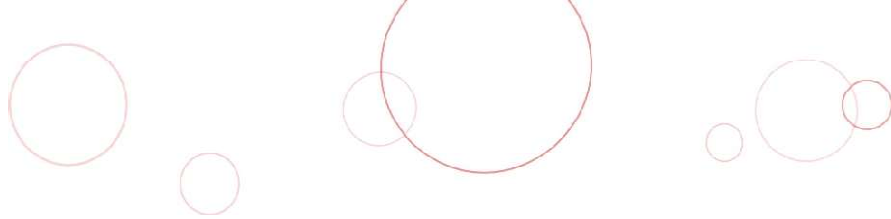
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The diverse human characteristics of Australia’s neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What is a neighbour?</li> <li>• Why are neighbours important?</li> <li>• What countries are Australia’s closest neighbours?</li> <li>• What are some things that are the same about Australia and its neighbours?</li> <li>• What are some things that are different between Australia and its neighbours?</li> </ul> <p><b>Suggested assessment point</b> Learning experience 1 provides the opportunity to observe student progress in mapping skills.</p>	<p><b>Learning experience 1</b> Discuss the concepts of neighbours and neighbouring countries, recapping the learning from the previous lesson and using the focus questions.</p> <p>Provide a range of print and digital maps and have students identify and locate countries, such as Indonesia, Papua New Guinea, New Zealand, Timor-Leste (also known as East Timor), the Solomon Islands, Fiji and New Caledonia.</p> <p>Provide students with blank maps to record the location of these countries.</p> <p><b>Learning experience 2</b> Discuss the terms ‘natural characteristics’ and ‘human characteristics’. As a class, list natural and human characteristics of Australia and clarify any misconceptions.</p> <p>Explore the natural and human characteristics of one of the countries listed in Learning experience 1 by showing the students a suitable video and discussing what they have noticed.</p> <p>Provide all students with a blank Venn diagram. After the discussion, have students record similarities and differences regarding the landscape, schooling,</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>housing, transport, play, shopping, culture and food for the focus country and Australia.</p> <p>Students can use the characteristics list generated as a class for support.</p>

## Term 4 Week 3

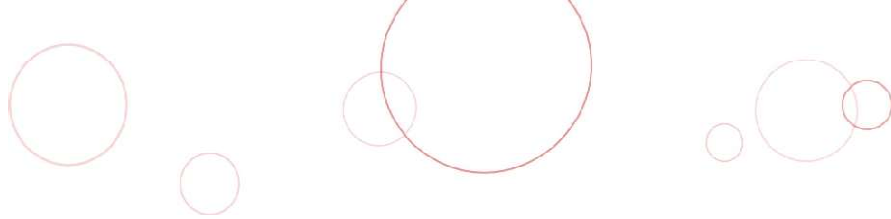
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p>Recognise the ethical protocols that exist when gathering information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The diverse human characteristics of Australia’s neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> </ul> <p><b>Focus questions</b></p> <p>Natural characteristics</p> <ul style="list-style-type: none"> <li>• Where is the country located?</li> <li>• How big is the country compared to Australia?</li> <li>• What are the features of the landscape?</li> <li>• What are some of its important landmarks?</li> <li>• What sort of vegetation does it have?</li> <li>• What animals live there?</li> </ul> <p>Human characteristics</p> <ul style="list-style-type: none"> <li>• What language is spoken?</li> <li>• What is the main religion?</li> <li>• How is school different to your school?</li> <li>• What sort of houses do people live in?</li> <li>• How do people travel around?</li> <li>• What games do the children play?</li> </ul>	<p><b>Learning experience 1</b></p> <p>Review the terms ‘natural characteristics’ and ‘human characteristics’ from the previous lesson.</p> <p>As a class, choose a neighbouring country to research e.g. Papua New Guinea.</p> <p>With a call out, guide the students to make a list of focus questions to support their research. See suggested focus questions for ideas.</p> <p>Allocate students to small groups of two or three. Provide each group with focus questions about natural characteristics and a set of print and digital resources.</p> <p>Students are to find the answers to the focus questions by taking notes. Teacher modelling may be required. Review the ethical protocols for gathering information before the students begin researching.</p> <p><b>Learning experience 2</b></p> <p>Repeat Learning experience 1 with a focus on human characteristics.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• How do people shop for food?</li><li>• What sort of leisure activities do people take part in?</li></ul> <p><b>Support note</b> Bookmark sites for students to use.</p>	

## Term 4 Week 4

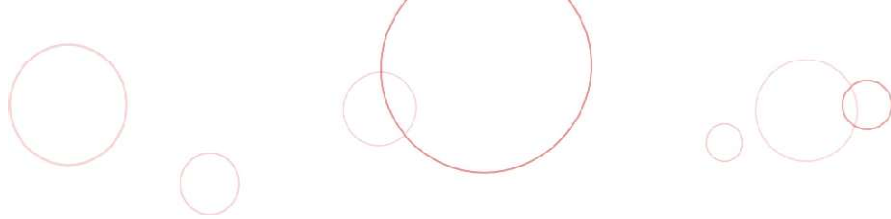
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Analysing</b> Use criteria for selecting relevant information</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concept</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> <li>• The geographical characteristics of Australia’s neighbours</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What information did we find out about the location?</li> <li>• What other information could be included in this part of the text?</li> <li>• Why would this be a good image to use in the poster?</li> <li>• How could we organise all our text?</li> </ul> <p>Natural characteristics</p> <ul style="list-style-type: none"> <li>• Where is the country located?</li> <li>• How big is the country compared to Australia?</li> <li>• What are the features of the landscape?</li> <li>• What are some of its important landmarks?</li> <li>• What sort of vegetation does it have?</li> </ul>	<p><b>Learning experience 1</b></p> <p>Remind the students of the work completed last week – taking notes on natural and human characteristics of Papua New Guinea.</p> <p>Model how to use the notes on one category – for example, the location – to create text that could be used for a poster or information report. Discuss what images could be used within the chosen text to enhance understanding.</p> <p>Using the small groups from the previous week, allocate students a category identified within the focus questions. For example, landscape, landmarks, animals, housing, school, food or people.</p> <p>Students use their notes to create text for a class poster or information report. They can also find an image to support the text they have written.</p> <p>Bring the class together and create the shared text.</p> <p><b>Learning experience 2</b></p> <p>Students work in groups to research a different neighbouring country. Allocate countries to each group; more than one group can research the same country.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> <li>• What animals live there?</li> </ul> <p>Human characteristics</p> <ul style="list-style-type: none"> <li>• What language is spoken?</li> <li>• What is the main religion?</li> <li>• How is school different to your school?</li> <li>• What sort of houses do people live in?</li> <li>• How do people travel around?</li> <li>• What games do the children play?</li> <li>• How do people shop for food?</li> <li>• What sort of leisure activities do people take part in?</li> </ul> <p><b>Support notes</b> Bookmark sites for students to use.</p> <p>Provide suitable-sized paper for students to record text on so this can be combined to create the class shared text.</p> <p><b>Suggested assessment activity</b> Learning experience 2 can be completed as an assessment activity. Refer to the assessment activity <i>Australia's Neighbours</i>, available on the SCSA website.</p>	<p>Use the shared text from the previous week to ensure the students know what is expected for their poster or information report. As a class, develop success criteria or review the text type.</p> <p>Students work together in their group to write four focus questions based on natural characteristics and four focus questions based on human characteristics. Questions can be used from the previous research task if required.</p>

