



Humanities and Social Sciences

Teaching, learning and assessment exemplar

Year 4



Acknowledgement of Country

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

Background

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

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Disclaimer

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

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The Western Australian Curriculum

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

The Humanities and Social Sciences curriculum

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

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

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



This exemplar

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

Catering for diversity

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



Using this exemplar

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

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

Links to electronic resources

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



Best practice

Teaching and learning

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

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

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

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

Assessing

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

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

Reflecting

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

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



Year level description

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

In Humanities and Social Sciences, students 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 4, 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 continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose and services of local government and how these contribute to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.

The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things, and recognise that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended through a study of the location and characteristics of Africa and Europe.

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 history of Aboriginal and Torres Strait Islander peoples before the arrival of Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.



Achievement standard

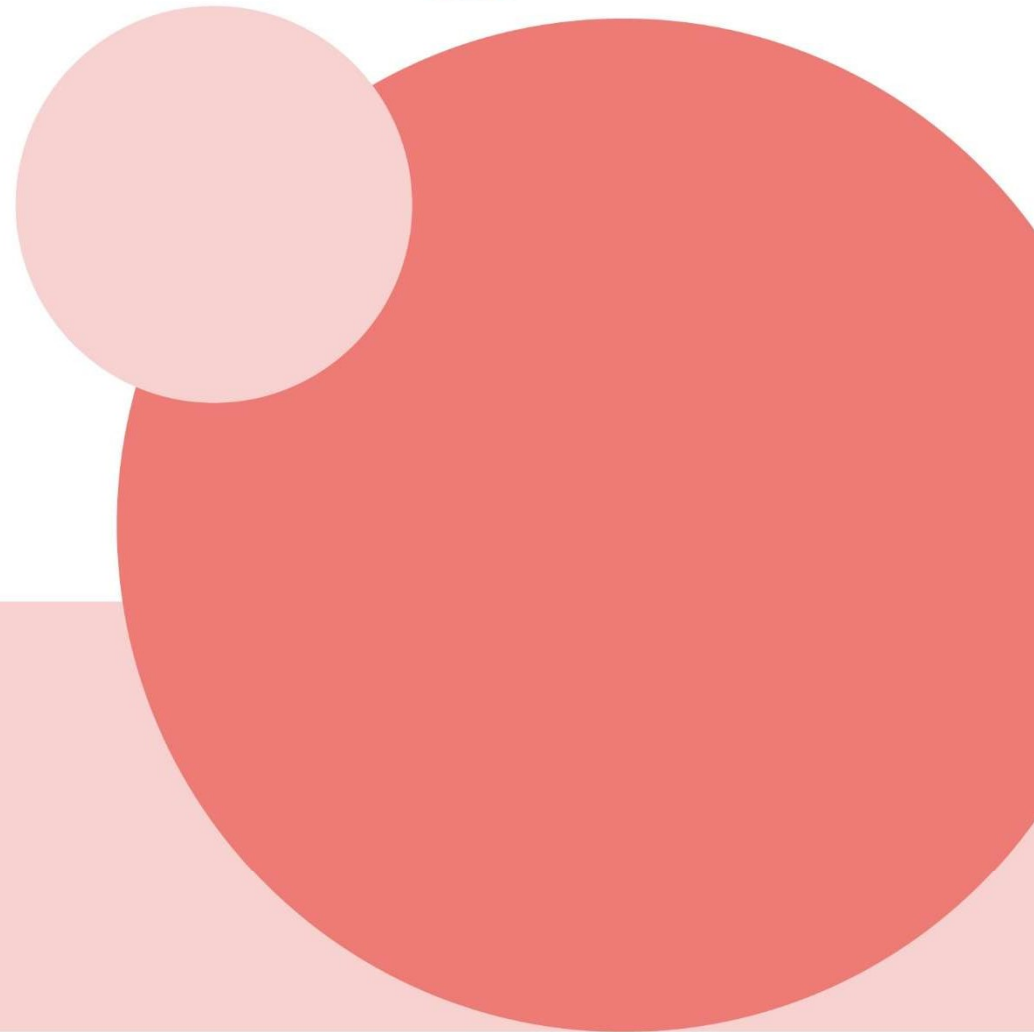
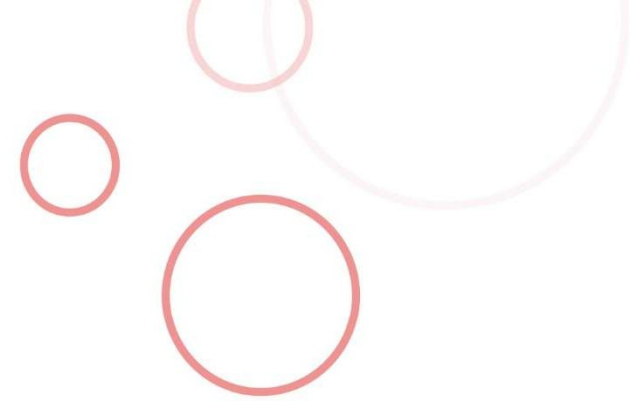
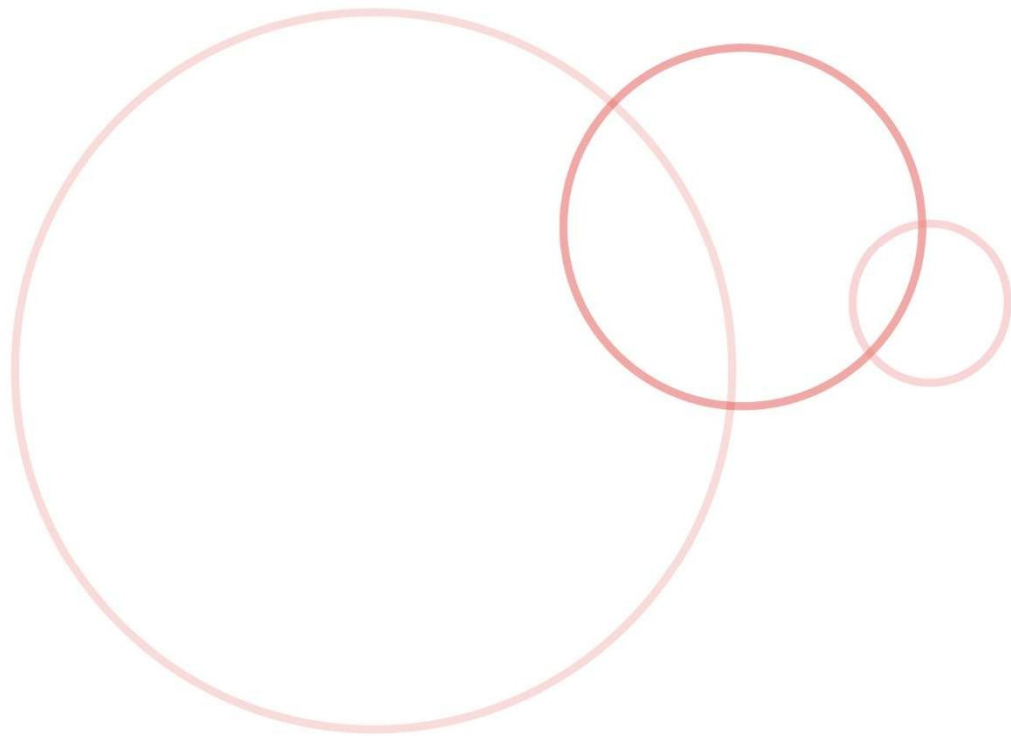
By the end of the year:

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. They use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. Students present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. They reflect on findings to propose an action.

Students identify the role of local government in the community and recognise that people's identity can be shaped through participation in a community group. They distinguish between rules and laws and identify that rights and responsibilities are important in maintaining social cohesion.

Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the local to global scale. Students recognise that people have different views on the sustainable use of natural resources and describe how they can be managed and protected.

Students describe the connection that Aboriginal and Torres Strait Islander peoples have to Country/Place and identify the impact of contact on the First Nations peoples of Australia, and around the world, as a result of exploration and colonisation. They identify the significance of past events in bringing about change and describe the experiences of an individual or a group over time. Students explain how and why life changed in the past and identify aspects of the past that have remained the same.

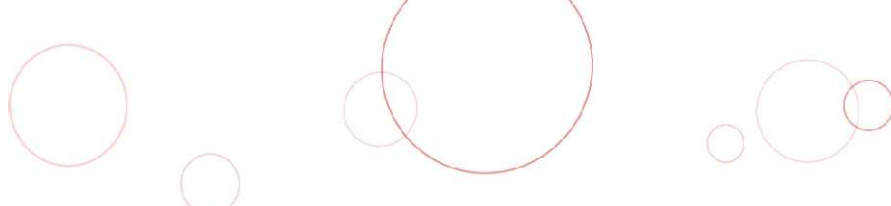


Term 1

Weeks 1–8: Civics and Citizenship

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The roles of local government and how members of the community use and contribute to local services</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Develop a range of focus questions to investigate</p>	<p>Key concepts Democracy, Participation</p> <p>Teaching points</p> <ul style="list-style-type: none"> • The different levels of government • The purpose of local government • The services provided by local government <p>Focus questions</p> <ul style="list-style-type: none"> • What is government? • What does government do? • What are the different levels of government? • What is local government? • Where is my local government? • What does my local government contribute to the community? <p>Suggested assessment point Student discussion and planning will assist formative assessment of students' prior knowledge of government (in particular, local council).</p>	<p>Learning experience 1 Show students a short video that provides a brief explanation of the three levels of government, such as:</p> <ul style="list-style-type: none"> • Parliamentary Education Office – Introducing ... the three levels of government https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/introducing-three-levels-of-government/. <p>Discuss the video and make a list of services provided by the local government.</p> <p>Ask each student to create an image of a service provided by the local government that they have firsthand knowledge of. Examples could include using the local pool, visiting the local library or playing in a public playground.</p> <p>Learning experience 2 Revise the function of the local government by discussing the images the students created in the previous lesson.</p> <p>Select one of the images to display to the class. Discuss how members of the local community use and contribute to the service. Brainstorm students' ideas on the whiteboard.</p> <p>Display the remaining service images around the classroom. Students will work in pairs, rotating around the images and writing on sticky notes to respond to the following points:</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• How do members of the community use the service?• How do members of the community contribute to the service? <p>Sticky notes to be placed on or around the images.</p> <p>As a class, ask students to consider their opinions on the services offered. That is, what they believe the local government does well and what they feel could be improved on. The students can use the notes made on each service to support their opinions.</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none">• What services do our class members use the most?• What would happen if the government stopped funding these services?• What local government services have your parents used?

Term 1 Week 2

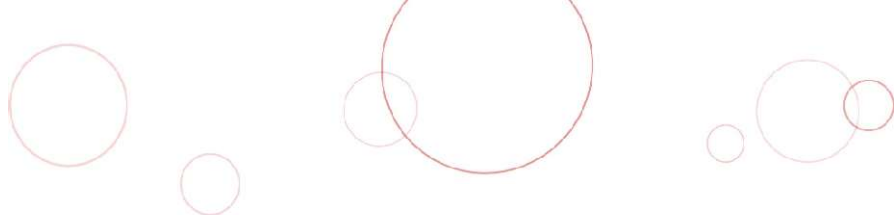
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The roles of local government and how members of the community use and contribute to local services</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Evaluating Use decision-making processes</p>	<p>Key concepts Democracy, Participation</p> <p>Teaching points</p> <ul style="list-style-type: none"> The purpose of local government The services provided by local government <p>Focus questions</p> <ul style="list-style-type: none"> Who is in my local government? Where is it based? What is the role of a local government? How can I communicate with my local government? <p>Support notes The website for the local government should be bookmarked for the students.</p> <p>A video on how to help students with KWL charts can be found at:</p> <ul style="list-style-type: none"> The Teacher Toolkit – KWL https://www.theteachertoolkit.com/index.php/tool/kwl. 	<p>Learning experience 1 As a class, students commence a KWL chart for local council/government, writing down what they know and what they would like to find out. For example:</p> <ul style="list-style-type: none"> Why is local government important? What is the most important role of local government? Who decides what local governments do? Who is in charge of local government? How can community members become involved in local government? <p>As a class, use the information in the KWL charts to develop a set of focus questions to guide an inquiry into the services provided by the local government in your community.</p> <p>Learning experience 2 Use the inquiry questions developed in the previous lesson to find out more about local government and add knowledge and questions to the class KWL chart.</p> <p>The following resources may be useful, or you could invite a local member of government in to answer the inquiry questions:</p> <ul style="list-style-type: none"> WALGA – The role of local government https://walga.asn.au/your-local-government/the-role-of-local-government



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• Department of Local Government, Industry Regulation and Safety – An introduction to local government https://www.dlgsc.wa.gov.au/local-government/local-governments/council-elections/an-introduction-to-local-government.

Term 1 Week 3

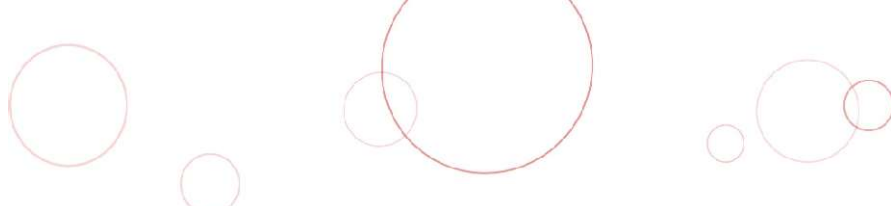
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The roles of local government and how members of the community use and contribute to local services</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching 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>Analysing Use criteria for selecting relevant information</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms Reflect on learning and act on findings in different ways</p>	<p>Key concepts Democracy, Participation</p> <p>Teaching points</p> <ul style="list-style-type: none"> The services provided by local government Student participation in community groups <p>Focus questions</p> <ul style="list-style-type: none"> Who is the local councillor for where our school is located? What services does the local government provide and how? What role does the local government play in our community? How do we select information when researching? (accuracy, reliability, usefulness) <p>Support notes Paraphrasing is a skill that students will be taught through the English curriculum in coming years. In this learning sequence, students are taught the protocol of not copying another’s work and instead trying to use some of their own words. Students will need to be taught how to do this through demonstration and oral practice. The website for the local government should be bookmarked for the students.</p>	<p>Learning experience (2 hours) Tell students they will be creating an informative text about the local government. With the class, negotiate the format and success criteria for the informative text based on the information collected in the previous learning experiences (formats include a poster, pamphlet, infographic, talk for assembly etc.).</p> <p>Teachers are best placed to determine the formats that the students can selected from, based on prior learning.</p> <p>As a class, discuss how to select relevant information from books and websites, including the importance of checking:</p> <ul style="list-style-type: none"> accuracy – the information is correct and true reliability – the information is from a trusted source usefulness – the information is addressing the task/question. <p>Model how to write simple notes, using some of your own words. Discuss with students the ethical protocols needed when extracting information from sources.</p> <p>Students continue their research into the questions they developed in Week 2, using note-taking strategies to record information in their KWL chart.</p> <p>Provide time for students to create their text.</p>



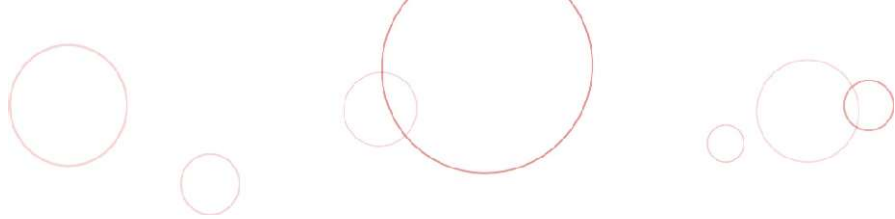
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Additionally/alternatively, seek information from a local councillor where possible and appropriate.</p> <p>Suggested assessment point Formative assessment of the Questioning and researching skills may be conducted.</p>	<p>Display and share the texts. Students use success criteria to provide feedback to a peer either verbally or by recording their feedback on a sticky note.</p>

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The differences between rules and laws and why laws are important</p> <p>Humanities and Social Sciences skills</p> <p>Evaluating Use decision-making processes</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Justice, Democratic values</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Rules in everyday life • The importance of rules • Consequences when rules are not followed <p>Focus questions</p> <ul style="list-style-type: none"> • What are rules? • Why do we have rules? • Where do we have rules? • What are laws? • Why do we have laws? • What is the difference between rules and laws? <p>Support notes The text, <i>No, David!</i> by David Shannon, contains an image of the character David viewed from behind with no clothes on. Teachers can choose whether the text is appropriate given their school's context.</p> <p>Travelling to school has been used to exemplify everyday rules and laws encountered by the students in Learning experience 2. This may be adapted to a more relevant context for the students and community.</p>	<p>Learning experience 1 Use the first three focus questions to determine students' prior knowledge of rules.</p> <p>Read students a story that involves rules, such as <i>No, David!</i> by David Shannon (reference in Appendix A).</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • What rules does David have in his house? • Why does David's mum have these rules? • What is a rule that you think is important in a house with children? Why? <p>Ask students what social groups they belong to. Make a list of these, such as our class, our school, a local Scouts® group, a church group or a sport team.</p> <p>Students choose a group they belong to and make notes to answer the following questions:</p> <ul style="list-style-type: none"> • What rules govern this group? • What are the conditions for joining the group? • Why would the group have such rules? • Are the rules good and reasonable? • What could you do to change a bad rule? <p>Students work in pairs to tell each other about the group they selected using these notes.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point</p> <p>There is opportunity to determine students' prior knowledge of rules and laws.</p>	<p>Engage students in a game or activity that does not have clear rules to exemplify the importance of rules. A suggested activity has been provided (Appendix A – Rules and Laws resource). The game Guess my rules is explained in the Rules and Laws resource underneath the focus question: Why do we need rules and laws?</p> <p>Learning experience 2</p> <p>Read students a story about rules and the possible consequences of not following them, such as <i>Rules of the House</i>, written by Mac Barnett and illustrated by Matt Myers.</p> <p>Watch the following video discussing the difference between rules and laws:</p> <ul style="list-style-type: none">• Ask.Learn.Inspire – What is the difference between rules and laws https://www.youtube.com/watch?v=nwEFPSqIApl. <p>At the 2:33-minute mark, there is a quiz the class can participate in.</p> <p>Identify three sections in the classroom where students can stand. Each section represents a mode of travelling to school:</p> <ul style="list-style-type: none">• travel by car, bus, train• ride (e.g. bicycle, scooter)• walk.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Ask students to consider the main way they travel to school each day, instructing them to move to that allocated section of the room.</p> <p>In the three groups, students make a list of the rules and laws they need to follow during their journey to school.</p> <p>As a class, look at each group's list and categorise the items into rules and laws. During this activity, lead students to determine the difference between rules and laws at the various discussion points.</p> <p>As a class, determine definitions for the terms 'rules' and 'laws'.</p>

Term 1 Week 5

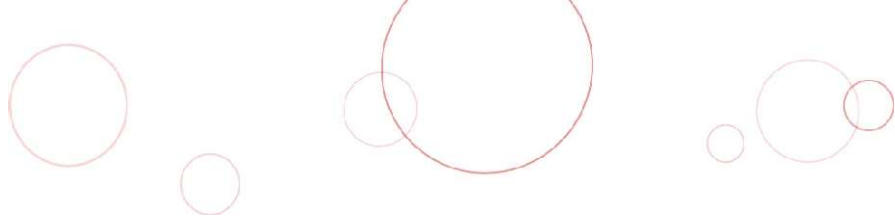
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The differences between rules and laws and why laws are important</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Communicating and reflecting 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>Key concepts Justice, Democratic values</p> <p>Teaching points</p> <ul style="list-style-type: none"> Consequences when rules and/or laws are not adhered to The differences between rules and laws <p>Focus questions</p> <ul style="list-style-type: none"> Where do we have laws? What are possible consequences if rules/laws are not followed? What are the differences between rules and laws? <p>Support notes Teacher discretion is required when holding discussions about consequences students may experience in their homes.</p> <p>Teacher guidance will be needed to support students' understanding of consequences for children when they break rules and laws. They may only be familiar with consequences for adults.</p>	<p>Learning experience 1 Provide students with cards, each with a rule or law written on them. Samples have been provided (<i>Rules and laws for matching</i> in Appendix A). In groups, students sort the cards into the appropriate category: rule or law. Review the sort once completed.</p> <p>For each rule or law sorted, students answer the following questions:</p> <ul style="list-style-type: none"> What are the consequences for not following the rule/law? Who determines these consequences? <p>Explain to students that laws are the same for everyone and protect different things, including:</p> <ul style="list-style-type: none"> people property public order. <p>Using the cards that contain laws from the previous activity, students determine what the laws are designed to protect. Students create lists under categories, adding additional laws to the ones provided.</p> <p>Learning experience (2 hours) Assessment task – Rules and laws</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		The assessment task has two parts to be completed over a two-hour period (Appendix B).