## Term 4 Week 5

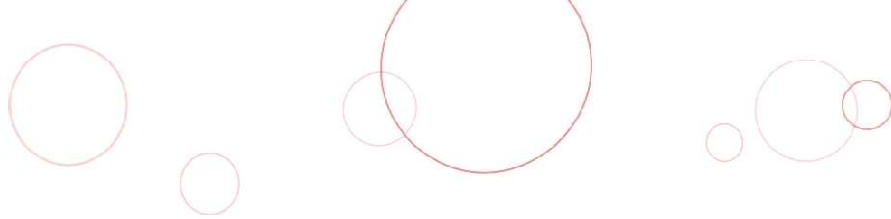
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p>Recognise the ethical protocols that exist when gathering information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> <li>• The geographical characteristics of Australia’s neighbours</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• How can we show respect when collecting information from others?</li> <li>• Why shouldn’t we copy someone else’s work?</li> <li>• What can we do when we need to copy someone else’s sentence or ideas?</li> </ul> <p><b>Natural characteristics</b></p> <ul style="list-style-type: none"> <li>• Where is the country located?</li> <li>• How big is the country compared to Australia?</li> <li>• What are the features of the landscape?</li> <li>• What are some of its important landmarks?</li> <li>• What sort of vegetation does it have?</li> <li>• What animals live there?</li> </ul>	<p><b>Learning experience (2 hours)</b> This learning experience is a follow-on from Week 4.</p> <p>Decide on a format for students to use to present their findings e.g. a poster, an oral presentation or an informative report.</p> <p>Students are to find the answers to their focus questions by taking notes. Remind the students of note-taking skills and the importance of respecting the work of others when we take notes from books or the internet.</p> <p>Provide a set of print and digital resources for each country allocated.</p> <p>Students discuss and then use all the group notes to create their own individual text.</p> <p>Teachers may provide support to individual students or form a group to work with for extra support.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p><b>Human characteristics</b></p> <ul style="list-style-type: none"><li>• What language is spoken?</li><li>• What is the main religion?</li><li>• How is school different to your school?</li><li>• What sort of houses do people live in?</li><li>• How do people travel around?</li><li>• What games do the children play?</li><li>• How do people shop for food?</li><li>• What sort of leisure activities do people take part in?</li></ul> <p><b>Support notes</b></p> <p>Bookmark sites for students to use.</p> <p>It is recommended you use a text type that has been taught or is being taught in English.</p>	

## Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> <li>• The geographical characteristics of Australia’s neighbours</li> </ul> <p><b>Focus questions</b></p> <p><b>Natural characteristics</b></p> <ul style="list-style-type: none"> <li>• Where is the country located?</li> <li>• How big is the country compared to Australia?</li> <li>• What are the features of the landscape?</li> <li>• What are some of its important landmarks?</li> <li>• What sort of vegetation does it have?</li> <li>• What animals live there?</li> </ul> <p><b>Human characteristics</b></p> <ul style="list-style-type: none"> <li>• What language is spoken?</li> <li>• What is the main religion?</li> <li>• How is school different to your school?</li> <li>• What sort of houses do people live in?</li> <li>• How do people travel around?</li> <li>• What games do the children play?</li> </ul>	<p><b>Learning experience 1</b> Students continue creating the text from Week 5.</p> <p><b>Learning experience 2</b> Display the finished texts for the students to view and read.</p> <p>Use a plenary session to discuss areas of interest and answer questions students may have. This could take the form of a whole class discussion or involve a ‘hot seat’, where some class members answer questions about the countries they researched.</p> <p>Select one of the countries researched by the students.</p> <p>Co-construct a Venn diagram with the class, identifying similarities and differences in natural and human characteristics between this country and Australia.</p>



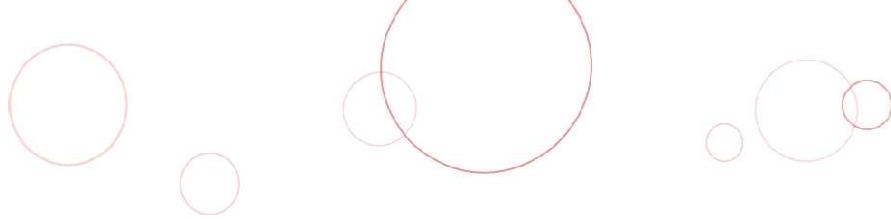
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"><li>• How do people shop for food?</li><li>• What sort of leisure activities do people take part in?</li></ul>	

## Term 4 Week 7

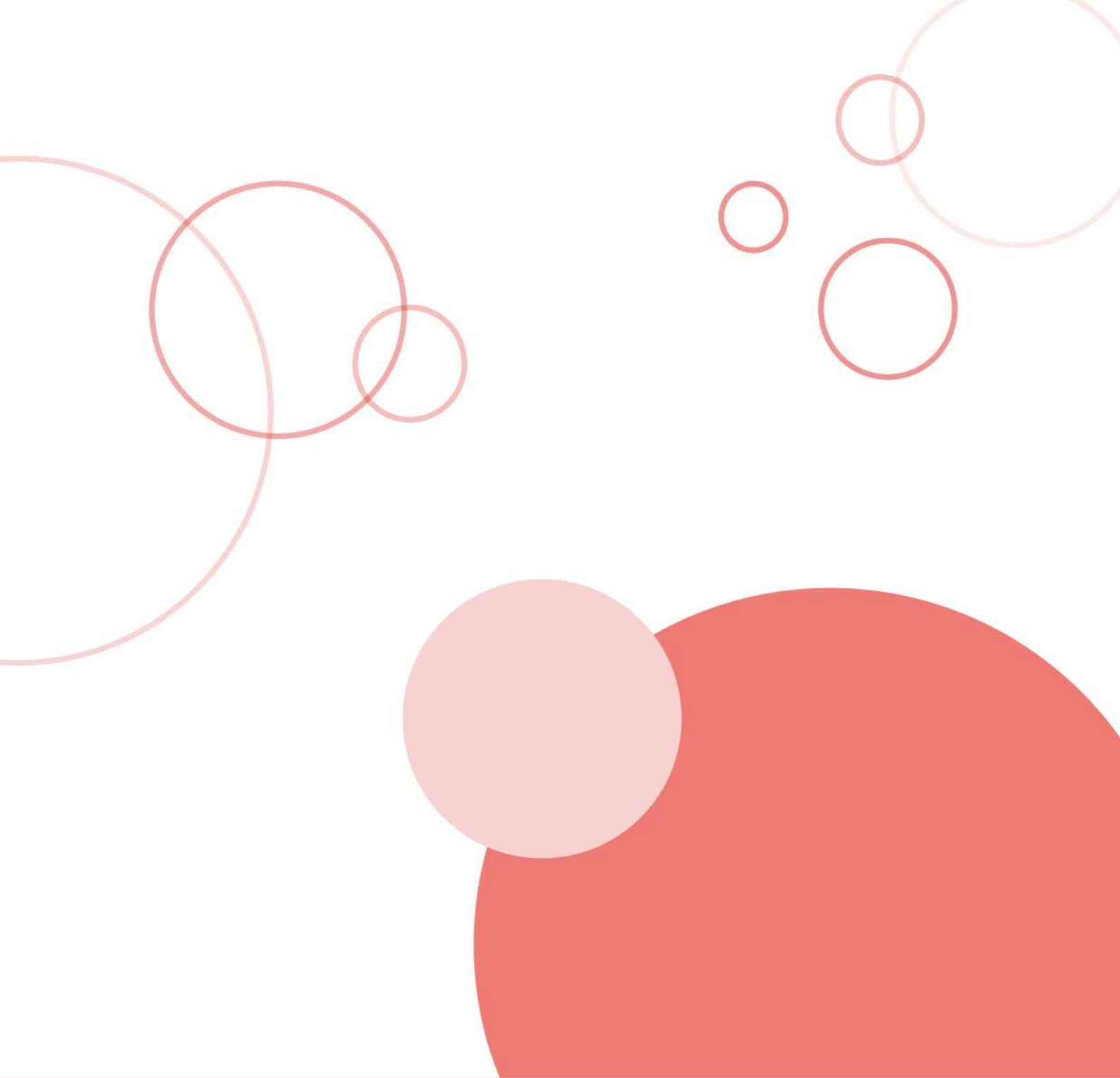
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> <li>• The natural and human characteristics of Australia’s neighbours</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• What do you notice about the images?</li> <li>• Why do some images belong together?</li> <li>• What sort of houses do people live in?</li> <li>• How do people travel around?</li> <li>• What games do the children play?</li> <li>• How do people shop for food?</li> <li>• What sort of leisure activities do people take part in?</li> </ul> <p><b>Suggested assessment activity</b> Learning experience 2 could be done individually as an assessment.</p>	<p><b>Learning experience 1</b> Provide students with images depicting elements of natural and human characteristics of neighbouring countries of Australia. A sample in Appendix A shows pictures of Papua New Guinea. Before starting the discussion, place the students in small groups and provide each group with the images. Ask the groups to view, discuss and sort the images. They need to be able to explain how they have decided to sort them. Bring the class back together and pose the following questions:</p> <ul style="list-style-type: none"> <li>• What do you notice?</li> <li>• Why do some belong together?</li> </ul> <p>Tell the students the number of countries the images are from and instruct them to re-sort the images into these countries. When complete, provide the students with the answers.</p> <p><b>Learning experience 2</b> Revise the learning so far with a class discussion.</p> <p>Have students choose a neighbouring country and write a summary of what they have learnt by answering the question: How is Australia similar and different to one of its near neighbours?</p>

## Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Knowledge and understanding</b> The location of Australia’s neighbouring countries and the similarities and differences in natural and human characteristics</p> <p><b>Humanities and Social Sciences skills</b></p> <p><b>Questioning and researching</b> Locate and collect information from a variety of sources</p> <p>Record selected information and/or data</p> <p><b>Evaluating</b> Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p>	<p><b>Key concepts</b> Place, Space, Environment, Interconnection</p> <p><b>Teaching points</b></p> <ul style="list-style-type: none"> <li>• The names and locations of Australia’s closest neighbours</li> <li>• The similarities and differences between Australia and its neighbours</li> <li>• The natural and human characteristics of Australia’s neighbours</li> </ul> <p><b>Focus questions</b></p> <ul style="list-style-type: none"> <li>• How do we write a question?</li> <li>• What are the different ways we can start questions? (how, what, where, who)</li> <li>• What different types of questions can we write? (yes/no, true/false, short answer, multiple choice)</li> <li>• What four answers could be used in a multiple-choice question about this animal?</li> </ul> <p><b>Support note</b> Natural and human characteristics need to be selected in line with the areas studied in previous lessons.</p>	<p><b>Learning experience 1</b> Choose two countries that have been studied this term. Lead a brief think-pair-share to review what the students know.</p> <p>Explain to the students they are going to work in groups to write 3–5 quiz questions about one characteristic of either country. For example, group 1 writes questions about food, group 2 writes questions about language, etc.</p> <p>Model how to write different question types. This could be a question requiring a short written answer, a multiple-choice question or a question based on an image.</p> <p>Students gather information for the questions from the texts produced in Week 6 and any other print and digital resources provided by the teacher.</p> <p>Topics to allocate to each group include:</p> <ul style="list-style-type: none"> <li>• food</li> <li>• language</li> <li>• animals</li> <li>• landmarks</li> <li>• vegetation.</li> </ul>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Students complete research and write the questions. This can either be done with a digital device or on paper.</p> <p>Teacher to collate the questions to create the quiz.</p> <p><b>Learning experience 2</b></p> <p>This quiz can be done individually or by working in pairs.</p> <p>Call out the questions and allow students time to record responses.</p> <p>After the quiz, review questions and answers where required to clarify misconceptions or areas students found challenging.</p>