Term 1 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The differences between rules and laws and why laws are important</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Record selected information and/or data</p> <p>Analysing Interpret information and/or data collected</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Justice, Democratic values</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Laws in society • The importance and purpose of laws • Social cohesion <p>Focus questions</p> <ul style="list-style-type: none"> • Have laws always existed? • How have laws changed over time? • Why do we need laws? • Where do we have laws? • What are possible consequences if laws are not followed? <p>Suggested assessment point Students are able to identify a law and provide reasons for why the law is in place. They are able to determine when the law is applicable and to who and provide the consequences that may be applied if the law is not adhered to.</p> <p>Teachers will find some of the wacky laws referred to in Learning experience 2 have since been debunked.</p>	<p>Learning experience 1 Show students a short video explaining the importance of rules and laws, such as:</p> <ul style="list-style-type: none"> • Kids Academy – Teaching laws, rights, and responsibilities to kids https://www.youtube.com/watch?v=TyP09S0UEzA. <p>Choose one law in Australia that helps to maintain social cohesion and/or reflects society's values. The law should have relevance to the context of the students (e.g. wearing a helmet while riding a bike, compulsory schooling, no graffiti on the property of others).</p> <p>Students complete a brief inquiry into the law to determine information related to it, including the consequence/s if the law is broken.</p> <p>Students complete a poster outlining the following:</p> <ul style="list-style-type: none"> • What is the law? • Who must follow the law? • When is the law applicable? • What is the consequence/s if the law is not followed? • Why is the law important?



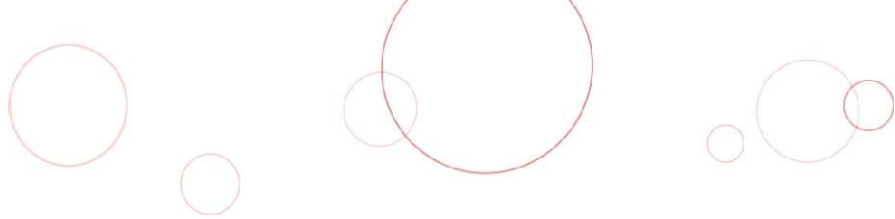
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 2</p> <p>Find a news item (newspaper, online or television report) that involves a recent issue involving laws in the local community (e.g. shoplifting or property damage).</p> <p>As a class, determine the law that is not being followed and what is being threatened, such as public order, people’s safety or property laws.</p> <p>Present students with some weird and wonderful laws. Examples can be found on:</p> <ul style="list-style-type: none">• Parliamentary Education Office – Year 4, Topic 2: Reasons for laws https://peo.gov.au/teach-our-parliament/units-of-work/year-4. <p>As a class, discuss why the laws might exist and why they were relevant in the past.</p> <p>In small groups, students brainstorm ideas for new laws that they think would improve life in Australia. Groups present one idea to the class and explain why the law would be important.</p>

Term 1 Week 7

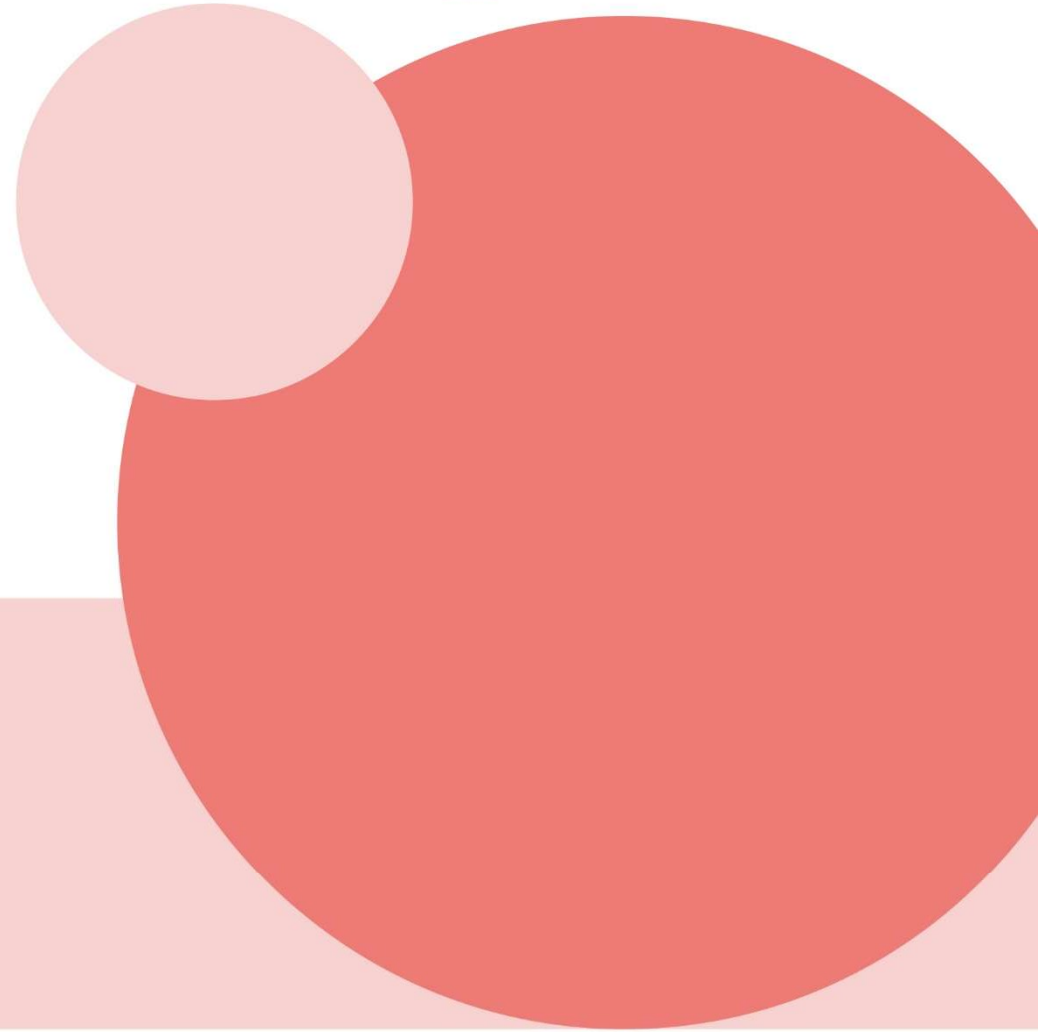
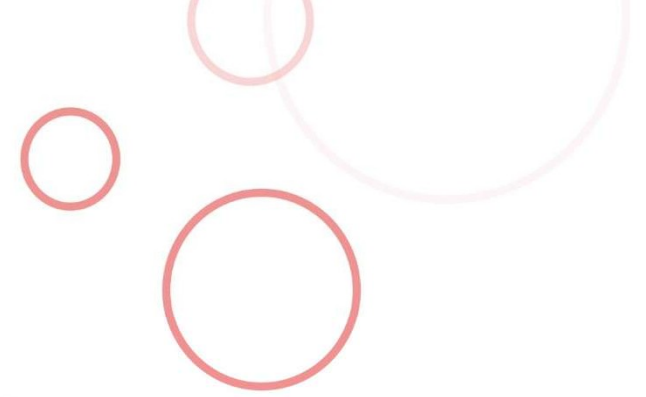
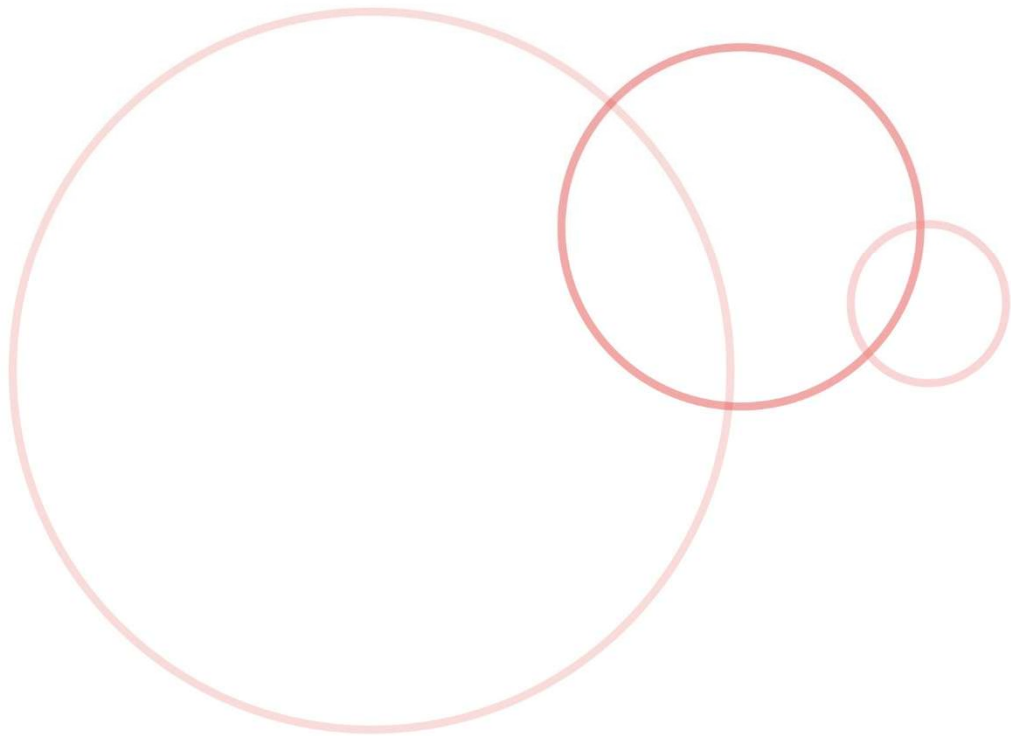
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Record selected information and/or data</p> <p>Analysing Identify different points of view in information and/or data</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Communicating and reflecting Reflect on learning and act on findings in different ways</p>	<p>Key concepts Participation, Democratic values</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Personal identity • The groups that people belong to • Factors that influence personal identity <p>Focus questions</p> <p>Learning experience 1</p> <ul style="list-style-type: none"> • Who/what influences each individual in the story? • How do each of these shape the individual? • Do particular group activities within the local community shape how we think of ourselves and the community we belong to? <p>Learning experience 2</p> <ul style="list-style-type: none"> • What are the major influences on your identity? • Which aspects of your identity are most important to you and why? • How do the groups you belong to shape your identity? 	<p>Learning experience 1 Read students a story that demonstrates how the community can influence a person’s identity, such as <i>Last Stop on Market Street</i> by Matt de la Peña (Appendix A). Initiate a discussion with the students about how the main character sees themselves in relation to others and why.</p> <p>As a class, develop a list of the various groups to which the students and/or their families belong. Use the list of groups to categorise the different types of groups in the community.</p> <p>Using one of the categories, identify the qualities the groups help to develop that shape identity. For example, sports, which build teamwork, sense of belonging, pride, friendships and resilience. Discuss how these qualities can shape how students think of themselves.</p> <p>Learning experience 2 Engage the students in an activity to learn about each other, such as ‘people bingo’. For example, find someone who has a dog, someone who collects stamps.</p> <p>Students create an identity chart as described at:</p> <ul style="list-style-type: none"> • Facing History & Ourselves – Who am I? https://www.facinghistory.org/resource-library/identity-and-community/who-am-i.

Term 1 Week 8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources</p> <p>Evaluating Use decision-making processes</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Participation, Democratic values</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Sense of belonging • Differences in people • Influence of other group/community members on personal identity <p>Focus questions</p> <ul style="list-style-type: none"> • Do all groups have boundaries for membership? • Does being a member of a group or community mean that we all have to be the same? • What is a 'label'? • What 'labels' do we use for other people? • What factors influence the 'labels' we use? • How can 'labels' affect how people feel? • How can 'labels' affect our identity? <p>Support note Teachers are best placed to determine the appropriate community groups for students to examine.</p>	<p>Learning experience 1 Show a video of the full version of Dr Seuss's <i>The Sneetches</i>:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=PdLPe7XjdKc. <p>Invite students to discuss their ideas on the rules of membership in the community of the story.</p> <p>Collect images of cultural, religious, sporting and social groups engaging in their respective activities in the community.</p> <p>In groups, students list and discuss what is suggested about the identity of the group (e.g. male dominated, you need to be a particular nationality to join). Ideas may be recorded on a blank sheet of paper or using a template. Groups rotate the pictures and recording sheets to complete additional observations and ideas.</p> <p>As a class, discuss if any one activity/action of a group will totally influence the identity of the individual within the group.</p> <p>Learning experience 2 Read students a story that highlights how others may influence another person's/character's identity, such as <i>The Bear That Wasn't</i> by Frank Tashlin (Appendix A).</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point Learning experience 1 provides students the opportunity to demonstrate their understanding of how groups can shape identity.</p>	<p>Lead a discussion about using ‘labels’ for others, addressing the relevant focus questions. Discuss how the bear’s identity changed over the course of the story and why.</p> <p>Students complete an activity, such as a mind map, to visually represent the groups they belong to. For each group, students write a brief explanation about the ways the group has shaped their identity.</p>

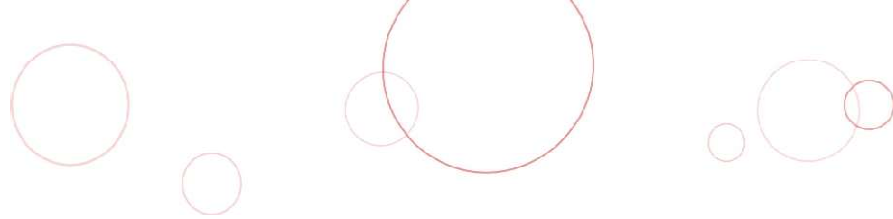


Term 2

Weeks 1–8: Geography

Term 2 Week 1

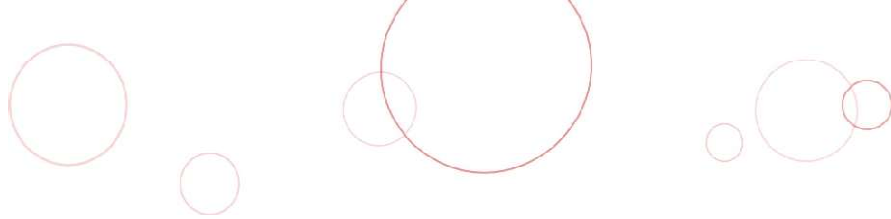
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Communicating and reflecting Reflect on learning and act on findings in different ways</p>	<p>Key concepts Place, Space, Environment, Scale</p> <p>Teaching points</p> <ul style="list-style-type: none"> • The location of the continents of Africa and Europe • The major countries within Africa and Europe and their location, relative to Australia <p>Focus questions</p> <ul style="list-style-type: none"> • What is a continent? • Where is the continent of Africa located? • Where is the continent of Europe located? • Where are these continents in relation to Australia? • What are the major countries of Africa? • What are the major countries of Europe? <p>Support note Students would have utilised maps in the Humanities and Social Sciences learning experiences in Year 3.</p> <p>Suggested assessment point Opportunity is provided to determine students' knowledge and skills in using maps.</p>	<p>Learning experience 1 Use the focus questions to determine students' prior knowledge about continents. This could be a call out or a written quiz collected for formative assessment.</p> <p>Show students a video about the continent of Africa, such as:</p> <ul style="list-style-type: none"> • Lonely Planet – Introducing Africa https://www.youtube.com/watch?v=-mt-j8-uqrY. <p>Students orally share what they found interesting in the video.</p> <p>Play the game <i>Where am I?</i> Provide students with a map of the African continent. Give students a series of geographical 'clues', and using an atlas, students mark the places that match the clues e.g. I am in the capital city of Africa's largest country by area; I am on a boat in Lake Victoria in a country starting with T (Appendix A).</p> <p>As a class, review the clues and discuss what they were referring to and how students were able to find the answers.</p> <p>Learning experience 2 Show students a video about the continent of Europe, such as:</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"><li data-bbox="1391 320 2119 392">• Lonely Planet – Introducing Europe https://www.youtube.com/watch?v=mQI4Qn2JbIE. <p data-bbox="1391 416 2119 568">Play the game <i>Where am I?</i> Provide students with a map of the continent of Europe. This time, the students work in groups, using an atlas to develop geographic clues about Europe.</p> <p data-bbox="1391 600 2119 671">Groups swap clues and work to find the answer locations on the map.</p> <p data-bbox="1391 703 2119 775">At the end of the session, students share the skills they used to locate the places on the map.</p>

Term 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching 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>Recognise the ethical protocols that exist when gathering information and/or data</p> <p>Analysing Use criteria for selecting relevant information</p> <p>Communicating and reflecting 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>Key concepts Place, Space, Environment</p> <p>Teaching points</p> <ul style="list-style-type: none"> The characteristics (climate, natural vegetation, landforms, native animals) of the African and European continents Ethical protocols when gathering information, such as not copying others' work <p>Focus questions</p> <ul style="list-style-type: none"> How are Africa and Europe similar? Which is closer to Australia: Africa or Europe? Which continent is the biggest: Australia, Africa or Europe? How do you know? How do we select information when researching? (accuracy, reliability, usefulness) <p>Support notes During the travel expo, students will have an opportunity to orally share the information gathered, using the map and itinerary as prompts. Where possible, it is suggested that teachers invite others to the travel expo, such as students in another class and/or parents. The Year 4 English content requires students to create spoken texts incorporating learnt content. The following learning</p>	<p>Learning experience (2 hours) Read students a story that provides an insight into the continent of Africa or Europe, such as <i>The Water Princess</i> by Susan Verde.</p> <p>Explain to students that they will be planning a holiday to either Africa or Europe. The work produced (including an itinerary) will culminate in a 'travel expo' where they will share their information with others. The following criteria will guide student planning and research:</p> <ul style="list-style-type: none"> a map detailing five places to visit and any main features or attractions to explore in the area e.g. African safari a description of each place being visited essential items to be packed based on the climate and features of places being visited. <p>The following videos may be used to inspire students:</p> <ul style="list-style-type: none"> MrZoller – Geography of Africa https://www.youtube.com/watch?v=BPiQGYaBDtg (stop the clip at approximately the eight-minute mark) Miacademy & MiaPrep Learning Channel – European geography made easy https://www.youtube.com/watch?v=cJt5Yi48oQ0.