## **Appendix A**

---

Resources

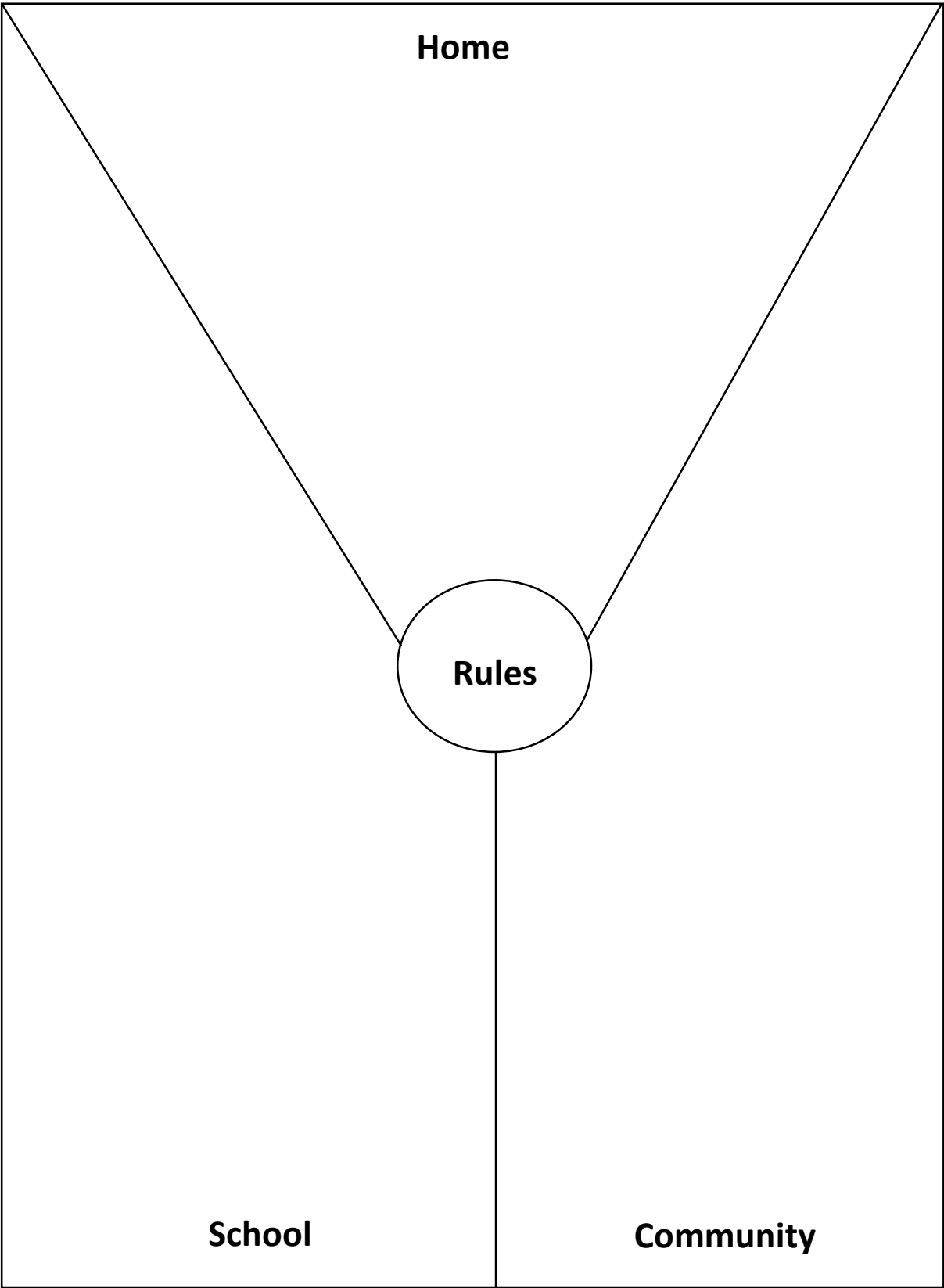


## Civics and Citizenship – Term 1

Week	Resource	Link/information
1–2	Story: Picture book	Handy, L. & Newham, J. (1984). Boss for a week. New York: Scholastic. <ul style="list-style-type: none"><li>• <b>Online reading</b> S. Wolf. Boss for a week. <a href="https://www.youtube.com/watch?v=IO55R3S4Wvc">https://www.youtube.com/watch?v=IO55R3S4Wvc</a></li></ul>
2	Video: Child-friendly explanation about volunteers	<ul style="list-style-type: none"><li>• Sesame Street. Usher – Volunteer. <a href="https://www.youtube.com/watch?v=5cysG5M1PFA">https://www.youtube.com/watch?v=5cysG5M1PFA</a></li></ul>
4	Story: Wordless picture book	<ul style="list-style-type: none"><li>• Baker, J. (2008). Belonging. London: Walker Books.</li></ul>
7–8	Website: Pamphlet designs	<ul style="list-style-type: none"><li>• Examples.com. 14+ Charity brochure examples. <a href="https://www.examples.com/design/charity-brochure.html">https://www.examples.com/design/charity-brochure.html</a></li></ul>

**Civics and Citizenship – Term 1 Week 1**

**Rules: Graphic organiser**





## Civics and Citizenship – Term 1 Week 1

### Rules: Boss for a week

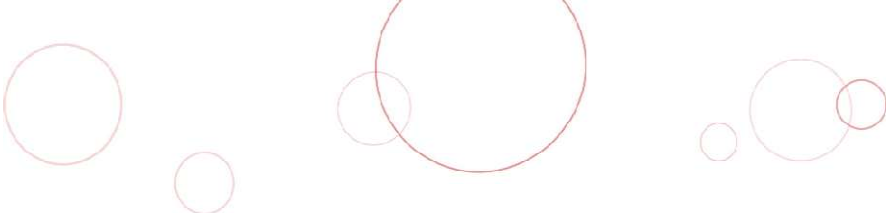
Group	Questions
1	<ul style="list-style-type: none"><li>• What rules did Caroline make for the home?</li><li>• Which of Caroline’s rules do you think should be in place at your home? Why?</li></ul>
2	<ul style="list-style-type: none"><li>• How do you think Caroline felt before she made the rules?</li><li>• How do you think she felt after she made the rules?</li></ul>
3	<ul style="list-style-type: none"><li>• How do the rules in the story benefit Caroline?</li><li>• How do the rules in the classroom benefit everyone?</li></ul>
4	<ul style="list-style-type: none"><li>• What is wrong with Caroline’s rules?</li><li>• If Caroline’s rules stayed in place for a long time, what do you think might happen?</li></ul>
5	<ul style="list-style-type: none"><li>• How did Caroline make her rules?</li><li>• Apart from having a boss, how else could decisions about how to do things be made?</li></ul>

## History – Term 2

### Resources

Week	Resource	Link/information
1	Story: Picture book	<p>Long, L., Lowe, N. L., Krieger, B. &amp; Duple Media. (2016). Little Tree. New York: Scholastic.</p> <ul style="list-style-type: none"> <li>• <b>Online reading</b> Brightly Storytime. Little tree <a href="https://www.youtube.com/watch?v=CGquWvJH39M">https://www.youtube.com/watch?v=CGquWvJH39M</a></li> </ul>
1	Videos: Animations on the history of transport	<ul style="list-style-type: none"> <li>• Impactall. History of Transportation. <a href="https://www.youtube.com/watch?v=25laUQ_oUyM">https://www.youtube.com/watch?v=25laUQ_oUyM</a></li> <li>• Skwirk Online Education. The History of Transport. <a href="https://www.youtube.com/watch?v=mpVqY6Z74Tk">https://www.youtube.com/watch?v=mpVqY6Z74Tk</a></li> </ul>
2	Video: Use of horse-drawn carriages	<ul style="list-style-type: none"> <li>• My Place for Teachers. The Horse and Carriage. <a href="https://myplace.edu.au/teaching_activities/clip/3749?tab=History">https://myplace.edu.au/teaching_activities/clip/3749?tab=History</a></li> </ul>
2	Websites: History of the horse and carriage and the automobile	<ul style="list-style-type: none"> <li>• Museum of the Applied Arts and Sciences. Horse Drawn Carriage. <a href="https://collection.powerhouse.com.au/?objects%5Bquery%5D=horse%20drawn%20carriage&amp;objects%5Bpage%5D=2">https://collection.powerhouse.com.au/?objects%5Bquery%5D=horse%20drawn%20carriage&amp;objects%5Bpage%5D=2</a></li> <li>• Unique Cars and Parts. A Brief History of the Automobile. <a href="https://www.uniquecarsandparts.com/heritage_automobile.htm">https://www.uniquecarsandparts.com/heritage_automobile.htm</a></li> </ul>
3	Story: Picture book	<p>Fox, M. (2017). I'm Australian Too. Lisarow, New South Wales: Scholastic Australia.</p>
4	Website and video: Gwalia town history and features	<ul style="list-style-type: none"> <li>• The Shire of Leonara. Gwalia Ghost Town &amp; Museum. <a href="http://www.gwalia.org.au/">http://www.gwalia.org.au/</a></li> <li>• Doug Hardman. Ghost Towns 2 Part 3 – Gwalia, Malcolm, Murrin Murrin <a href="https://www.youtube.com/watch?v=bnQYP-TC7os">https://www.youtube.com/watch?v=bnQYP-TC7os</a></li> </ul>
5	Music	<p>Kool &amp; the Gang. (1980). Celebration.</p>
5	Story: Picture book	<p>Hoy, C. (2008). My Grandad Marches on Anzac Day. Sydney, New South Wales: Hachette.</p>
5	Video and website:	<ul style="list-style-type: none"> <li>• Behind The News. What is ANZAC day? <a href="https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20190425/11046974">https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20190425/11046974</a></li> </ul>

Week	Resource	Link/information
	Information about Anzac Day	<ul style="list-style-type: none"> <li>Australian War Memorial. A Very Special day. <a href="https://www.awm.gov.au/learn/schools/resources/a-very-special-day">https://www.awm.gov.au/learn/schools/resources/a-very-special-day</a></li> <li>Australian War Memorial. Commemoration Hub. <a href="https://www.awm.gov.au/learn/schools/resources/commemoration">https://www.awm.gov.au/learn/schools/resources/commemoration</a></li> </ul>
6	Story: Picture book	Cummings, P. (2016). ANZAC Biscuits. Lisarow, New South Wales: Scholastic Australia.
6	Website: Information about Anzac Day	<ul style="list-style-type: none"> <li>Australian War Memorial. Why Do We Use Symbols and Ceremonies? <a href="https://www.awm.gov.au/learn/schools/resources/a-very-special-day/symbols-and-ceremonies">https://www.awm.gov.au/learn/schools/resources/a-very-special-day/symbols-and-ceremonies</a></li> </ul>
8	Video: History of Australia's flag	<ul style="list-style-type: none"> <li>Behind The News. Australia's Flag. <a href="https://www.abc.net.au/btn/classroom/australias-flag/11460832">https://www.abc.net.au/btn/classroom/australias-flag/11460832</a></li> </ul>



## History – Term 3

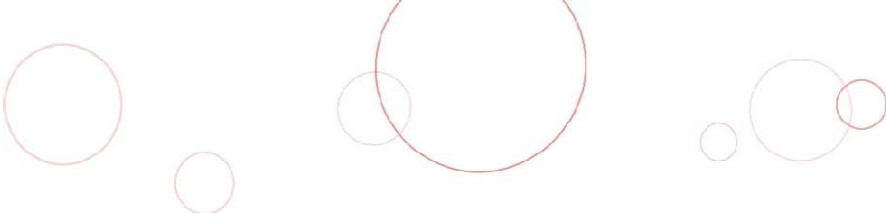
### Resources

Week	Resource	Link/information
1	Video: Chinese Mid-Autumn Festival	<ul style="list-style-type: none"><li>China Highlights. Mid-Autumn Festival Story and How Chinese Celebrate it. <a href="https://www.youtube.com/watch?v=EMMU1YJadzE">https://www.youtube.com/watch?v=EMMU1YJadzE</a></li></ul>

## Geography – Term 3

### Resources

Week	Resource	Link/information
3	Story: Picture book	<p>Leedy, L. (2000). Mapping Penny's World. New York: Henry Holt.</p> <ul style="list-style-type: none"> <li>• <b>Online reading</b> Sari Johnston. Read Aloud of Mapping Penny's World by Loreen Leedy <a href="https://www.youtube.com/watch?v=fDTQ3qP_szg">https://www.youtube.com/watch?v=fDTQ3qP_szg</a></li> </ul>
3	Website: Google Earth™	<ul style="list-style-type: none"> <li>• Google Earth. <a href="https://www.google.com/earth">https://www.google.com/earth</a></li> </ul>
3	Website: Online geography games	<ul style="list-style-type: none"> <li>• World Geography Games. <a href="https://world-geography-games.com/australia.html">https://world-geography-games.com/australia.html</a></li> </ul>
3	Websites: Blank maps of Australia and its boundaries	<ul style="list-style-type: none"> <li>• d-maps.com. Australia. <a href="https://d-maps.com/carte.php?num_car=3297&amp;lang=en">https://d-maps.com/carte.php?num_car=3297&amp;lang=en</a></li> <li>• ThoughtCo. Blank US Maps. <a href="https://www.thoughtco.com/blank-us-maps-and-other-countries-4070241">https://www.thoughtco.com/blank-us-maps-and-other-countries-4070241</a></li> </ul> <p>Scroll down to 'Map of Australia'</p>
4	Website: Regional map of WA	<ul style="list-style-type: none"> <li>• WA's regions. Infrastructure Western Australia. <a href="https://www.infrastructure.wa.gov.au/state-infrastructure-strategy/was-regions">https://www.infrastructure.wa.gov.au/state-infrastructure-strategy/was-regions</a></li> </ul>
4	Website: Pictures of landforms	<ul style="list-style-type: none"> <li>• National Geographic. Mapping Landforms. <a href="https://education.nationalgeographic.org/resource/mapping-landforms">https://education.nationalgeographic.org/resource/mapping-landforms</a></li> </ul>
7	Story: Picture book	<p>Lester, A., Milikapiti School &amp; Indigenous Literacy Foundation. (2020). No Way Yirrikipayi!</p> <ul style="list-style-type: none"> <li>• <b>Online reading</b> Indigenous Literacy Foundation. Nina Black Reads No Way Yirrikipayi! <a href="https://youtu.be/aol1JOa1rBo">https://youtu.be/aol1JOa1rBo</a></li> </ul>
7	Website: Map of Indigenous Australia	<ul style="list-style-type: none"> <li>• The Australian Institute of Aboriginal and Torres Strait Islander Studies. Map of Indigenous Australia. <a href="https://aiatsis.gov.au/explore/map-indigenous-australia">https://aiatsis.gov.au/explore/map-indigenous-australia</a></li> </ul>