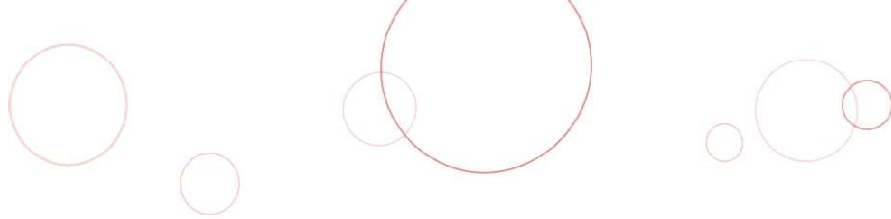
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>experiences provide an opportunity for integration between the Humanities and Social Sciences and English learning areas.</p> <p>Suggested assessment point Opportunity to observe and record information regarding students' ability to:</p> <ul style="list-style-type: none">• develop focus questions• retrieve information from a variety of sources• use note-taking skills• attempt to rephrase the words of others.	<p>As a class, review how to select relevant information from books and websites, including the importance of checking:</p> <ul style="list-style-type: none">• accuracy – the information is correct and true• reliability – the information is from a trusted source• usefulness – the information is addressing the task/question. <p>In addition, revise ethical protocols for collecting information discussed in Term 1. At this phase, students are learning to say/write some information in their own words. Teacher modelling is recommended.</p> <p>It is suggested that students develop some focus questions to guide their work.</p> <p>Provide atlases, travel brochures, texts and access to bookmarked websites for students to begin planning and producing their itinerary.</p>

Term 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching 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>Recognise the ethical protocols that exist when gathering information and/or data</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Place, Space, Environment, Scale</p> <p>Teaching points</p> <ul style="list-style-type: none"> The characteristics (climate, natural vegetation, landforms, native animals) of the African and European continents Ethical protocols when gathering information, such as not copying others' work <p>Focus questions</p> <ul style="list-style-type: none"> What are the main features or attractions of the African and European continents? What makes the features/attractions so special/interesting? <p>Support notes Three sessions have been allocated to planning and creating the itinerary, prior to presenting the information at the travel expo. Teachers may be required to vary the amount of time students are allocated to develop their itinerary, based on available resources and the learning needs of the students.</p> <p>Suggested assessment point Opportunity to assess students' knowledge and understanding through:</p> <ul style="list-style-type: none"> visual representations, including mapping skills oral presentation/discussion during the travel expo. 	<p>Learning experience 1 Revise the requirements of the planning an African or European holiday task established in Week 2.</p> <p>Provide an opportunity for the students to share how the task is progressing. This may include areas of difficulty, useful resources and/or questions seeking clarification.</p> <p>Students use their planning and information to commence their travel itinerary. Teachers may determine the most appropriate mode for students to present this, such as:</p> <ul style="list-style-type: none"> digitally multimodal poster or brochure. <p>Learning experience 2 In this learning experience, students will take part in a travel expo. It is recommended that students are allocated an area to set up their display that will enable them to present their information to others. It is intended that this session operate in true 'expo' fashion, with invited guests able to move around the displays at leisure.</p> <p>A feedback sheet may be used to evaluate student work. A sample has been provided (Travel expo feedback sheet in Appendix A).</p>

Term 2 Week 4

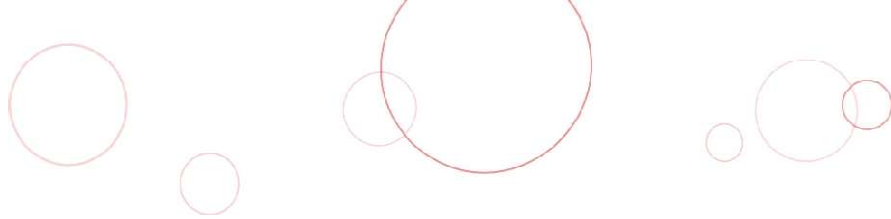
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The importance of environments to animals and people, and the different views on how they can be protected</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Evaluating Use decision-making processes</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Place, Space, Environment, Sustainability, Interconnection</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Different environments (natural, managed and constructed) • Why environments are important to animals and people • The impact of animals and people on different environments <p>Focus questions</p> <ul style="list-style-type: none"> • What does the term 'environment' mean? • What are examples of environments? • How are these environments important to animals and people? 	<p>Learning experience 1 Determine students' prior knowledge of the term 'environment' with a brainstorm or call out.</p> <p>Show a short film, such as:</p> <ul style="list-style-type: none"> • Free School – Biomes of the world for children: Oceans, mountains, grassland, rainforest, desert https://www.youtube.com/watch?v=0fb8143ndo8. <p>Prior to viewing, communicate to the students that they are required to identify the features of the natural environments mentioned (e.g. oceans, mountains, grassland, rainforest, desert). Guide students to take short notes to record the different types of environments they see.</p> <p>Discuss why these environments are important for both animals and people (social and economic).</p> <p>Read students a story that highlights the interconnection between people and the environment, such as <i>Collecting Colour</i> by Kylie Dunstan.</p> <p>Initiate a discussion with the students using the following questions:</p> <ul style="list-style-type: none"> • Which resources did the environment provide for the people?



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none">• How did the people treat the environment? How do you know? <p>Learning experience 2</p> <p>Ask students to consider their favourite wild animal. Students should pair up with another student with the same preference.</p> <p>Inform students they will explore the key features of the natural habitat/environment of their chosen animal and where this habitat is found. Provide students with texts, photos and access to bookmarked websites, and allow them sufficient time to determine:</p> <ul style="list-style-type: none">• the continent the animal is endemic to• the natural environment of the animal• the connection between the natural environment and support of animal life• potential ways in which the animal is threatened in its natural environment. <p>Students present their findings with an image and short written or oral text.</p>

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The importance of environments to animals and people, and the different views on how they can be protected</p> <p>Humanities and Social Sciences skills</p> <p>Evaluating Use decision-making processes</p> <p>Communicating and reflecting 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>Key concepts Place, Space, Environment, Sustainability, Interconnection</p> <p>Teaching points</p> <ul style="list-style-type: none"> The importance of environments to animals and people The ways environments can be protected The different perspectives on how environments can be protected <p>Focus questions</p> <ul style="list-style-type: none"> What is biodiversity? Why is it important? How would you describe a place that lacks biodiversity? What factors threaten biodiversity? What plants and animals are in the local environment? What role do these species play? How do I and others in the school use and value these different environments? <p>Support notes Planning for a field trip to a local natural environment should occur well in advance of Learning experience 2 to</p>	<p>Learning experience 1 View and discuss a video that explains biodiversity, such as:</p> <ul style="list-style-type: none"> Our Planet – What is biodiversity? https://www.ourplanet.com/en/video/what-is-biodiversity/ The Royal Society – Why is biodiversity important https://www.youtube.com/watch?v=GIWNuzrge7U. <p>Use the focus questions to lead a discussion to ensure understanding of the term ‘biodiversity’.</p> <p>Students work in small groups or with a partner to write a paragraph to explain what biodiversity means and why it is important.</p> <p>Learning experience 2 Explore a natural environment in the local area, such as a nature reserve or bushland. During the field trip, students should find and record examples of plants and animals in the area. Drawing diagrams and taking photos is encouraged. A general discussion should be held on returning to the classroom, with an in-depth look at the local environment in the following learning experience.</p> <p>If possible, find evidence of how the natural environment looked in the past to make comparisons.</p>



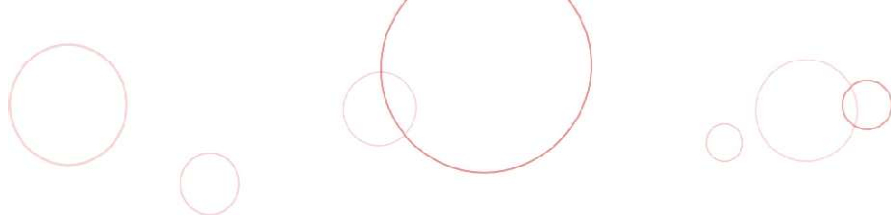
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>ensure a thorough risk assessment is completed and parental permissions are obtained.</p> <p>If a local field trip is not possible, use satellite imagery available on online maps, along with internet information, to explore a natural environment or explore an area within the school.</p>	<p>In groups, pairs or individually, students develop a brief proposal explaining all the steps the community can take to protect the natural environment and its inhabitants. The format for the proposal is best determined by the teacher, based on the learning needs of the students.</p>

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The importance of environments to animals and people, and the different views on how they can be protected</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms Reflect on learning and act on findings in different ways</p>	<p>Key concepts Place, Space, Environment, Sustainability, Interconnection</p> <p>Teaching points</p> <ul style="list-style-type: none"> • The importance of environments to animals and people • The importance of protecting environments <p>Focus questions</p> <ul style="list-style-type: none"> • Does the local environment support biodiversity? • What impact do humans have on natural environments? • What can people do to support biodiversity? • What can people do to help threatened or endangered species? • Are there any threats to the local environment? • Would everyone in the community agree? Why/why not? 	<p>Learning experience (2 hours) Review the field trip taken in the previous learning experience. Use the focus questions to discuss the place visited. Create a display of the features of the environment, including the flora and fauna. Work with students to write a 'health report' on this place. Describe the flora and fauna that can be found there, rate the biodiversity and make recommendations, such as the need to remove weeds or plant more trees.</p>

Term 2 Week 7

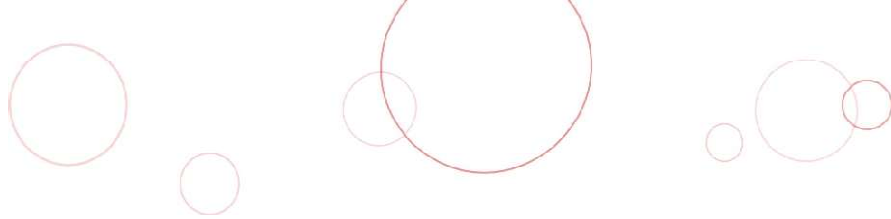
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Sustainable use and management of renewable and non-renewable resources</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, table, graphs and maps Use decision-making processes</p> <p>Communicating and reflecting Present findings and conclusion in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Place, Environment, Sustainability, Interconnection, Change</p> <p>Teaching points</p> <ul style="list-style-type: none"> Resources available to Aboriginal and Torres Strait Islander peoples and the ways in which they use them How the Dreaming influences how resources are used <p>Focus questions</p> <ul style="list-style-type: none"> What were the natural resources most readily available to Aboriginal and Torres Strait Islander peoples in pre-contact days? How do Aboriginal and Torres Strait Islander peoples use these resources sustainably? How do Aboriginal and Torres Strait Islander peoples feel about the land and environment? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should</p>	<p>Learning experience 1 Read students a text from the perspective of an Aboriginal or Torres Strait Islander person that makes reference to living from the land, such as <i>The Lost Girl</i> by Ambelin Kwaymullina.</p> <p>Ask students to explain how the land provided for the girl while she was lost.</p> <p>Show students a source that demonstrates the natural resources used by Aboriginal and/or Torres Strait Islander peoples, such as:</p> <ul style="list-style-type: none"> Perth Region NRM – Noongar stories from Forrestdale Lake https://www.youtube.com/watch?v=mOenwAfg8OE. <p>Students note down the different resources used by the Aboriginal and/or Torres Strait Islander peoples featured in the source. It is recommended the viewing is paused to enable students to list all resources detailed.</p> <p>Provide students with cards to write each resource down. Students then organise the cards into the different ways resources were used (e.g. food, shelter, medicine).</p> <p>If time permits, allow students to write a matching card for each resource indicating what resource their community</p>



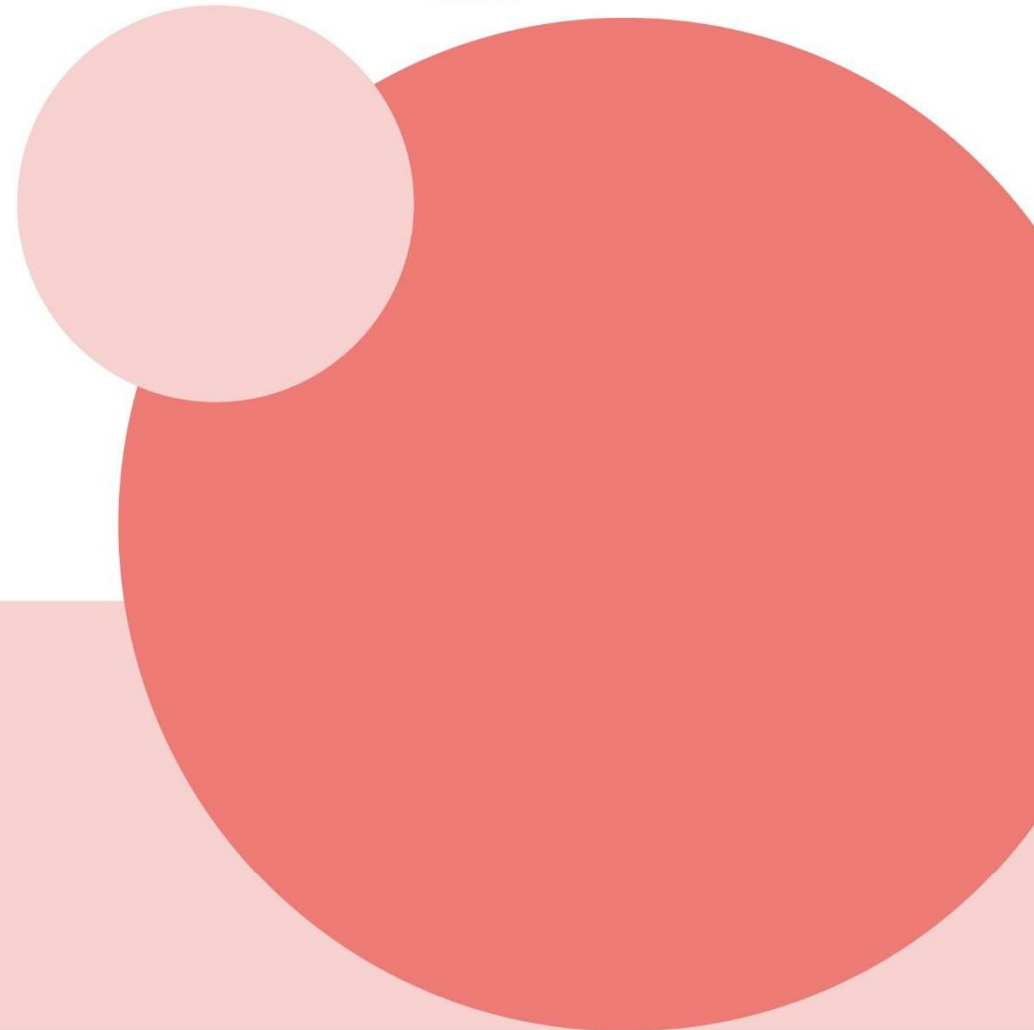
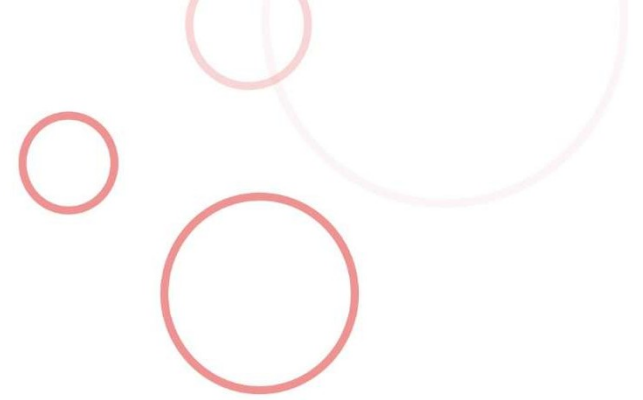
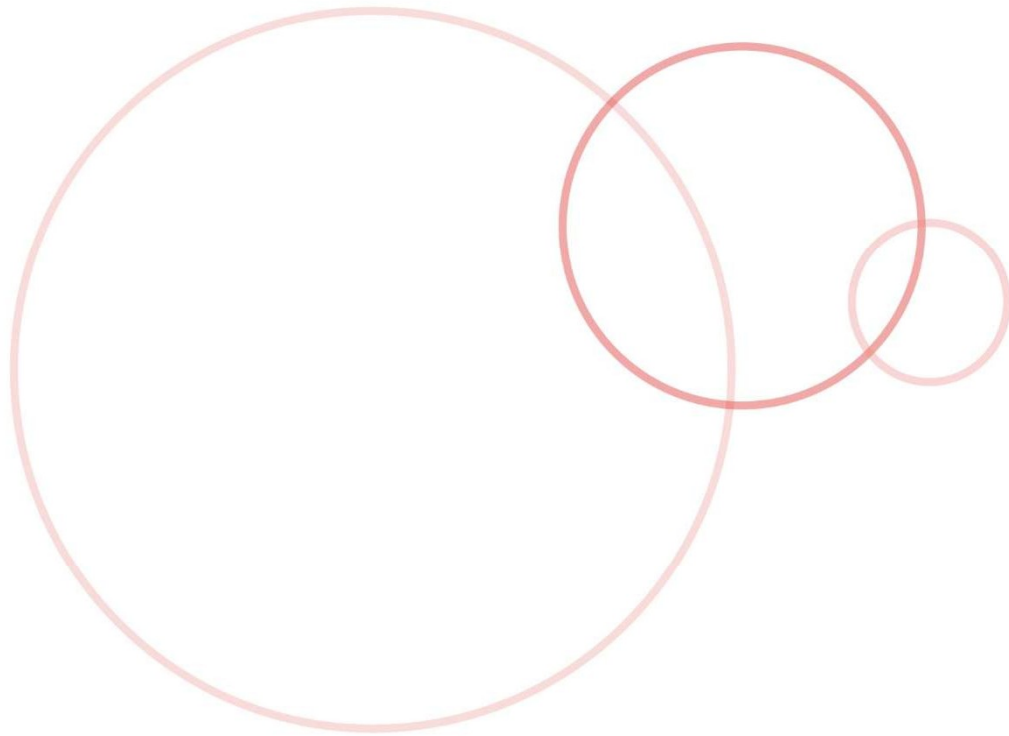
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>consider whether the activities and resources in this lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p>	<p>uses for the same purpose (e.g. bark for shelter, the matching card could be, bricks for house).</p> <p>Learning experience 2</p> <p>As a class, brainstorm students' prior knowledge of the term 'sustainable' and what it means to use resources in a sustainable way.</p> <p>Explain that Aboriginal and Torres Strait Islander peoples' deep connection to the land guide them in many sustainable practices, many of which are still in use today.</p> <p>Watch the short video demonstrating how Aboriginal and Torres Strait Islander peoples sustainably used trees.</p> <ul style="list-style-type: none">• Wiradjuri Man Mark – Aboriginal Wiradjuri cultural land management https://www.youtube.com/watch?v=pFZ-vtRGSaw <p>After the viewing, students engage in a collaborative session, such as think-pair-share to discuss their understanding.</p> <p>Model how to write a paragraph to summarise the video.</p>