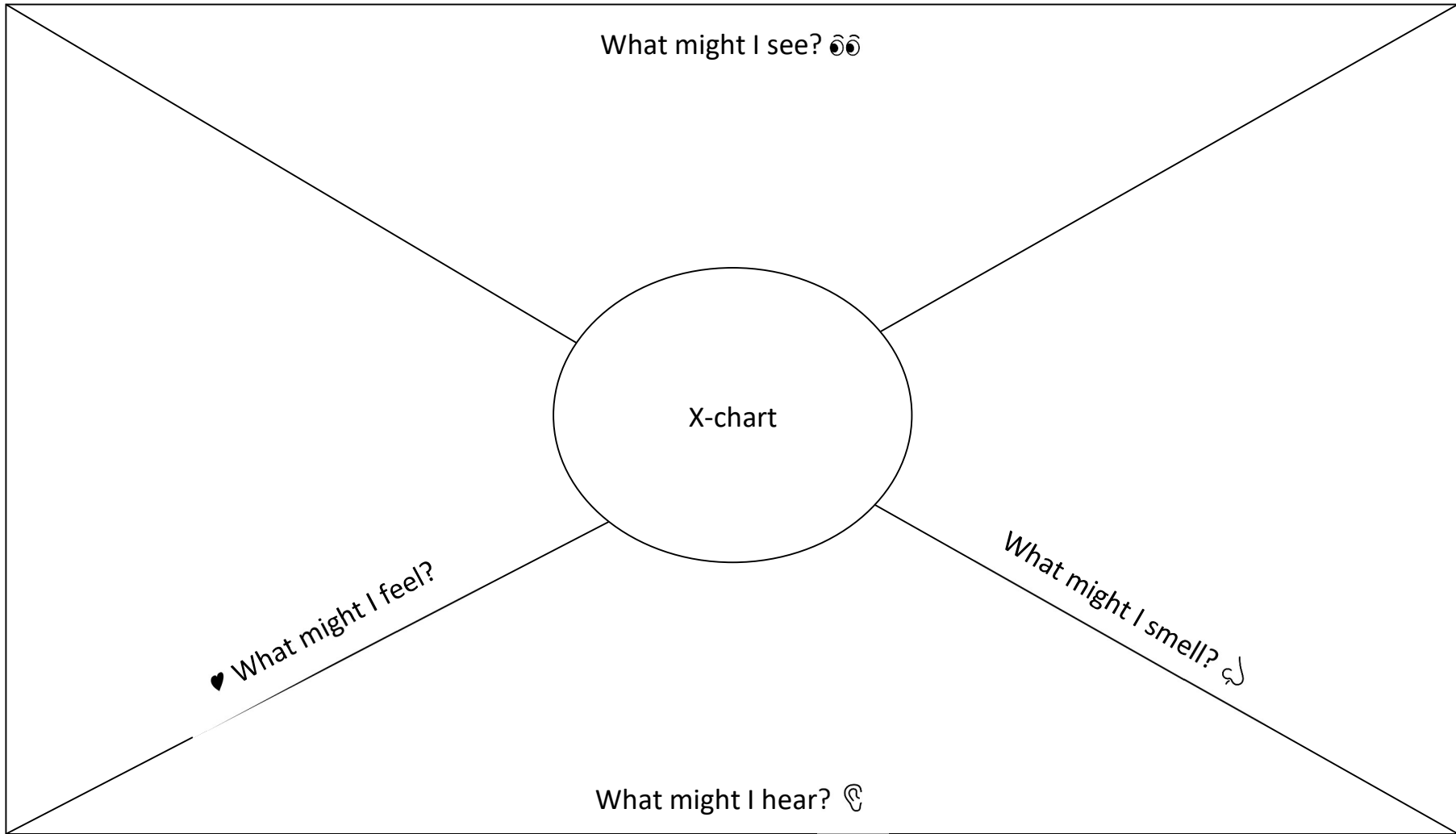


Week	Resource	Link/information
7	Websites: Aboriginal and Torres Strait Islander peoples' connection to Country/Place	<ul style="list-style-type: none"> <li>Kaartdijin Noongar – Noongar knowledge. Connection to Country. <a href="https://www.noongarculture.org.au/connection-to-country/">https://www.noongarculture.org.au/connection-to-country/</a></li> <li>Australians together. An Australia together. <a href="https://australianstogether.org.au/">https://australianstogether.org.au/</a></li> </ul>
7	Website: Noongar spirituality	<ul style="list-style-type: none"> <li>Kaartdijin Noongar – Noongar knowledge. Spirituality. <a href="https://www.noongarculture.org.au/spirituality/">https://www.noongarculture.org.au/spirituality/</a></li> </ul>
7	Website: Bibbulmun Track	<ul style="list-style-type: none"> <li>Bibbulmun Track. The Track. <a href="https://www.bibbulmuntrack.org.au/the-track">https://www.bibbulmuntrack.org.au/the-track</a></li> </ul>



**Geography – Term 3 Week 4**

**Attributes of a natural feature: X-chart**





## Geography – Term 4

### Resources

Week	Resource	Link/information
1	Video: Intan's experience living in Indonesia video	<ul style="list-style-type: none"><li>ClickView. Australia's Neighbours – Intan's story. <a href="https://online.clickview.com.au/share?sharecode=6a61e7b3">https://online.clickview.com.au/share?sharecode=6a61e7b3</a></li></ul>
1	Website: Information about Indonesia	<ul style="list-style-type: none"><li>Kids World Travel Guide. Indonesia facts for kids. <a href="https://www.kids-world-travel-guide.com/indonesia-facts.html">https://www.kids-world-travel-guide.com/indonesia-facts.html</a>.</li></ul>



**Geography – Term 4 Week 1**

**Life in Indonesia: Note-taking**

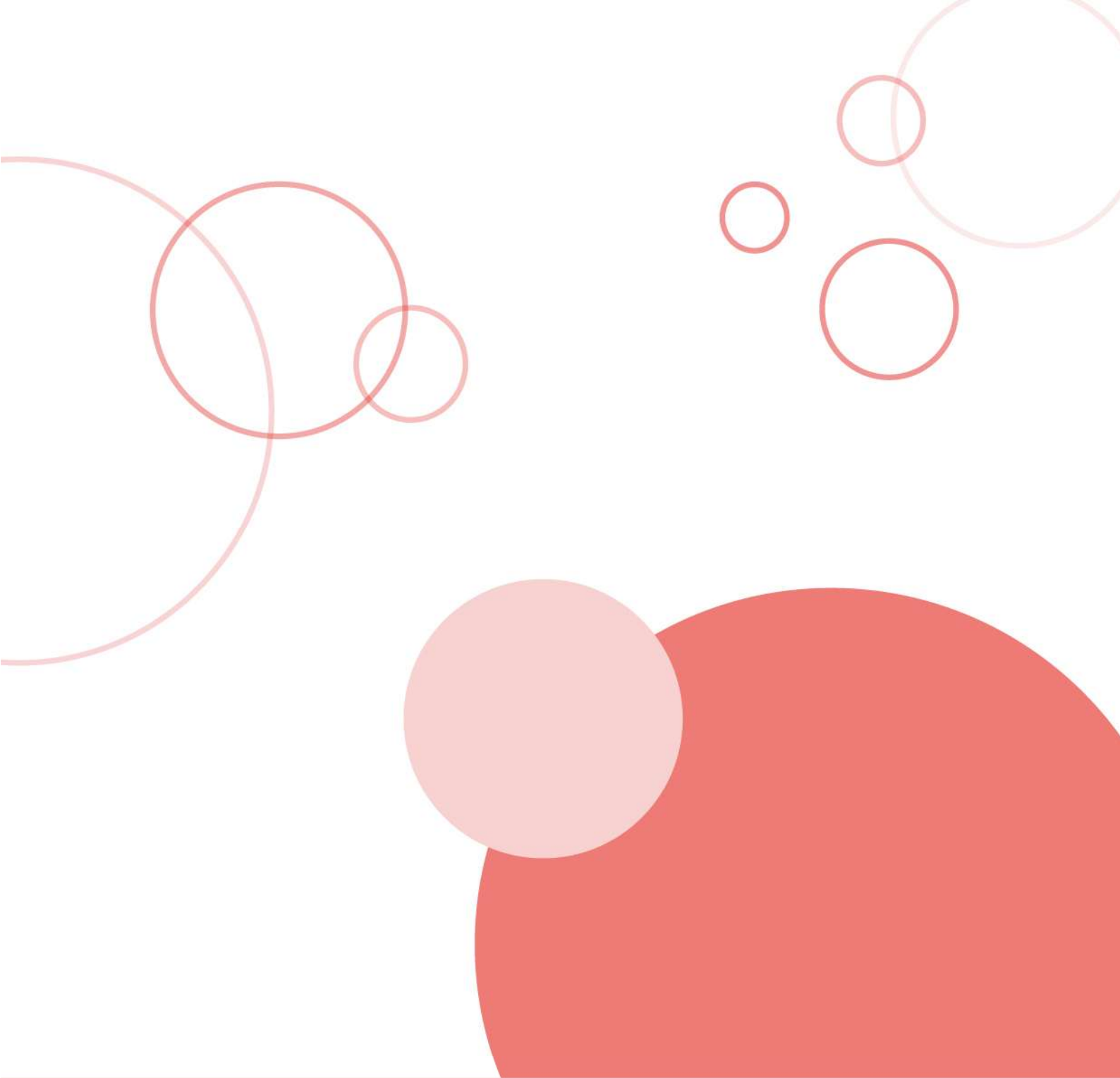
School	Food	Housing	Transport	Landscape
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

Geography – Term 4 Week 7

Australia's neighbours: Images of Papua New Guinea







## **Appendix B**

---

Assessment task: History  
Symbols in the Australian flag



## Task details

---

<b>Title</b>	Symbols in the Australian flag
<b>Description</b>	Students explore symbols used in the Australian flag and explain the significance of the flag to Australia's shared identity. The assessment task can be adapted by teachers to focus on the Aboriginal, Torres Strait Islander or Western Australian flags.
<b>Type of assessment</b>	Formative and summative
<b>Evidence to be collected</b>	See-think-wonder graphic organiser Australian flag infographic
<b>Suggested time</b>	See-think-wonder graphic organiser – one hour Australian flag poster – one hour
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

---

### Knowledge and understanding

- Significant events, symbols and emblems that are important to Australia's shared identity and diversity, and how they are celebrated, commemorated or recognised in Australia

### Humanities and Social Sciences skills

#### Questioning and researching

- Record selected information and/or data

#### Communicating and reflecting

- Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms

### Key concepts

---

Evidence, significance, perspectives.



## Instructions for teacher

### Symbols in the Australian flag

Students will explore the history of the symbols used in the Australian flag and articulate their understanding of the importance of symbols by writing a statement about what the Australian flag and Australia Day means to them.

#### Part 1: See-think-wonder graphic organiser

Distribute the graphic organiser templates. Ask students to complete the template individually, focusing their attention on each section of what they 'see', 'think' and 'wonder' about the image of the Australian flag displayed on the organiser.

#### Part 2: *Australia's flag* video

Watch the video as a class and discuss the clip.

- *Australia's flag* – Behind the News  
<https://www.abc.net.au/btn/classroom/australias-flag/11460832>  
It is recommended the clip is stopped at the 1:55-minute mark.

#### Part 3: Infographic and statement summative assessment

Instruct students to create an infographic, using the Australian flag as the focal point – teachers may choose to provide students with a printed copy of the flag. Ensure students understand that the purpose of the infographic is to identify the symbols used in the Australian flag and explain the historical origin of each symbol. They may add other elements to their poster. Ask students to develop a statement about the importance of the Australian flag and what it means to them.

#### Prior learning

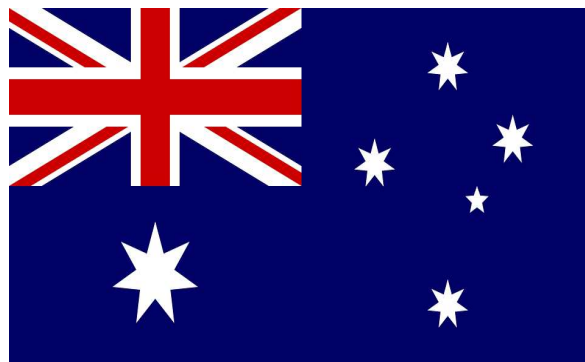

Students will have explored information related to significant days/events in Australia's history. They will have engaged in discussions regarding celebrations and commemorations. The importance of symbols and emblems will have been explored. Students will have engaged in simple note-taking activities, learning how to extract key ideas from texts.

#### Purpose of assessment


- To assess students' ability to locate and record relevant information from sources and plan further teaching if required.
- To assess students' historical knowledge and understanding at the end of a learning cycle.

Symbols in the Australian flag: See-think-wonder graphic organiser template


What do I SEE?



What do I THINK?



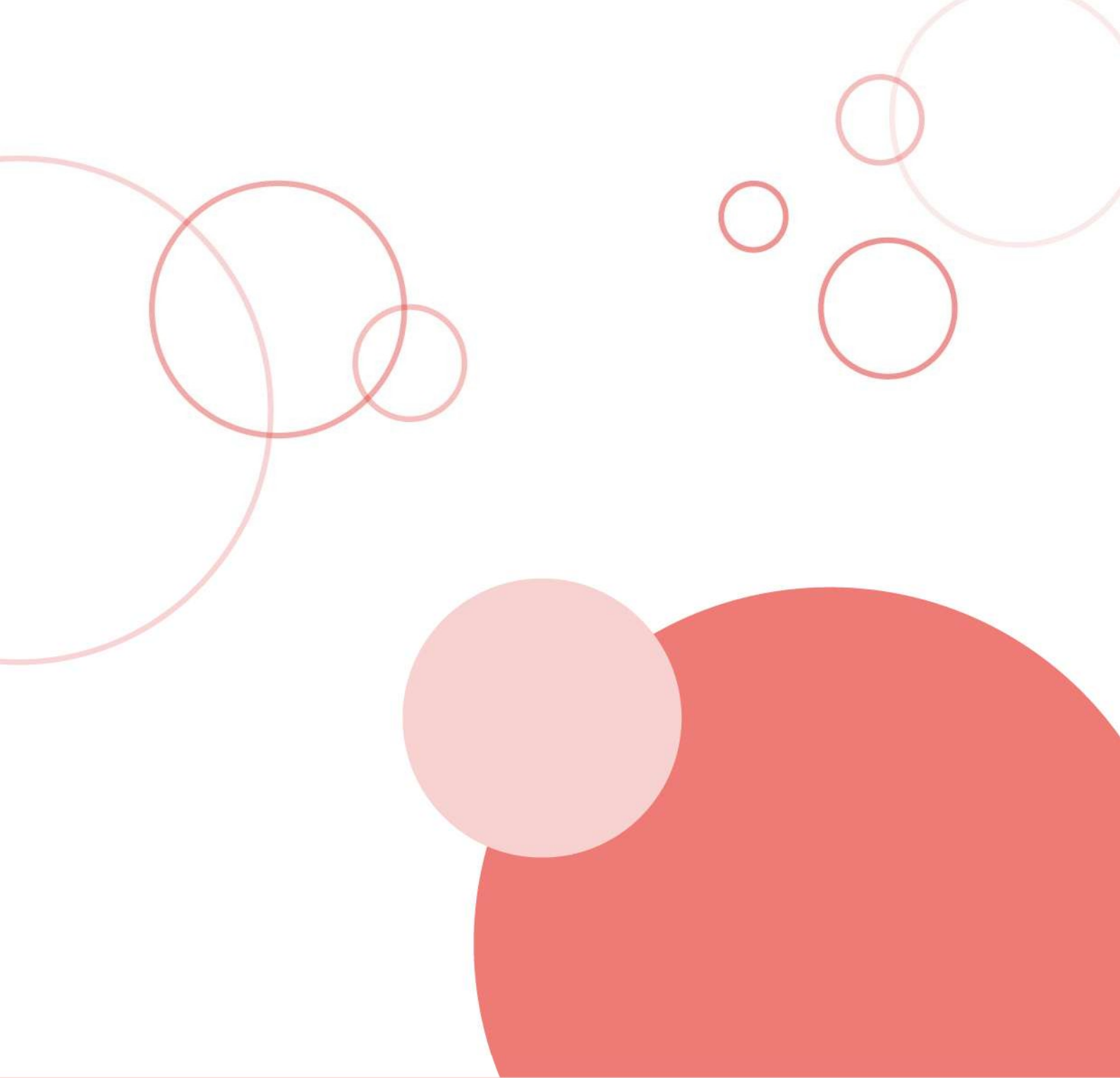
What do I WONDER?



## Marking key

Description	Check
<b>See-think-wonder</b>	✓
Records relevant information into appropriate sections of the graphic organiser	
Records mostly relevant information into the graphic organiser, with appropriate content mostly organised into appropriate sections	
Records some information into the graphic organiser, with some appropriate content organised into appropriate sections	
Description	Check
<b>See-think-wonder – developing questions</b>	✓
Develops relevant questions that could be used to inform further inquiry	
Develops questions, some of which could be used to inform further inquiry	
Develops questions that will limit further inquiry	
Description	Check
<b>Information retrieval</b>	✓
Identifies and labels all symbols in the flag	
Identifies and labels some symbols in the flag	
Identifies and labels one or no symbols in the flag	
Description	Check
<b>Statement</b>	✓
Develops a detailed statement that focuses on the importance of the Australian flag	
Develops a statement that focuses on the importance of the Australian flag	





## **Appendix C**

---

Assessment task: Geography

Travel journal



## Task details

---

<b>Title</b>	Travel journal
<b>Description</b>	Students locate the Australian states/territories, their capital cities and some natural features. They describe the attributes of some major natural features.
<b>Type of assessment</b>	Formative and summative
<b>Evidence to be collected</b>	Map and journal
<b>Suggested time</b>	Three hours
<b>Differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Content descriptions

---

### Knowledge and understanding

- The location of Australian states, territories, capital cities and major regional centres of Western Australia
- The location and identifying attributes of Australia's major natural features

### Humanities and Social Sciences Skills

#### Questioning and researching

- Locate and collect information from a variety of sources
- Record selected information and/or data

#### Evaluating

- Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps

#### Communicating and reflecting

- Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms

## Key concepts

---

Place, space, environment, interconnection, sustainability.