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Sustainable use and management of renewable and non-renewable resources</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Analysing Interpret information and/or data collected Identify different points of view in information and/or data Use criteria for selecting relevant information</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Place, Environment, Interconnection, Change</p> <p>Teaching points</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander peoples' connection to Country/Place is inherent in their culture and should be respected and sustained Seasons in Aboriginal culture influence how Aboriginal people use resources Aboriginal and Torres Strait Islander peoples manage and sustainably use plants, animals and minerals <p>Focus questions</p> <ul style="list-style-type: none"> Before colonisation, how did Aboriginal people manage food sources in a sustainable way? Why is it important to only take what you need from the land? What can we learn from Aboriginal peoples about looking after the environment? How do we know that information from a website is accurate and reliable? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within</p>	<p>Learning experience (2 hours) Elicit what students know about Aboriginal seasons by completing a class brainstorm.</p> <p>Explain to the students that Aboriginal peoples hunted and gathered food according to seasons, as this indicated what animal and plant resources were plentiful at those times.</p> <p>View a video about Aboriginal seasons, such as:</p> <ul style="list-style-type: none"> Gardening Australia – Noongar 6 seasons https://www.abc.net.au/gardening/how-to/noongar-6-seasons/13841376 ABC Behind the News – First Nations seasons https://www.abc.net.au/btn/classroom/first-nations-seasons/105669308. <p>During the video, students note down any food sources that are mentioned.</p> <p>Review the content of the video. Use the students' notes to create a class list containing the animals that were hunted and the plants that were collected during each season.</p> <p>Discuss how this way of life resulted in sustainable use of the resources on the land.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>Suggested assessment point</p> <p>Students’ knowledge and understanding about Aboriginal peoples’ sustainable use of natural resources may be observed in students’ written responses.</p>	<p>Provide the students with access to other websites, such as:</p> <ul style="list-style-type: none"> Edith Cowan University – Noongar six seasons https://www.ecu.edu.au/centres/kurongkurl-katitjin/cultural-leadership/nyoongar-six-seasons. <p>Students note down any additional food sources that are mentioned.</p> <p>Students use all the information to create a Noongar season wheel that contains the animal and plant sources available in each season.</p> <p>Students produce a written response to the question: How do Aboriginal peoples use natural resources sustainably?</p>



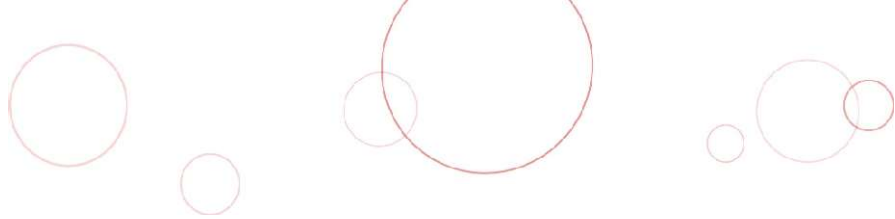
Term 3

Weeks 1–3: Geography

Weeks 4–8: History

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Sustainable use and management of renewable and non-renewable resources</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Evaluating Use decision-making processes</p>	<p>Key concepts Environment, Sustainability</p> <p>Teaching points</p> <ul style="list-style-type: none"> The difference between renewable and non-renewable resources The ways in which humans use renewable and non-renewable resources Different views on how renewable and non-renewable resources can be used sustainably <p>Focus questions</p> <ul style="list-style-type: none"> What is a resource? What are the different types of natural resources? How do we use renewable and non-renewable resources in our daily life? How can we use resources sustainably? Why is water thought of as a renewable resource? Why is water important to all living things? How can we use water sustainably? <p>Support notes Natural resources is a common term used in educational videos and on websites. Teachers may need to clarify</p>	<p>Learning experience 1 Pose the question: What is a resource? Invite students to share their prior knowledge. Write the words ‘renewable resources’ and ‘non-renewable resources’ on the whiteboard. Ask students to record a resource on a sticky note and place it under the heading they feel the resource belongs to. Show students a short video on renewable and non-renewable resources, such as:</p> <ul style="list-style-type: none"> Patrick Haney – Renewable and nonrenewable resources overview https://www.youtube.com/watch?v=a6wNGOqZGM8. <p>After watching the video, review the sticky notes and ask the students to identify any that require moving. Discuss the reasons why. Provide students with access to reference materials to further investigate renewable and non-renewable resources, such as:</p> <ul style="list-style-type: none"> eSchoolToday – Types of natural resources https://eschooldtoday.com/learn/types-of-natural-resources/.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>with students that natural resources can be renewable and non-renewable.</p>	<p>Students use the information from the website to produce a T-chart showing renewable and non-renewable resources.</p> <p>Learning experience 2</p> <p>Show students a short video about water as a renewable resource, such as:</p> <ul style="list-style-type: none">• BonnevillePower – What makes water a renewable resource? The water cycle! https://www.youtube.com/watch?v=ArcGbAAgEtc. <p>Explain to the students that they are going to investigate the water usage at their school.</p> <p>Provide students with a blank map of the school. Revise mapping conventions with the students, such as</p> <ul style="list-style-type: none">• title• north point• scale• key/legend and symbols. <p>Take students on a tour of the school, asking them to draw in all the locations that water can be accessed (e.g. toilets, drink fountains, outdoor taps) using symbols.</p> <p>On returning to class, ask students to work with a partner or in a group to translate the information into a simple table to indicate the number of each water source across the school e.g. sprinklers, fountains, handbasins, birdbath.</p>

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Sustainable use and management of renewable and non-renewable resources</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources</p> <p>Evaluating Use decision-making processes</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Environment, Sustainability</p> <p>Teaching points</p> <ul style="list-style-type: none"> • The importance of water to human and animal life • Threats to water sustainability • Different views on how water can be used sustainably • The sustainable use of renewable and non-renewable resources in the school and/or community • Data collection to determine ways resources are used sustainably <p>Focus questions</p> <ul style="list-style-type: none"> • What is water used for? • Can water be recycled? • What is meant by sustainability? • Who is responsible for water sustainability? • How can we reduce waste? • What can be recycled? • How can each person reduce their carbon footprint? <p>Support note To ensure a range of people are represented, teachers should pre-organise the expected interruption from students who will be conducting the survey.</p>	<p>Learning experience 1 Review the maps and tables developed by the students in the previous learning experience.</p> <p>In pairs or small groups, students consider ways water could be wasted at school (e.g. drink fountains running, leaving the tap on when soaping hands).</p> <p>Students consider possible solutions to enable students to be more waterwise at school. Ideas may be found at the following site:</p> <ul style="list-style-type: none"> • Melbourne Water – Using and saving water at school https://www.melbournewater.com.au/water-data-and-education/learning-resources/browse-resources-year-level/using-and-saving-water. <p>Students create a poster demonstrating ways to save water at school.</p> <p>Learning experience 2 Watch a short video, such as:</p> <ul style="list-style-type: none"> • ABC iView – Kids like this give us hope for the future War On Waste https://www.youtube.com/watch?v=IMwQ43hHSEo. <p>Discuss the actions used to reduce waste and improve the environment.</p>



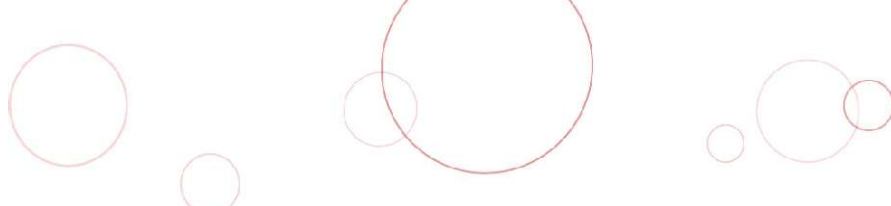
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Suggested assessment point Students' knowledge and understanding about water and its sustainable use may be observed in the poster developed by students.</p>	<p>Explain to the students that their task is to determine the level of recycling in the school by:</p> <ul style="list-style-type: none">• developing survey questions to determine who engages in recycling and what is recycled• collecting data from a range of people in the school• representing data in a table or graph. <p>As a class or in small groups, develop survey questions regarding the recycling of resources in the school. The teacher is best placed to determine the breadth of the survey based on the learning needs of the students.</p>

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Sustainable use and management of renewable and non-renewable resources</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>Analysing Interpret information and/or data collected</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Communicating and reflecting Reflect on learning and act on findings in different ways</p>	<p>Key concepts Environment, Sustainability</p> <p>Teaching points</p> <ul style="list-style-type: none"> • The sustainable use of resources in the school and/or community • Data collection to determine ways resources are used sustainably • Interpretation of data to determine a course of action <p>Focus questions</p> <ul style="list-style-type: none"> • What are some of the ways we use renewable and non-renewable resources in a sustainable manner at school? • Is everyone in the school using sustainable practices? Why/why not? • How can we determine the level of sustainable practice at the school? • What can we do to improve our sustainable practices? <p>Support notes The assessment task references recycling water, paper and aluminium cans, but these examples can be adjusted to suit the context of the school.</p>	<p>Learning experience 1 Using the questions developed in the previous learning experience, students complete the survey with a range of people in the school (e.g. administration staff, teachers, students, canteen manager, non-teaching staff).</p> <p>Students should collect data using a table. An example has been provided (Data collection table in Appendix A).</p> <p>The collection of information and subsequent analysis will form part of the assessment task in the following learning experience.</p> <p>Learning experience 2 (1 hour) Assessment task – Our natural resources</p> <p>The assessment task involves students using the data collected from the previous learning experience (Appendix C).</p>

Term 3 Week 4

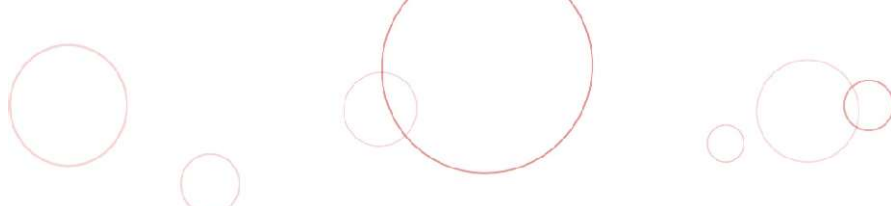
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The diversity and longevity of Australia’s first peoples and the ways they are connected to Country/Place and their pre-contact ways of life</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources</p> <p>Analysing Identify different points of view in information and/or data</p>	<p>Key concepts Source, Evidence, Cause and effect</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Australia’s first peoples and their ways of life • Ways Australia’s first peoples are connected to Country/Place <p>Focus questions</p> <ul style="list-style-type: none"> • Who were the first peoples in Australia? • How do we know who was here first? • When did they come? • Where did they come from? • Who was Mungo Lady? • Who was Mungo Man? • What were the different views that were held about their remains? • Why was the ceremony commemorating the return of Mungo Man important? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to</p>	<p>Learning experience 1 View and discuss a video on the first people in Australia, such as:</p> <ul style="list-style-type: none"> • Australian Screen – First Australians, episode 1, clip 1: They have come to stay https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip1/. <p>Ask students to share their understanding of the Dreaming based on their previous knowledge and the viewing of the video.</p> <p>Read students a Dreaming recount, such as <i>The Rainbow Serpent</i> (reference in Appendix A).</p> <p>Students create a timeline demonstrating a view of how the land we now know as Australia was created, based on the histories of its first people.</p> <p>Learning experience 2 Introduce students to Mungo Lady by viewing the image of the suitcase that was used to transport their remains.</p> <ul style="list-style-type: none"> • National Museum of Australia – Primary source study: John Mulvaney’s suitcase



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>The suggested video in Learning experience 1 shows some nudity after the two-minute mark. Teachers are best placed to determine whether viewing after this point is appropriate for their students.</p>	<p>https://www.nma.gov.au/learn/kspace/lake-mungo-45000-years-ago/teacher-resources/primary-source-study</p> <p>Read the additional information from this website with the students.</p> <p>View and discuss the following video:</p> <ul style="list-style-type: none">• ABC Behind the News – Mungo Man https://www.abc.net.au/btn/classroom/mungo-man/10521894. <p>Identify some facts and opinions about Mungo Man.</p> <p>Identify and consider the different views that are held about the remains of Mungo Man. Consider what the return of Mungo Man meant to his people.</p> <p>Have students participate in a think-pair-share to give their opinions about what happened to Mungo Man’s remains.</p>

Term 3 Week 5

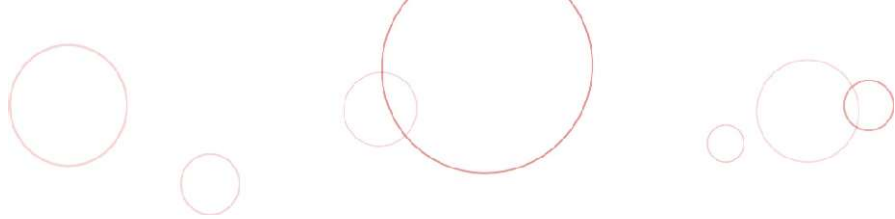
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The diversity and longevity of Australia’s first peoples and the ways they are connected to Country/Place and their pre-contact ways of life</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching 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>Recognise ethical protocols that exist when gathering information and/or data</p>	<p>Key concepts Source, Evidence, Cause and effect</p> <p>Teaching points</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander people are the first people to inhabit Australia Aboriginal and Torres Strait Islander peoples have a connection to Country/Place founded on their understanding of the Dreaming Primary sources are objects and documents created or written at the time (e.g. artefacts, inscriptions, photographs, eyewitness accounts, oral stories) <p>Focus questions</p> <ul style="list-style-type: none"> How are Aboriginal and Torres Strait Islander peoples connected to Country/Place? What evidence do we have to support the idea that Aboriginal and Torres Strait Islander people are the first people to inhabit Australia? What does this evidence tell us about their ways of life? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within</p>	<p>Learning experience (2 hours) Students are to create a text to illustrate the pre-contact ways of life that people led at Lake Mungo. This could take the form of a poster or a spoken or written report.</p> <p>Show students evidence of the findings at Lake Mungo to inspire their research. The following site may be useful:</p> <ul style="list-style-type: none"> National Museum of Australia – Lake Mungo for kids https://www.nma.gov.au/learn/kpace/lake-mungo-45000-years-ago/kids. <p>Guide students to develop five focus questions to guide their research. Students should consider the following:</p> <ul style="list-style-type: none"> the landscape of the area and people’s connection to the land the people’s needs and wants the flora and fauna of the area the people’s beliefs and ceremonies. <p>Revise the ethical protocols previously established. Remind students to take notes using some of their own words and that they will need evidence to support the information.</p> <p>Students plan and gather data using a KWL chart.</p> <p>Provide photographs, books and access to bookmarked websites to enable students to collect information about the</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>The findings at Lake Mungo have been used in these learning experiences. This may be adapted to a more relevant context to the school, if appropriate.</p> <p>Suggested assessment point</p> <p>Text created in the Learning experience provides an opportunity to assess students' understanding of historical concepts and their ability to locate and collect information.</p>	<p>longevity of Australia's first peoples based on sources from Lake Mungo.</p> <p>Students use the information gathered on the KWL chart to create their text.</p>

Term 3 Week 6

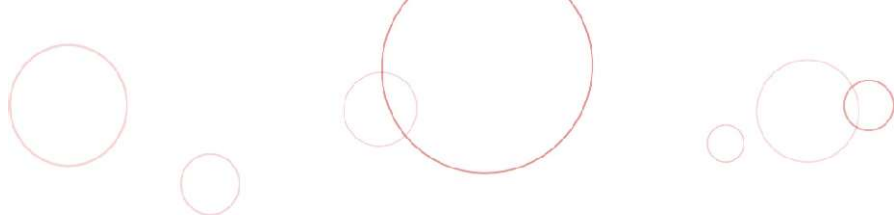
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The diversity and longevity of Australia’s first peoples and the ways they are connected to Country/Place and their pre-contact ways of life</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources Record selected information and/or data Recognise ethical protocols that exist when gathering information and/or data</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Source, Evidence, Cause and effect, Continuity and change</p> <p>Teaching points</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander peoples’ pre-contact ways of life Primary and secondary sources provide information about historical events and people <p>Focus questions</p> <ul style="list-style-type: none"> How did Aboriginal and Torres Strait Islander people live their lives, prior to contact with other people? How do we know this? How did contact with other people change how they lived? Why? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.</p>	<p>Learning experience 1 Show students a video which provides an explanation of Aboriginal and Torres Strait Islander peoples’ connection to Country/Place. Students think-pair-share to discuss what they know about the pre-contact ways of life for Australia’s first peoples. Explain to students that primary and secondary resources from the past indicate Aboriginal and Torres Strait Islander peoples lived complex lifestyles. Divide students into groups to explore the different categories of pre-contact life in Australia (e.g. housing, farming, tools, food, fire, resources). Provide students with the necessary information for their provided categories. The following website may be useful:</p> <ul style="list-style-type: none"> ABC Education – Bruce Pascoe: Aboriginal agriculture, technology and ingenuity https://www.abc.net.au/education/collections/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity/. <p>The groups should record their collected information on the left-hand side of a T-chart. The other side will be completed in the subsequent learning experience.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p>	<p>Learning experience 2</p> <p>Review the Aboriginal and Torres Strait Islander people’s ways of life prior to European contact learnt in the previous learning experience.</p> <p>Groups share the information they collected with the remainder of the class by discussing/reading the notes gathered.</p> <p>Discuss the way of living in present time. It is suggested this is done respectfully with a focus on all Australian people to avoid bias. Groups complete the other side of the T-chart to make a comparison between pre-contact ways of life and modern life.</p> <p>Students complete a gallery walk to see if there is additional information and ideas they can add to each category.</p> <p>During a plenary session, discuss similarities and differences between the two periods of time.</p>

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The journey of one world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Record selected information and/or data</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps Use decision-making processes</p>	<p>Key concepts Source, Evidence, Cause and effect, Continuity and change, Significance, Perspective</p> <p>Teaching points</p> <ul style="list-style-type: none"> • When and why early navigators commenced their exploration • Who the early navigators and explorers were up to the 18th century <p>Focus questions</p> <ul style="list-style-type: none"> • What is exploration? • Why do people explore? • How did people explore other countries? • What was known about the world? • How might the explorer and the people they had contact with have interacted? <p>Support note Students may require additional information about the differences in technology between the time of exploration and current times, to support their knowledge and understanding in Learning experience 2.</p> <p>Suggested assessment point Formative assessment may be made regarding students' prior knowledge of explorers and exploration.</p>	<p>Learning experience 1 Inspire students to learn about exploration by showing them a short video, such as:</p> <ul style="list-style-type: none"> • ABC Behind the News – Life on Mars https://www.abc.net.au/btn/classroom/life-on-mars/13190982. <p>Explain to students that they are going to be sent on an exploration mission to Mars. In small groups, pairs or individually, students list all aspects of the mission that need to be considered, based on the information about Mars provided in the video.</p> <p>Students complete a compare and contrast graphic organiser to consider whether they would prefer to join the Mars mission or stay on Earth. They should provide reasons to justify their decisions.</p> <p>Lead a discussion to make connections between a journey to Mars and a journey across the globe in the 16th century. For example, consider:</p> <ul style="list-style-type: none"> • the impulse to expand knowledge • the trip to the unknown • the long voyage • the need for supplies.



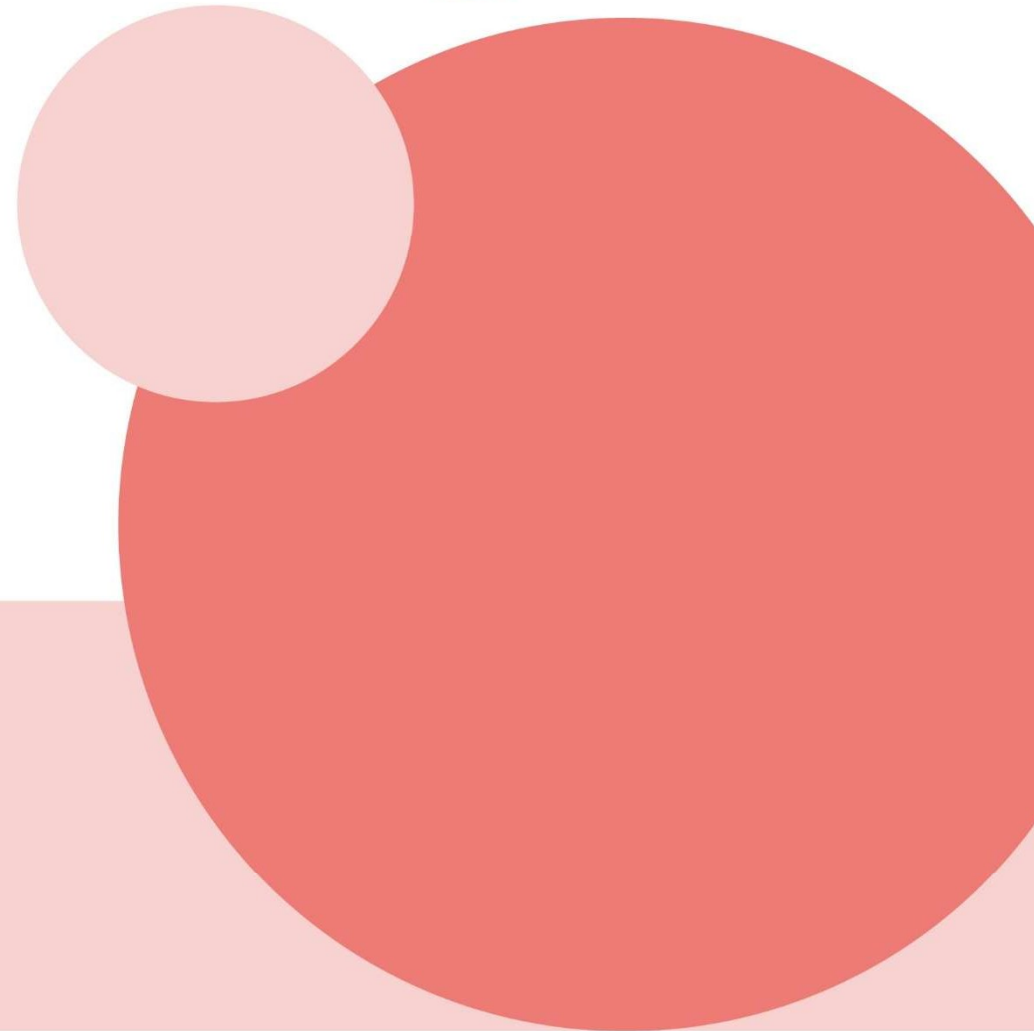
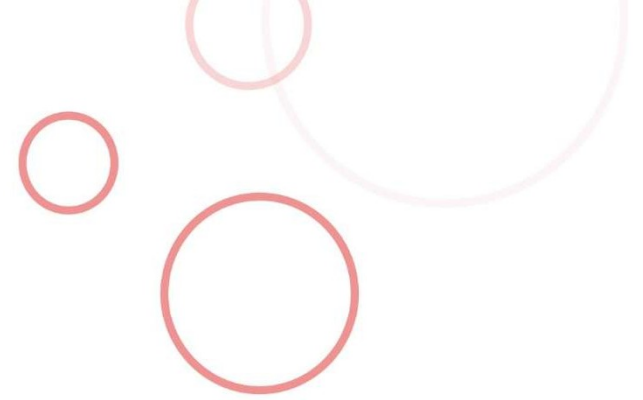
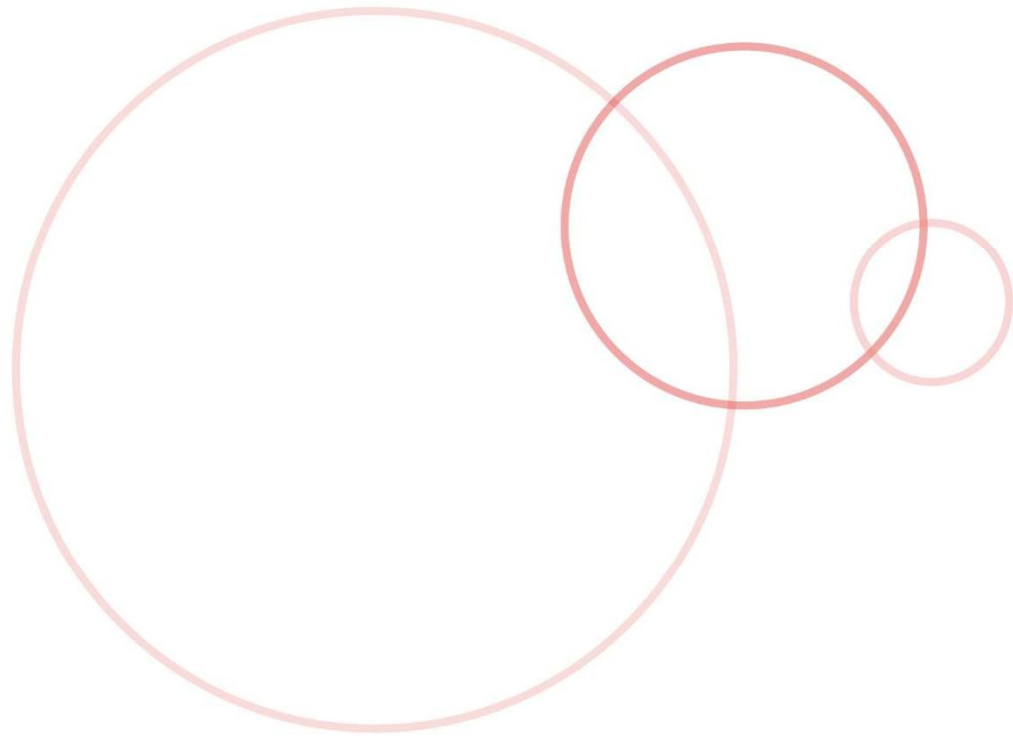
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 2</p> <p>Ask students to imagine what it would have been like for explorers in the past. Use the focus questions to lead a discussion about the reasons for, and consequences of, exploration.</p> <p>Show students the following video mapping Magellan’s voyage:</p> <ul style="list-style-type: none">• The Map as History – Magellan’s voyage 1519-1522 https://www.the-map-as-history.com/Age-of-Discovery/voyage-Magellan-1519-1522. <p>Review the information provided in the video by identifying the places passed or visited e.g. west coast of Africa. Make a class list of the places he visited and include the places the remaining ship passed or stopped at on the return journey.</p> <p>Provide students with globes of the world and, in small groups, have them retrace the voyage of Magellan.</p> <p>Pose the following question to students: When Magellan’s crew undertook the voyage, they thought the Earth was flat. Given this was the first circumnavigation of the world, how do you think it changed people’s ideas of travelling the world?</p>

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The journey of one world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources</p> <p>Recognise the ethical protocols that exist when gathering information and/or data</p> <p>Analysing Use criteria for selecting relevant information</p> <p>Identify different points of view in information and/or data</p>	<p>Key concepts Source, Evidence, Cause and effect, Continuity and change, Significance, Perspective</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Explorers had motives for locating new countries based on trade, politics and power • Exploration was carried out by different countries • Exploration impacted on different societies • Information should be selected for accuracy, reliability and usefulness <p>Focus questions</p> <ul style="list-style-type: none"> • Which explorers/navigationers have you heard of? • When and why did navigators begin to explore other parts of the world? • What happens when different people come in contact with each other? 	<p>Learning experience 1</p> <p>Explain to students that they will be working in pairs to conduct a brief inquiry into the exploration of Magellan. The core component of this activity is the inquiry process, and a product is not expected unless time permits.</p> <p>Review how to write focus questions with the students using the topic of Magellan’s fleet. Pose the question: If you were going on a long voyage, what would you want to know about the ship you are on? Students share ideas with a partner and then feedback to the class.</p> <p>As a class, use the ideas to model how to write two good focus questions.</p> <p>In pairs, students develop their own focus questions to investigate the following aspects on the topic of Magellan:</p> <ul style="list-style-type: none"> • personal details • country of origin • countries visited and exchanges that occurred • his impact on society. <p>Students share the focus questions that they have written.</p> <p>As a class, select 5–6 questions that all students will use for research in the next learning experience.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>Learning experience 2</p> <p>Provide students with access to books and bookmarked websites to commence researching relevant information about Magellan.</p> <p>During this learning experience, it is recommended teachers interrupt the class to discuss the following:</p> <ul style="list-style-type: none">• useful sources for gathering information and what makes them useful• information that students may have difficulty obtaining and why• conflicting information between sources and why this may occur. <p>When students have completed gathering information, conduct a plenary session. Students share facts and ideas they discovered and discuss why there may be discrepancies.</p> <p>Teacher to collect the gathered information and collate it into a T-chart to provide to the students for the learning experiences in Term 4. Students will use this in Week 1 of Term 4 to create an infographic.</p>



Term 4

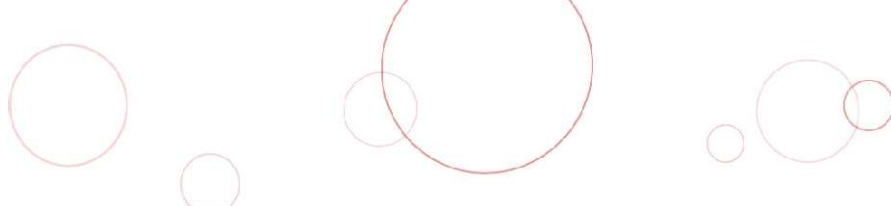
Weeks 1–8: History

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The journey of one world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Analysing Interpret information and/or data collected</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Significance, Perspective</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Explorers had motives for locating new countries based on trade, politics and power • Exploration was carried out by different countries • Exploration impacted on different societies • Information should be selected for accuracy, reliability and usefulness <p>Focus questions</p> <ul style="list-style-type: none"> • When and why did navigators begin to explore other parts of the world? • What happens when different people come in contact with each other? <p>Support note The English Year 4 Teaching, learning and assessment exemplar, Term 4 can further support these learning experiences. It provides English learning experiences about world explorers, showing an integrated approach to teaching.</p>	<p>Learning experience (two hours) Review the lessons on Magellan’s voyage completed last term by rewatching and discussing the video of the voyage:</p> <ul style="list-style-type: none"> • The Map as History – Magellan’s voyage 1519–1522 https://www.the-map-as-history.com/Age-of-Discovery/voyage-Magellan-1519-1522. <p>Provide students with the collated information (T-chart) from Term 3. Discuss this with the students to check for understanding.</p> <p>Visit the website below and analyse the infographic about Christopher Columbus with the students.</p> <ul style="list-style-type: none"> • History Crunch – Christopher Columbus infographic https://www.historycrunch.com/christopher-columbus-infographic.html#/ <p>Alternatively, search online for a different explorer and infographic.</p> <p>Students make a similar infographic using the information from the T-chart provided by the teacher on Magellan.</p>

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching 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>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Use decision-making processes</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy</p> <p>Teaching points</p> <ul style="list-style-type: none"> Life and conditions in Britain led to a rise in the number of convicts Consequences for breaking the law in the 1800s were severe Captain Arthur Phillip captained the First Fleet to Kamay/Botany Bay The people on the First Fleet suffered from crowding, lack of food and disease <p>Focus questions</p> <ul style="list-style-type: none"> What was life like in England in the 1700s? Why did the British decide to set up a penal colony in New South Wales? Who, when and what was the First Fleet? Why did the British embark on the expedition? What was the journey to Australia like for the people on board the ships? How long did it take for the ships to reach Australia? Were the punishments the convicts received fair? 	<p>Learning experience 1 Review the reasons for exploration covered when learning about Magellan.</p> <p>Show students a video that explains the reasons for the First Fleet coming to Australia, such as:</p> <ul style="list-style-type: none"> ABC Behind the News – First Fleet https://www.abc.net.au/btn/classroom/first-fleet/10529128. <p>Identify similarities between the First Fleet and the European explorer that was covered previously.</p> <p>Ask students to watch it again and take notes to record why the First Fleet came to Australia.</p> <p>Discuss and make a list of the reasons for the establishment of the penal colony in New South Wales.</p> <p>Learning experience 2 Build understanding of the teaching points by reading a story about the First Fleet or showing a video, such as:</p> <ul style="list-style-type: none"> Collingwood Park State School – Beth - The Story of a Convict by Mark Wilson https://www.youtube.com/watch?v=tRINF6qdrsQ. <p>Discuss the story or video using the focus questions.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Support note Teachers to view video and database before the lessons to ensure they are suitable for the school's context.</p>	<p>Examine the convict database and clarify terms such as 'larceny'. Discuss one or two of the convicts and their crimes and punishment.</p> <ul style="list-style-type: none">• First Fleet Fellowship Victoria Inc – First Fleet convict database https://firstfleetfellowship.org.au/first-fleetfirst-fleet-convict-database/ <p>Students to select one of the convicts and create a 'wanted poster' illustrating the information contained within the database, such as name, crime and occupation. Students can make up other details, such as appearance, taking into account other information from the website.</p>