## Instructions for teacher

### Travel journal

Prior to commencing the task, revise the geographical key concepts of place, space, environment, interconnection and sustainability.

Provide students with access to a suitable map of Australia that identifies the states and territories, capital cities and major natural features. This can be printed or shown on the digital whiteboard.

Give students a blank map of Australia. Students are to plot the route of an Australian road trip that travels through at least four states or territories. The route must include the capital city of each state or territory visited, as well as one major natural feature in each state or territory visited. Students plot their route on the blank map and then write imaginary journal entries that describe some attributes of the natural features they visited.

Students will need access to maps, digital resources, books, travel brochures and other suitable resources. Teachers may elect to specify which states or territories students visit, relevant to the needs of the students and the availability of resources. Teachers are best placed to decide on the timing of this assessment – about three hours is recommended.

Teachers should ensure students understand the task and discuss the requirements with their students. This could be done with the student note-taking sheet, by negotiating success criteria and developing a list of inclusions aided by analysing a mentor text.

A mentor text, such as the one below, can be used to develop a checklist of what to include.

This week we arrived in Queensland and stayed a few days in the capital, Brisbane. From there, we travelled to see the Great Barrier Reef. The reef is more than 2 300 km long. It is a coral reef made up of millions of skeletons of millions of tiny marine creatures. The Great Barrier Reef is home to thousands of sea animals, such as fish, turtles, sponges and other creatures.

There are many Traditional Custodians of the reef. These groups work with the government to help manage and protect the reef from harm and threats such as climate change.

I enjoyed going on a flat-bottomed boat to see the colourful sea creatures. Hopefully tomorrow we can go snorkelling.



## Instructions to students

This assessment has two tasks. Complete both tasks.

You have three hours in class under test conditions.

---

### Travel journal

#### Task 1: Research

Imagine you are going on a road trip around Australia to see some of our natural features. You can travel to four different states and/or territories, visit each of their capital cities and see at least one major natural feature in each of the states or territories you visit.

Plan your trip by looking at maps and researching through books, websites or travel brochures.

Use the note-taking sheet provided to record your ideas.

Draw your route on the map your teacher gives you. Label the states or territories, their capital cities and the natural features you want to visit.

#### Task 2: Journal entries

Write about each of the natural features you visit. Remember to focus on the following when writing your journal entries:

- Where is the natural feature located?
- What type of natural feature is it?
- What does it look like? (size, shape, environment around the natural feature)
- Why is it important to people, including the Traditional Custodians of the area?
- What activities did you do there?
- How did you feel being there?

Add a drawing or sketch of each.



## Marking key

Description	Check
<b>Research and journal entries</b>	✓
Describes the natural features with more detail, using all of the developed criteria to guide research and collect relevant, accurate information	
Describes the natural features, using all of the developed criteria to guide research and collect relevant, accurate information	
Describes the natural features, using some of the developed criteria to guide research and collect some accurate information	
Description	Check
<b>Journal entries</b>	✓
Presents findings in an interesting and relevant form to achieve the set purpose and address the needs of the audience	
Presents findings in a form that achieves the set purpose and addresses the needs of the audience	
Presents information that works somewhat to achieve the purpose	
Description	Check
<b>Map</b>	✓
Accurately maps all the states and territories, four (4) or more capital cities and four (4) or more natural features with high accuracy	
Maps most of the states and territories, four (4) capital cities and four (4) natural features accurately	
Maps the state borders, four (4) capital cities and four (4) natural features with support	



## Acknowledgements

### Appendix A

#### Images of Papua New Guinea

Top left image from: Eguidet Travel. (2010). *Papua New Guinea* [Photograph]. Retrieved September, 2025, from

<https://www.flickr.com/photos/eguidetravel/5986605253>

Used under a [Creative Commons Attribution 2.0 Generic licence](#).

Top right image from: OLPC (One Laptop per Child). (2008). *OLPC Papua New Guinea: Drek #6* [Photograph]. Retrieved September, 2025, from

<https://www.flickr.com/photos/27861585@N02/2596899647>

Used under a [Creative Commons Attribution 2.0 Generic licence](#).

Top middle left image from: Hampshire, G. (2019). *Stilt Houses Port Moresby* [Photograph]. Retrieved September, 2025, from

<https://www.flickr.com/photos/43272765@N04/48641468176>

Used under a [Creative Commons Attribution 2.0 Generic licence](#).

Top middle right image from: Kerton, N,. (2013). *Gerehu Markets Port Moresby, Papua New Guinea* [Photograph]. Retrieved September, 2025, from

[https://commons.wikimedia.org/wiki/File:Gerehu\\_Markets\\_Port\\_Moresby,\\_Papua\\_New\\_Guinea\\_\(10697593356\).jpg](https://commons.wikimedia.org/wiki/File:Gerehu_Markets_Port_Moresby,_Papua_New_Guinea_(10697593356).jpg)

Used under a [Creative Commons Attribution-Share Alike 4.0 International license](#).

Bottom middle left image from: Johnson, M. (2009). *Sing-sing* [Photograph]. Retrieved September, 2025, from

<https://www.flickr.com/photos/94937042@N00/15397673713>

Used under a [Creative Commons Attribution-ShareAlike 2.0 Generic licence](#).

Bottom middle right image from: PACAF. (2015). *150529-F-MD332-280* [Photograph]. Retrieved September, 2025, from

<https://www.flickr.com/photos/pacificairforces/18249447238/in/photostream/>

Used under a [Creative Commons Attribution 2.0 Generic licence](#).

Bottom left image adapted from: Rimon, A. H. (2021). [Plate of meat, rice and assorted vegetables photograph]. Retrieved September, 2025, from

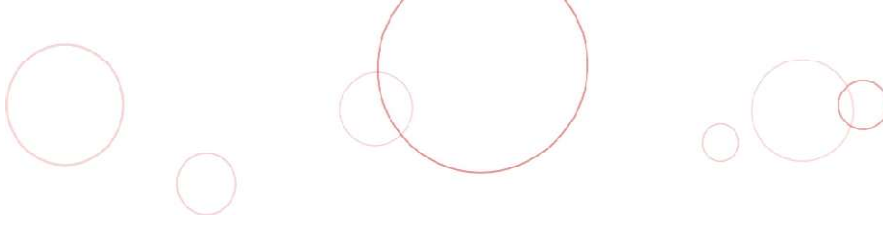
<https://pixabay.com/photos/food-dish-meat-meal-sauce-dinner-5911501/>

Bottom right image from: Johnson, M. (2018). *PMV Truck* [Photograph].

Retrieved September, 2025, from

<https://www.flickr.com/photos/94937042@N00/43729734761>

Used under a [Creative Commons Attribution-ShareAlike 2.0 Generic licence](#).



## Appendix B

Adapted from: Fieggen, I. (n.d.). [Image of Australian flag].

Retrieved September, 2025, from

[https://en.wikipedia.org/wiki/Flag\\_of\\_Australia](https://en.wikipedia.org/wiki/Flag_of_Australia)

Used under a [Creative Commons Attribution-Share Alike 4.0 International](#) license.