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Analysing Identify different points of view in information and/or data</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables graphs and maps</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy</p> <p>Teaching points</p> <ul style="list-style-type: none"> • Child convicts were treated the same as adults • Convicts were sent to Australia as punishment • Many convicts chose to stay in Australia once their sentence ended <p>Focus questions</p> <ul style="list-style-type: none"> • How were the child convicts treated in the penal colony? • What was their daily life like? • Do you think it was fair children were treated in this way? Why/why not? • What do you think it was like for the children to be away from their family? How might they have felt? <p>Support note It is recommended that teachers preview each video prior to screening, to determine suitability for the students in their class.</p>	<p>Learning experience 1 Invite students to discuss their idea of:</p> <ul style="list-style-type: none"> • what consequences may be applied when children their age break rules and laws • their daily life (e.g. school, play, family) • the chores/jobs that are expected of them at school and home. <p>Watch videos 1–3, based on child convicts and their life in the penal colony (Appendix A).</p> <p>Encourage students to take notes and discuss each video with the class. Use focus questions to guide the discussion.</p> <p>Learning experience 2 Review the information discovered in the previous learning experience about child convicts being sent on the First Fleet to the penal colony.</p> <p>Ask students to recall their ideas about what their life is like.</p> <p>Students complete a Venn diagram to show similarities and differences for children living in Britain in the 18th century and children living in current times in Australia.</p>

Term 4 Week 4

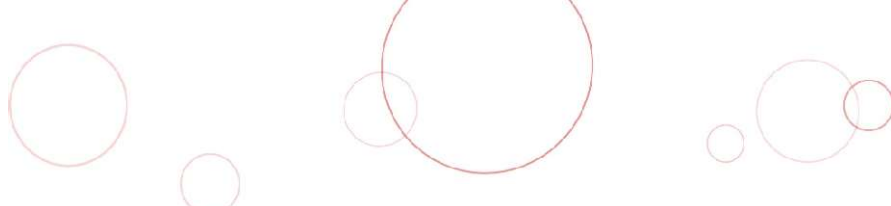
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy</p> <p>Teaching points</p> <ul style="list-style-type: none"> Life in the new colony for both free settlers and convicts, including the hardships faced Primary and secondary sources that provide us information about the history of the First Fleet <p>Focus questions</p> <ul style="list-style-type: none"> What hardships did the people in the First Fleet experience when they arrived in Australia? Was it the same for the free settlers and the convicts? How did their life change from what it was like in Britain? <p>Suggested assessment point Opportunity to assess students' knowledge of primary and secondary sources.</p>	<p>Learning experience 1 Pose the following question: Was life better for convicts or settlers in the penal colony? Provide access to the following website for students to investigate a response to the question:</p> <ul style="list-style-type: none"> Museum of History NSW – Day in the life of a convict https://mhns.wa.gov.au/learning/day-life-convict/. <p>In groups, students examine the life of convicts. Teachers may choose to direct groups to examine a particular aspect of life or permit students to examine different aspects of life. Students take notes during their investigation of the website.</p> <p>Each section provided on the website has photographs representing primary and secondary sources. Task each group to identify one primary source and one secondary source to present to the class at the end of the session. Students should substantiate their choice with evidence that indicates the type of source chosen.</p> <p>Learning experience 2 Provide the focus questions to the students and discuss. Record any prior knowledge. Organise students into pairs or small groups with access to books and websites. Provide students with a graphic</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		<p>organiser to record their notes to answer the focus questions.</p> <p>The following website has information that the students could use:</p> <ul style="list-style-type: none">• Britannica Kids – Free settlement in colonial Australia https://kids.britannica.com/students/article/free-settlement-in-colonial-Australia/629315. <p>In small groups or pairs, students plan and write a short diary entry from the perspective of a free settler who arrived in New South Wales with the First Fleet. The diary entry should contain information about their experience in their new home.</p>

Term 4 Week 5

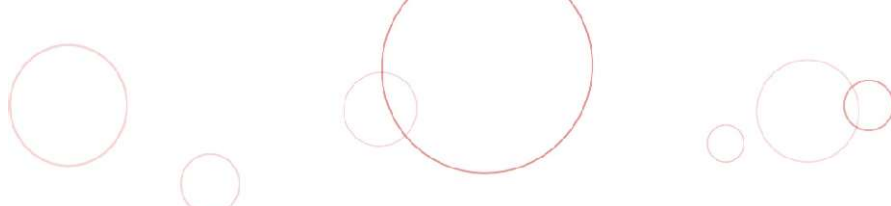
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Identify current understanding of a topic Locate and collect information from a variety of sources Record selected information and/or data</p> <p>Analysing Identify different points of view in information and/or data</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy, Significance</p> <p>Teaching points</p> <ul style="list-style-type: none"> The nature of contact between Aboriginal and Torres Strait Islander people and the Macassans The impact these interactions had on the environment and peoples' lives When and how the contact took place The evidence available to support this information <p>Focus questions</p> <ul style="list-style-type: none"> What contact did Aboriginal and/or Torres Strait Islander people have with others pre-colonisation? When and why did this contact occur? What items were traded? What influence did this contact have on Aboriginal and Torres Strait Island peoples' customs and ways of life? What evidence is there to support the idea that Macassans travelled to Australia? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities,</p>	<p>Learning experience 1 As a class, students brainstorm what they know about how Aboriginal and Torres Strait Islander peoples lived before colonisation. Sort the brainstorm under the following headings:</p> <ul style="list-style-type: none"> food shelter community. <p>View a short video involving the Macassan visitors to Australia such as:</p> <ul style="list-style-type: none"> ABC News – Study reveals history of Aboriginal trade with foreign visitors before British settlement https://www.youtube.com/watch?v=wNd-gB3g048. <p>Discuss the concept of sources, evidence and the role of the archaeologist.</p> <p>During the viewing, ask students to note the evidence seen and discussed that suggests there were interactions between the Macassans and the people of Arnhem Land. For example, the rock painting depicting a monkey in a tree is evidence that Aboriginal people had travelled to Indonesia, as monkeys are not native animals in Australia.</p> <p>Learning experience 2 Provide students with access to the information located at:</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p>	<ul style="list-style-type: none">• National Museum of Australia – Trade with the Makasar https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar• ABC News – Did Aboriginal and Asian people trade before European settlement in Darwin? https://www.abc.net.au/news/2018-01-16/aboriginal-people-asians-trade-before-european-settlement-darwin/9320452. <p>Using the focus questions as a guide, students create a text, such as an infographic or short report, to describe how interactions with the Macassans influenced Aboriginal and Torres Strait Islander peoples’ lives.</p>

Term 4 Week 6

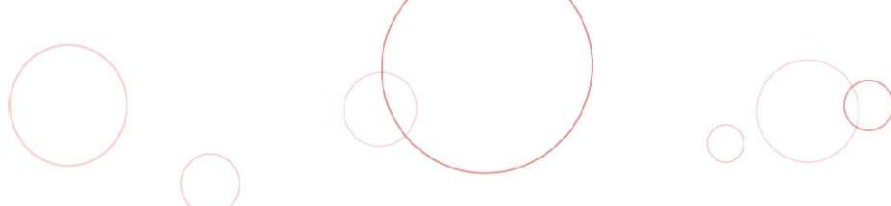
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Develop a range of focus questions to investigate Locate and collect information from a variety of sources</p> <p>Analysing Use criteria for selecting relevant information Identify different points of view in information and/or data</p> <p>Evaluating Use decision-making processes</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy, Significance</p> <p>Teaching points</p> <ul style="list-style-type: none"> The nature of contact between Aboriginal and Torres Strait Islander peoples and Europeans The impact these interactions had on the environment and peoples' lives <p>Focus questions</p> <ul style="list-style-type: none"> What is colonisation? What were the consequences of colonisation on Aboriginal and Torres Strait Islander peoples and their ways of life? What were the consequences of colonisation on the environment? <p>Support notes This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this</p>	<p>Learning experience 1 Review the information learnt in previous learning experiences regarding the First Fleet. Show the students a video which provides insights into the arrival of the First Fleet from the perspective of the Gweagal people of the Dharawal nation, such as:</p> <ul style="list-style-type: none"> Australian Screen – First Australians, episode 1, clip 2: They have come to stay https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/. <p>Ask students to complete a see-think-wonder chart based on either the entire video or an individual painting shown in the video.</p> <p>Check for understanding with a class discussion and clarify any misconceptions.</p> <p>Learning experience 2 Read students a story, such as <i>The unlikely story of Bennelong and Phillip</i>, by Michael Sedunary and/or view a video, such as:</p> <ul style="list-style-type: none"> Schooling Online Kids – The impacts of colonisation - Aboriginal perspectives https://www.youtube.com/watch?v=zPCwsiuKMzA.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>Teachers should be culturally responsive to the Aboriginal and Torres Strait Islander people in the class and school when discussing the topic of colonisation.</p> <p>The activity in Learning experience 1 uses a scenario that is contextualised through the online video as written by Sophia Sambono, a Jingili woman. Teachers should consider whether this is appropriate to their context.</p>	<p>Ask students to consider the impact of colonisation on the Aboriginal and Torres Strait Islander people.</p> <p>Students develop focus questions to guide an inquiry into the effect colonisation had on the Aboriginal and Torres Strait Islander people. Teachers may elect to permit students to focus on all aspects, or choose from specific aspects, such as:</p> <ul style="list-style-type: none">• health (e.g. smallpox epidemic)• food acquisition• conflict• dispossession• family and community structures• culture.

Term 4 Week 7

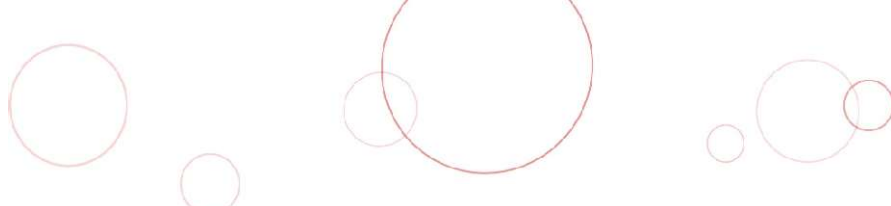
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching 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>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms Reflect on learning and act on findings in different ways</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy, Significance</p> <p>Teaching points</p> <ul style="list-style-type: none"> The impact of colonisation on Aboriginal and Torres Strait Islander peoples The impact of colonisation on the environment and resources <p>Focus questions</p> <ul style="list-style-type: none"> How did the Europeans treat the Aboriginal people when they first arrived in Australia? Why? How did the Aboriginal people feel about the arrival of Europeans? How do you know? What issues did the Aboriginal people have when the Europeans lived among them? <p>Support note This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this</p>	<p>Learning experience 1 Explain to the students that they will be preparing and presenting an oral presentation to their peers, sharing information about the impact of colonisation on Aboriginal and Torres Strait Islander peoples. Provide students with texts, photos and access to the internet to collect information based on the focus questions developed in the previous learning experience. Revise ethical protocols when collecting information, encouraging students to attempt to use their own words when recording facts. Students collect the information required for their oral presentation.</p> <p>Learning experience 2 Ascertain students' prior knowledge about presentation skills with a call out to discuss the questions:</p> <ul style="list-style-type: none"> What makes a presentation interesting and informative? How can you ensure the audience understands the information you are presenting? <p>View and discuss the following videos about presentation skills and develop success criteria with the students:</p>



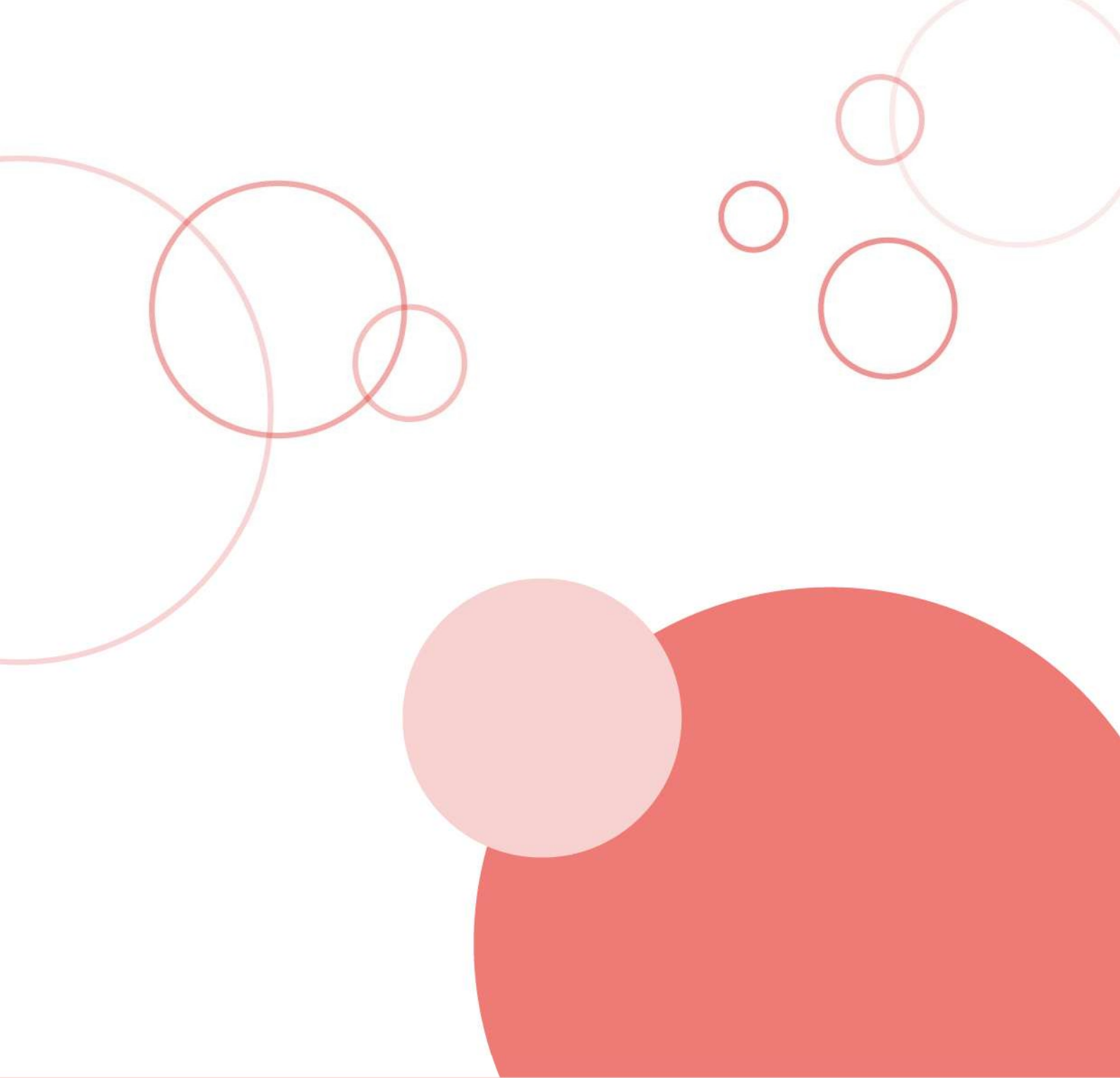
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>Teachers should be culturally responsive to the Aboriginal and Torres Strait Islander people in the class and school when discussing the topic of colonisation.</p> <p>There is an expectation that most students will be able to engage in the inquiry process with some degree of independence. Scaffolding may be required by some students.</p>	<ul style="list-style-type: none">• Green Ivy Schools – Schooled by kids: Presentation skills, part 1 https://www.youtube.com/watch?v=8lbheB2-ixM• TEDx Talks – Education for all Cameron Allen https://www.youtube.com/watch?v=OMbNoo4mCcl. <p>Using the information collected in the previous learning experiences, students plan and rehearse their oral presentation. Teacher scaffolding and support may be required, depending on the learning needs of the students.</p>

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Knowledge and understanding The nature of contact between Aboriginal and Torres Strait Islander peoples and others and the impact that these interactions and colonisation had on the environment and people's lives</p> <p>Humanities and Social Sciences skills</p> <p>Questioning and researching Locate and collect information from a variety of sources</p> <p>Analysing Identify different points of view in information and/or data</p> <p>Evaluating Draw conclusions and give explanations based on the information and/or data displayed in texts, tables, graphs and maps</p> <p>Communicating and reflecting Present findings and conclusions in a range of communication forms appropriate to audience and purpose, using relevant terms</p>	<p>Key concepts Source, Evidence, Continuity and change, Cause and effect, Perspective, Empathy, Significance</p> <p>Teaching points</p> <ul style="list-style-type: none"> • The impact of colonisation on the environment and peoples' lives • Different perspectives on colonisation • Sources are used as evidence of historical events <p>Focus questions</p> <ul style="list-style-type: none"> • What was the Australian environment like before colonisation? • What impact did colonisation have on the environment? • How did the Europeans view colonisation? • Why do Aboriginal and Torres Strait Islander people view colonisation differently? <p>Support note This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this</p>	<p>Learning experience 1 Review the success criteria that was developed in the previous learning experience.</p> <p>Provide time for students to present their research as a presentation to a small group. Speeches may be recorded on a device if the speech will be used for assessment purposes or to further support student learning.</p> <p>Students engage in self-assessment and peer assessment.</p> <p>Learning experience 2 Show students the images of the Swan River Colony from the journal of Mary Ann Friend:</p> <ul style="list-style-type: none"> • ABC Education – Why the Swan River? The journal of Mary Ann Friend https://www.abc.net.au/education/why-the-swan-river-the-journal-of-mary-ann-friend/13868252 • ABC Education – The colonisation of Perth https://www.abc.net.au/education/digibooks/the-colonisation-of-perth/101750514. <p>Use the focus questions to discuss and revise the effects of colonisation on the environment and peoples' lives using the think-pair-share strategy.</p>



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>lesson are appropriate for their students and school context.</p> <p>Teachers may choose, where appropriate, to advise that the resources used in this lesson may contain voices, images and names of deceased persons.</p> <p>Teachers should be culturally responsive when identifying oral presentation skills for students, and to the Aboriginal and Torres Strait Islander people in the class and school when discussing the topic of colonisation.</p> <p>Suggested assessment point</p> <p>The prompt ‘I used to think ... but now I think ...’ provides the opportunity to assess students’ ability to recognise the different perspectives on colonisation and the impact early colonisation had on the Aboriginal people and the environment.</p>	<p>Ask students to reflect on the learning by completing an individual written response to the prompt: I used to think ... but now I think ...</p>



Appendix A

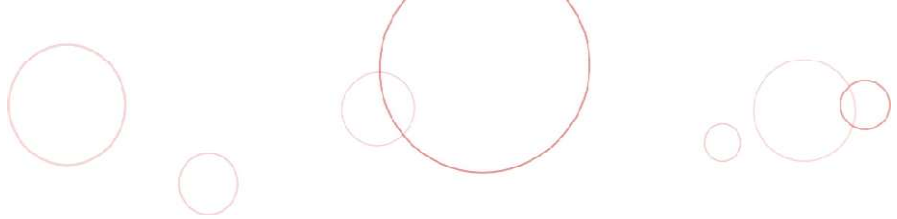
Resources

Civics and Citizenship: Term 1

Resources

Week	Resource	Link/information
1	Video: Explanation of the three levels of government	<ul style="list-style-type: none"> Parliamentary Education Office. Introducing ... the three levels of government. https://peo.gov.au/understand-our-parliament/how-parliament-works/three-levels-of-government/introducing-three-levels-of-government/
2	Video: Explanation of how to use a KWL in the classroom	<ul style="list-style-type: none"> The Teacher Toolkit. KWL. https://www.theteachertoolkit.com/index.php/tool/kwl
2	Website: What local governments do	<ul style="list-style-type: none"> WALGA. The role of local government. https://walga.asn.au/your-local-government/the-role-of-local-government
2	Website: How local governments work	<ul style="list-style-type: none"> Department of Local Government, Industry Regulation and Safety. An introduction to local government. https://www.dlgsc.wa.gov.au/local-government/local-governments/council-elections/an-introduction-to-local-government
4	Story: Picture book	<ul style="list-style-type: none"> Shannon, D. (2018). No, David! New York: Cartwheel Books.
4	Story (alternative): Picture book	<ul style="list-style-type: none"> Colombet, J. (2020). The Society of Distinguished Lemmings. Atlanta, Georgia: Peachtree Publishing Company.
4	Website: Suggested activities on rules and laws	<ul style="list-style-type: none"> Civics and Citizenship Education. Rules and laws resource. Focus question 1: Why do we need rules and laws? https://www.civicsandcitizenship.edu.au/resources/?theme=lawsandcitizens&year=years34&page=1&items=8
4	Story: Picture book	<ul style="list-style-type: none"> Barnett, M., & Myers, M. (2016). Rules of the House (Illustrated ed.). New York: Little, Brown Books for Young Readers.
4	Video: Explanation of rules and laws	<ul style="list-style-type: none"> Ask.Learn.Inspire. What is the difference between rules and laws. https://www.youtube.com/watch?v=nwEFPSqIApI
6	Video: Animation about laws, rights and responsibilities	<ul style="list-style-type: none"> Kids Academy. Teaching laws, rights, and responsibilities to kids. https://www.youtube.com/watch?v=TyP09S0UEzA

Week	Resource	Link/information
6	Website: Suggested activity found under Topic 2: Reasons for laws	<ul style="list-style-type: none"> Parliamentary Education Office. Year 4, Topic 2: Reasons for laws. https://peo.gov.au/teach-our-parliament/units-of-work/year-4
7	Story: Picture book	<ul style="list-style-type: none"> Peña, M. D. (2017). Last Stop on Market Street. London: Penguin UK. Online reading: https://www.youtube.com/watch?v=zK6CWvW_5-s
7	Story (alternative): Picture book	<ul style="list-style-type: none"> Graham, B., & Hall, S. (2013). Rose Meets Mr Wintergarten. Glen Huntly, Victoria: Story Box Library.
7	Website: Suggested activity on creating an identity chart	<ul style="list-style-type: none"> Facing History & Ourselves. Who am I? https://www.facinghistory.org/resource-library/identity-and-community/who-am-i
8	Story: Picture book	<ul style="list-style-type: none"> Dr Seuss. (1961). The Sneetches. New York: Random House. Online reading: https://www.youtube.com/watch?v=PdLPe7XjdKc
8	Story: Picture book	<ul style="list-style-type: none"> Tashlin, F. (2010). The Bear That Wasn't. New York Review Books. Online reading: https://www.youtube.com/watch?v=mt106ojXPYE



Civics and Citizenship: Term 1 Week 5

Rules and laws for matching activity (sample)

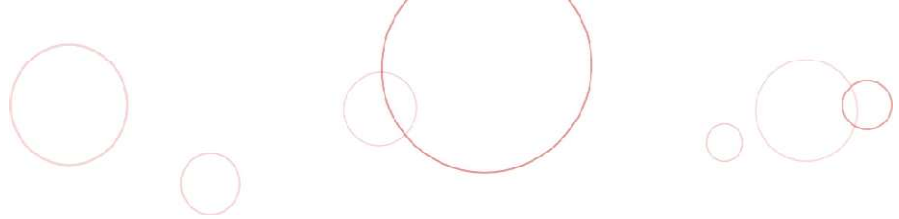
Wear a helmet while riding a bike	Stop at a red traffic light
Hand up before speaking in class	Eat your dinner before having dessert
Cars travel at the signposted speed limit	Walk on the verandahs
Do not steal from others	Do not graffiti the property of others
Line up before entering a class	Cross the road at the designated crossing
Get permission from your parents before using the internet	Pack your belongings away when you are finished with them

Geography: Term 2

Resources
















Week	Resource	Link/information
1	Video: Facts about Africa	<ul style="list-style-type: none"> Lonely Planet. Introducing Africa. https://www.youtube.com/watch?v=-mt-j8-uqrY
1	Website: Printable maps	<ul style="list-style-type: none"> Waterproof Paper. Printable map of the world. https://www.waterproofpaper.com/printable-maps/world.shtml
1	Website: Facts about Africa for geographical clues	<ul style="list-style-type: none"> Kids World Travel Guide. Africa facts. https://www.kids-world-travel-guide.com/africa-facts.html
1	Video: Facts about Europe	<ul style="list-style-type: none"> Lonely Planet. Introducing Europe. https://www.youtube.com/watch?v=mQl4Qn2JbIE
2	Story: Picture book	<ul style="list-style-type: none"> Verde, S., & Reynolds, P. H. (2018). The water princess. New York: Putnam.
2	Video: Natural features of Africa	<ul style="list-style-type: none"> MrZoller. Geography of Africa. https://www.youtube.com/watch?v=BPjQGYaBDtg
2	Video: Facts about places in Europe	<ul style="list-style-type: none"> Miacademy & MiaPrep Learning Channel. European geography made easy. https://www.youtube.com/watch?v=cJt5Yi48oQ0
4	Video: Biomes from around the world	<ul style="list-style-type: none"> Free School. Biomes of the world for children: Oceans, mountains, grassland, rainforest, desert. https://www.youtube.com/watch?v=0fb8143ndo8
4	Story: Picture book	<ul style="list-style-type: none"> Dunstan, K., & Macauley, R. (2012). Collecting colour. Melbourne: Lothian Children's Books.
5	Video: Biodiversity	<ul style="list-style-type: none"> Our Planet. What is biodiversity? https://www.ourplanet.com/en/video/what-is-biodiversity
5	Video: Animation about biodiversity	<ul style="list-style-type: none"> The Royal Society. Why is biodiversity important. https://www.youtube.com/watch?v=GIWNuzrge7U
7	Story: Picture book	<ul style="list-style-type: none"> Kwaymullina, A. (2017). Lost Girl, The. Newtown, New South Wales: Walker Books.

Week	Resource	Link/information
7	Video: Noongar stories and sustainable land use	<ul style="list-style-type: none"> Perth Region NRM. Noongar stories from Forrestdale Lake. https://www.youtube.com/watch?v=mOenwAfg8OE
7	Video: Wiradjuri sustainable farming	<ul style="list-style-type: none"> Wiradjuri Man Mark. Aboriginal Wiradjuri cultural land management. https://www.youtube.com/watch?v=pFZ-vtRGSaw
8	Video: The six Noongar seasons	<ul style="list-style-type: none"> Gardening Australia. Noongar 6 seasons. https://www.abc.net.au/gardening/how-to/noongar-6-seasons/13841376
8	Video: First Nations seasons	<ul style="list-style-type: none"> ABC Behind the News. First Nations seasons. https://www.abc.net.au/btn/classroom/first-nations-seasons/105669308
8	Website: The six Noongar seasons	<ul style="list-style-type: none"> Edith Cowan University. Noongar six seasons. https://www.ecu.edu.au/centres/kurongkurl-katitjin/cultural-leadership/nyoongar-six-seasons
8	Website (alternative): Aboriginal and Torres Strait Islander seasonal calendars	<ul style="list-style-type: none"> ABC Education. Many lands, many seasons. https://www.abc.net.au/education/digibooks/many-lands-many-seasons/101745488



Geography: Term 2 Week 3

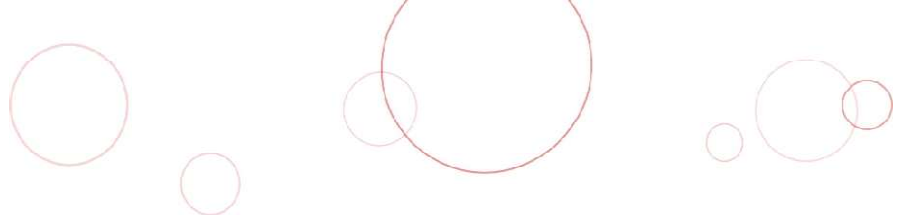
Travel expo feedback sheet (sample)

Presenter:		Continent:	
Based on the information, how likely are you to travel to the locations presented?			
			
Enough information about each place was provided.			
			
The main features and attractions were obvious.			
			
It was clear what needed to be packed for the trip.			
			
The map was clear and easy to understand.			
			
Comments:			

Geography: Term 3

Resources

Week	Resource	Link/information
1	Video: Renewable and non-renewable resources	<ul style="list-style-type: none">Patrick Haney. Renewable and nonrenewable resources overview. https://www.youtube.com/watch?v=a6wNGOqZGM8
1	Website: Natural resources	<ul style="list-style-type: none">eSchoolToday. Types of natural resources. https://eschooldtoday.com/learn/types-of-natural-resources/
1	Video: Water as a renewable resource	<ul style="list-style-type: none">BonnevillePower. What makes water a renewable resource? The water cycle! https://www.youtube.com/watch?v=ArcGbAAgEtc
2	Website: Using water wisely	<ul style="list-style-type: none">Melbourne Water. Using and saving water at school. https://www.melbournewater.com.au/water-data-and-education/learning-resources/browse-resources-year-level/using-and-saving-water
2	Video: The story of one person's war on waste	<ul style="list-style-type: none">ABC iView. Kids like this give us hope for the future War on Waste. https://www.youtube.com/watch?v=IMwQ43hHSEo



Data collection table for school sustainability practices (sample)

	Sustainable practices		
Who (e.g. teacher, student, gardener)	Water	Timber	Minerals

History: Term 3

Resources

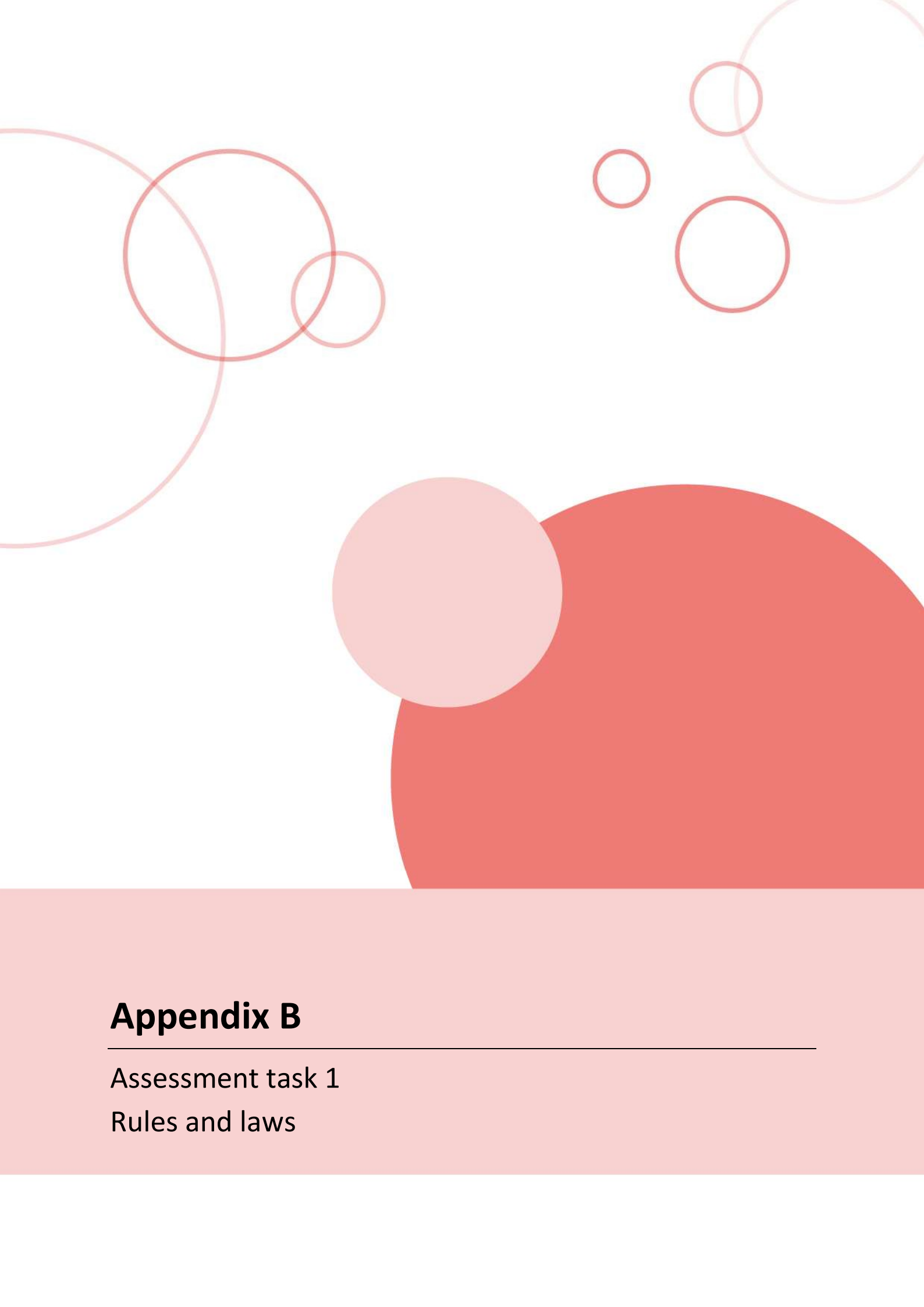
Week	Resource	Link/information
4	Video: First Australians, episode 1, clip 1	<ul style="list-style-type: none"> Australian Screen. First Australians – episode 1, clip 1: They have come to stay. https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip1/
4	Story: The Rainbow Serpent	<ul style="list-style-type: none"> Dreamtime. The Rainbow Serpent. https://dreamtime.net.au/rainbow-serpent-story/
4	Website: Teacher resource for primary source study	<ul style="list-style-type: none"> National Museum of Australia. Primary source study: John Mulvaney’s suitcase. https://www.nma.gov.au/learn/kspace/lake-mungo-45000-years-ago/teacher-resources/primary-source-study
4	Video: Mungo Man	<ul style="list-style-type: none"> ABC Behind the News. Mungo Man. https://www.abc.net.au/btn/classroom/mungo-man/10521894
5	Website: Lake Mungo	<ul style="list-style-type: none"> National Museum of Australia. Lake Mungo for kids. https://www.nma.gov.au/learn/kspace/lake-mungo-45000-years-ago/kids
6	Website: Aboriginal agriculture, technology and land management	<ul style="list-style-type: none"> ABC Education. Bruce Pascoe: Aboriginal agriculture, technology and ingenuity. https://www.abc.net.au/education/collections/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity/
7	Video: Life on Mars	<ul style="list-style-type: none"> ABC Behind the News. Life on Mars. https://www.abc.net.au/btn/classroom/life-on-mars/13190982
7	Video: Animated map of Magellan’s voyage	<ul style="list-style-type: none"> The Map as History. Magellan’s voyage 1519-1522. https://www.the-map-as-history.com/Age-of-Discovery/voyage-Magellan-1519-1522

History: Term 4

Resources

Week	Resource	Link/information
1	Website: Example of an infographic	<ul style="list-style-type: none"> History Crunch. Christopher Coumbus infographic. https://www.historycrunch.com/christopher-columbus-infographic.html#/
2	Video: The story behind the First Fleet	<ul style="list-style-type: none"> ABC Behind the News. First Fleet. https://www.abc.net.au/btn/classroom/first-fleet/10529128
2	Video: Story of a convict child	<ul style="list-style-type: none"> Collingwood Park State School – Beth - The Story of a Convict by Mark Wilson https://www.youtube.com/watch?v=tRINF6qdrsQ
2	Website: First Fleet convict database	<ul style="list-style-type: none"> First Fleet Fellowship Victoria Inc. First Fleet convict database. https://firstfleetfellowship.org.au/first-fleetfirst-fleet-convict-database/
3	Videos: The life of child convicts	<ul style="list-style-type: none"> Museum of History NSW. Child convicts of Australia. <ul style="list-style-type: none"> Chapter 1 – Transportation and the First Fleet Chapter 2 – A day in the life Chapter 3 – Work https://mhnsw.au/stories/general/child-convicts-australia/
4	Website: The life of convicts	<ul style="list-style-type: none"> Museum of History NSW. Day in the life of a convict. https://mhnsw.au/learning/day-life-convict/
4	Website: Colonial Australia	<ul style="list-style-type: none"> Britannica Kids. Free settlement in colonial Australia. https://kids.britannica.com/students/article/free-settlement-in-colonial-Australia/629315
5	Video: History of Aboriginal international trade	<ul style="list-style-type: none"> ABC News. Study reveals history of Aboriginal trade with foreign visitors before British settlement. https://www.youtube.com/watch?v=wNd-gB3g048
5	Video (alternative): History of trading trepang	<ul style="list-style-type: none"> NITV. Trepang. https://www.youtube.com/watch?v=nzkNeo1hHKY
5	Website: Aboriginal and Makasar trade	<ul style="list-style-type: none"> National Museum of Australia. Trade with the Makasar. https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar

Week	Resource	Link/information
5	Website: Aboriginal trade	<ul style="list-style-type: none"> ABC News. Did Aboriginal and Asian people trade before European settlement in Darwin? https://www.abc.net.au/news/2018-01-16/aboriginal-people-asians-trade-before-european-settlement-darwin/9320452
6	Video: First Australians, episode 1, clip 2	<ul style="list-style-type: none"> Australian Screen. First Australians – episode 1, clip 2: They have come to stay. https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/
6	Story: Picture book	<ul style="list-style-type: none"> Sedunary, M., & Emmerichs, B. (2016). The unlikely story of Bennelong and Phillip. Melbourne: Berbay Publishing.
6	Video: Animation about the impacts of colonisation	<ul style="list-style-type: none"> Schooling Online Kids. The impacts of colonisation – Aboriginal perspectives. https://www.youtube.com/watch?v=zPCwsiuKMzA
7	Video: Advice on how to present to an audience	<ul style="list-style-type: none"> Green Ivy Schools. Schooled by kids: Presentation skills, part 1. https://www.youtube.com/watch?v=8lbheB2-ixM
7	Video: Speech about education around the world	<ul style="list-style-type: none"> TEDx Talks. Education for all Cameron Allen. https://www.youtube.com/watch?v=OMbNoo4mCcl
8	Video: The journal of Mary Ann Friend	<ul style="list-style-type: none"> ABC Education. Why the Swan River? The journal of Mary Ann Friend. https://www.abc.net.au/education/why-the-swan-river-the-journal-of-mary-ann-friend/13868252
8	Image: View from Mount Eliza, Swan River, of Perth, by John Blundell	<ul style="list-style-type: none"> ABC Education. The colonisation of Perth. https://www.abc.net.au/education/digibooks/the-colonisation-of-perth/101750514

The image features an abstract graphic design. The top half is white with several overlapping circles of varying sizes and colors. Some are light red outlines, while others are solid light red or dark red. A large, solid dark red shape, resembling a semi-circle or a large circle cut off at the bottom, is positioned in the lower right quadrant. The bottom half of the image is a solid light red bar. In the bottom left corner of this bar, the text 'Appendix B' is written in a bold, black, sans-serif font. Below this, a thin black horizontal line spans the width of the text area. Underneath the line, the text 'Assessment task 1' and 'Rules and laws' is written in a smaller, black, sans-serif font, stacked on two lines.

Appendix B

Assessment task 1

Rules and laws



Task details

Title	Rules and laws
Description	Students demonstrate their knowledge and understanding of the differences between a rule and a law. In formative testing, students complete a quiz to determine any remaining misconceptions and allow for further teaching. During the summative component, students provide a visual representation of their learning, illustrating the difference between a rule and a law, accompanied by a brief explanation.
Type of assessment	Part A: Formative assessment (quiz and short-answer questions) Part B: Summative assessment (visual explanation)
Purpose of assessment	To assess students' understanding and plan for further teaching (quiz) and to assess progression of learning (illustration)
Evidence to be collected	Completed quiz and illustration
Suggested time	Quiz – 20 minutes (plus additional feedback/teaching time) Illustration – 60 minutes
Differentiation	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 differences between rules and laws and why laws are important

Humanities and Social Sciences skills

Questioning and researching

- Locate and collect information from a variety of sources
- Interpret information and/or data collected

Communicating and reflecting

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

Key concepts

Democracy, Democratic values, Justice.



Task preparation

Prior learning

Students will have developed an understanding of the difference between rules and laws, and why laws are important. Within a school and community setting, students will have examined the rules that apply to them and the laws that are applicable to their daily lives (rules in games, school rules, laws in society).

Optional resources (activities and links to support teaching and learning)

- Parliamentary Education Office – Topic 1: Rules and laws from Year 4
<https://peo.gov.au/teach-our-parliament/units-of-work/year-4>

Literature to support or engage student understanding

- *Rules of Summer* by Shaun Tan
- *David Goes to School* by David Shannon
Online reading: simicrane
<https://www.youtube.com/watch?v=ggDAaANhxOs>

Resources

- *Rules and laws quiz*
- A3 pieces of paper



Instructions for teachers

Part A: Formative assessment (quiz and short-answer questions)

The formative assessment should take place during the cycle of teaching and allows the teacher to check understanding and provide further direction or teaching time should students require it. The quiz is administered individually and midway through the teaching cycle. The questions are a range of multiple-choice and short responses, with the students given a total of 20 minutes to complete it. The answers should be used as teaching and discussion points. Formative feedback should be given, and students' misconceptions or misunderstandings should be clarified.

Part B: Summative assessment (visual explanation)

The summative assessment should be conducted at the conclusion of teaching and provides teachers with an overall picture of students' understanding.

Students create a pictorial display to demonstrate the difference between a rule and a law. On one-half of an A3 sheet, students draw an example of a rule, and on the other side, an example of a law.

Their pictures should clearly demonstrate the rule and the law that they are representing. It may be a sign or symbol associated with that rule or law or a situation that the rule/law is applicable to.

Underneath, students explain the following:

- what the rule/law is
- why we need this rule/law
- the consequences if this rule/law is broken.



Instructions to students

Part B: Summative assessment (visual explanation)

You need to create a pictorial display to show the difference between a rule and a law. You will also need to explain why rules and laws are important and the consequences if they are not followed.

Use the following steps to complete the assessment task.

Fold your A3 sheet of paper in half. On one side of the paper, draw an example of a rule. This may be a sign or symbol associated with a rule or a drawing of a person following a rule.

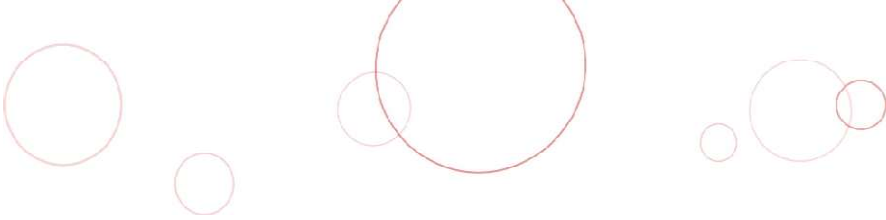
Underneath, write an explanation for the following:

- what the rule is
- the reasons why we need this rule
- the possible consequences if this rule is broken.

On the other side of the paper, draw an example of a law. This may be a sign or symbol associated with a law or a person following a law.

Underneath, write an explanation for the following:

- what the law is
- the reasons why we need this law
- the possible consequences if this law is broken.



Part A: Rules and laws quiz

1. Complete the table below.

Instructions	Rule or law?
No littering	
You must line up at the canteen	
No talking during assembly	
Your dog must be registered with the local government	
No eating while running around	
Stopping at a red light	
Wearing a helmet when riding your bike	
You must wear the school uniform when at school	

2. A rule that affects me is:

3. A law that affects me is:



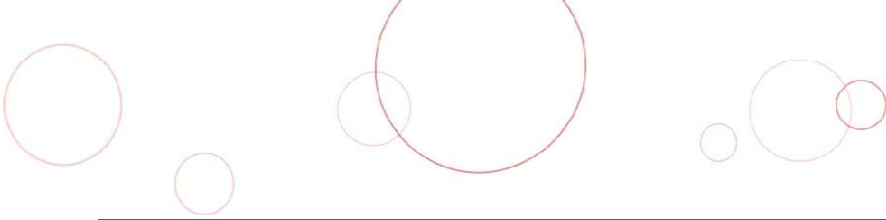
4(a) Add ideas to the brainstorm.

A large, dark red circle containing a thought bubble with the word "Imagine" inside. Below the thought bubble, there are three small circles leading to the text: "What would our community be like if there were no rules or laws?". A thin line extends from the top right of the large circle.

4(b) Why are rules and laws important to our community?

Marking key

Description	
Part A: Formative assessment (quiz and short-answer responses)	
Quiz	Answers
1. Rule or law?	
No littering	law
You must line up at the canteen	rule
No talking during assembly	rule
Your dog must be registered with the local government	law
No eating while running around	rule
Stopping at a red light	law
Wearing a helmet when riding your bike	law
You must wear the school uniform when at school	rule
Short answer responses	Observation ✓
2. A rule that affects me is	
Correctly identifies a rule	
Identifies a rule with support	
Answers might include, but are not limited to:	
<ul style="list-style-type: none"> classroom/school rules rules enforced at home community groups/sporting club rules. 	
3. A law that affects me is	
Correctly identifies a law	
Identifies a law with support	
Answers might include, but are not limited to:	
<ul style="list-style-type: none"> laws regarding road/pedestrian safety laws regarding home/personal safety laws regarding community safety. 	

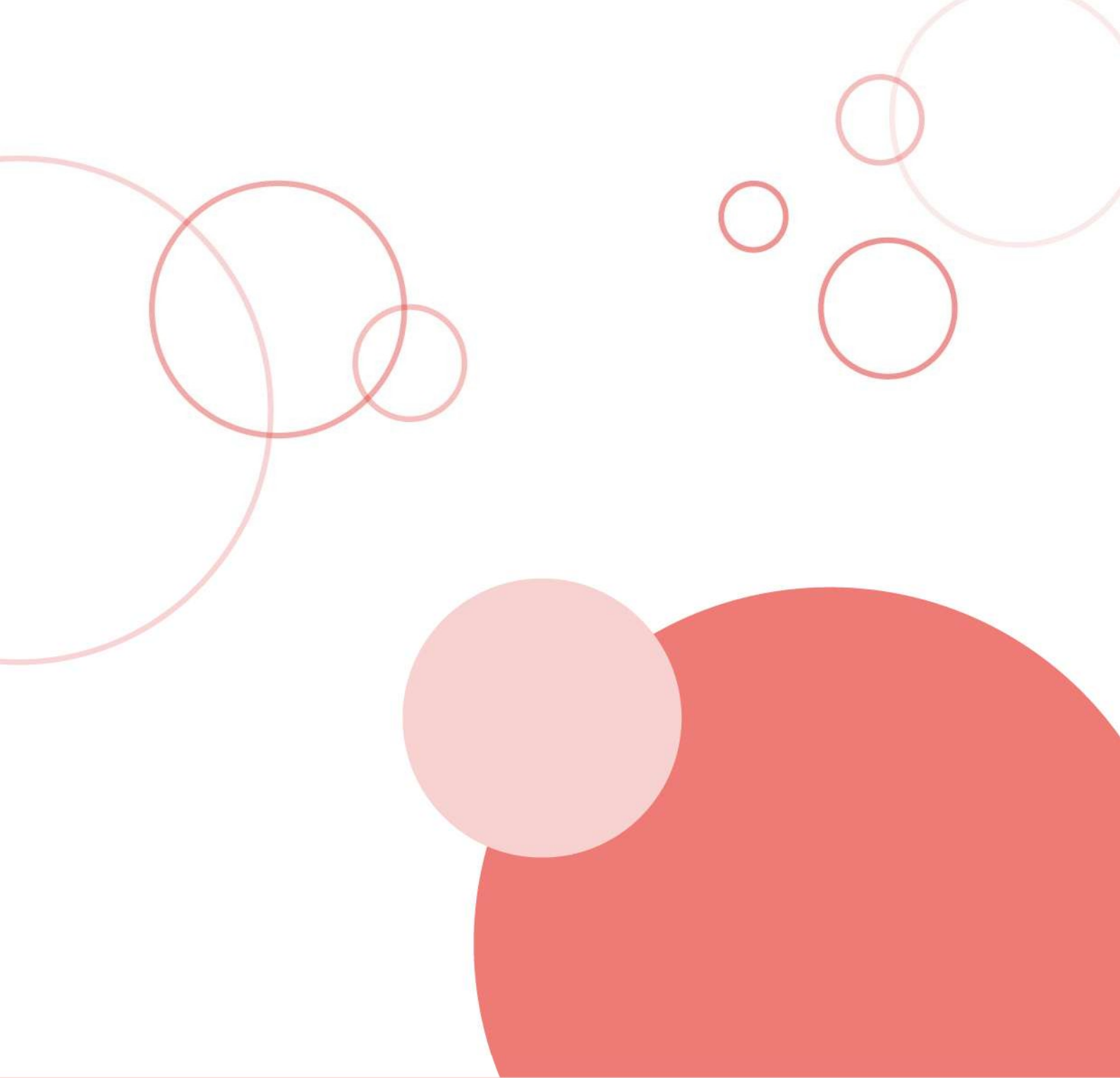


Description	
Brainstorm and written response	Observation ✓
4. What would our community be like if there were no rules or laws? Why are rules and laws important to our community?	
Provides reasonable examples of the potential outcomes to the community if there were no rules or laws and describes, in detail, the importance of rules and laws	
Identifies some plausible consequences of having no rules or laws and describes why rules and laws are important to the community	
Gives simple examples of the potential outcomes if there were no rules or laws and identifies the importance of rules and laws to some aspects of the community	
Attempts to explain why rules or laws are important or requires support	

Marking key

Description	
Part B: Summative assessment (visual explanation)	
Illustration	Observation ✓
Provides an accurate and detailed visual representation of both a rule and a law	
Provides an accurate and detailed visual representation of either a rule or a law; or gives a simple visual representation of both a rule and a law	
Attempts to visually represent an example of a rule and a law	
Written explanation of the visual representation – Rule	Observation ✓
Explanation of what the rule is	
Provides a clear and detailed description of the rule, using Civics and Citizenship terminology	
Provides a brief description of the rule	
Provides a limited description of the rule and may confuse it with a law	
Reasons why we need this rule	
Correctly describes, in detail, why we need this rule; may provide multiple reasons	
Correctly describes one reason why we need the rule, but provides few details	
Attempts to describe the reasons why we need the rule, but may include some misconceptions	
Answers might include, but are not limited to: <ul style="list-style-type: none"> • to protect the rights/safety of others • to provide expectations on appropriate behaviour • to keep our environment tidy • to keep us healthy. 	
The possible consequences if this rule is broken	
Provides a clear and detailed understanding of how the consequences of breaking a rule are different from the consequences of breaking a law, and gives specific examples	
Describes what happens when someone breaks a rule, and gives an example of a consequence	
Attempts to provide some examples of consequences for breaking a rule, but may include some misconceptions	
Answers might include, but are not limited to: <ul style="list-style-type: none"> • depends on who set the rules • consequence normally relates to the rule it is trying to enforce • does not involve authorities (such as police) • punishment is generally not as severe as when a law is broken • should be consistently and fairly applied. 	

Description	
Written explanation of the visual representation – Law	Observation ✓
Explanation of what the law is	
Provides a clear and detailed description of the law, using Civics and Citizenship terminology	
Provides a brief description of the law	
Provides a limited description of the law and may confuse it with a rule	
Reasons why we need this law	
Correctly describes, in detail, why we need this law; may provide multiple reasons	
Correctly describes one reason why we need the law, but provides few details	
Attempts to describe the reasons why we need the law, but may include some misconceptions	
<p>Answers might include, but are not limited to:</p> <ul style="list-style-type: none"> • to protect the rights of everyone • to ensure everyone’s safety • to solve conflicts. 	
The possible consequences if this law is broken	
Provides a clear and detailed understanding of how the consequences of breaking a law are different from the consequences of breaking a rule, and gives specific examples	
Describes what happens when someone breaks a law, and gives an example of a consequence	
Attempts to provide some examples of consequences for breaking a law, but may include some misconceptions	
<p>Answers might include, but are not limited to:</p> <ul style="list-style-type: none"> • takes into account the seriousness of the crime • can result in a criminal conviction • will involve the authorities • applies to everyone, although may be dependent on the offender’s previous convictions. 	



Appendix C

Assessment task 2

Our natural resources



Task details

Title	Our natural resources
Description	Students will record and analyse the survey results collected in Week 3, Term 3, and respond to in-class written questions. The task references recycling water, paper, and aluminium cans, but these examples can be adjusted to suit the context of the school.
Type of assessment	Summative
Evidence to be collected	Survey results and analysis Written responses Annotations, observations and checklists
Suggested time	One 60-minute lesson
Differentiation	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

- Sustainable use and management of renewable and non-renewable resources

Humanities and Social Sciences skills

Analysing

- Interpret information and/or data collected

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, Change, Interconnection, Environment, Sustainability.

Task preparation

Prior learning

Students will have prior knowledge of the main natural resources of the environment (e.g. water, timber and minerals) and the way people might use these resources sustainably.



Instructions for teachers

The learning for this assessment takes place in Weeks 1–3 in Term 3 of this teaching, learning and assessment exemplar. The students should have conducted a survey to determine the sustainable practices used within the school at the beginning of Week 3. It is crucial this has been completed prior to commencing the assessment task.

Distribute and read through the assessment task with the students. Hold a discussion with the students to emphasise the requirements of the task, ensuring students are clear on the expectations.

The following focus questions may be useful in guiding the discussion:

- What are some things that can be recycled?
- Who is responsible for the sustainable use of our resources?
- What are some ways we use natural resources in a sustainable manner at school?
- Is everyone in the school using sustainable practices? Why/why not?
- What are some ways we can be more sustainable at school?

Appropriate scaffolding should be applied if necessary.



Instructions for students

Select a method (e.g. table or graph) to present the survey results you collected about recycling practices in the school. For example, methods to recycle water, paper and aluminium cans.

Look at the results to determine:

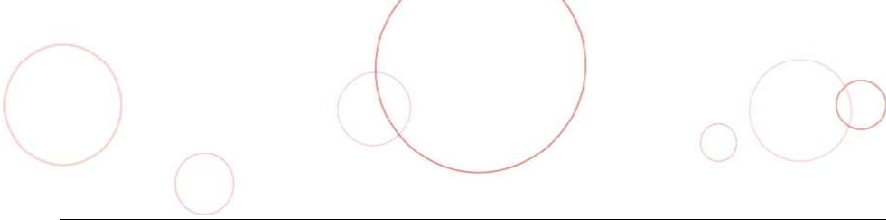
- what water recycling practices are used at the school and who engages in these practices
- what paper recycling practices are used at the school and who engages in these practices
- what aluminium can recycling practices are used at the school and who engages in these practices.

Use the survey results and the tables provided to make notes about the sustainable practices at school.

For each resource, write:

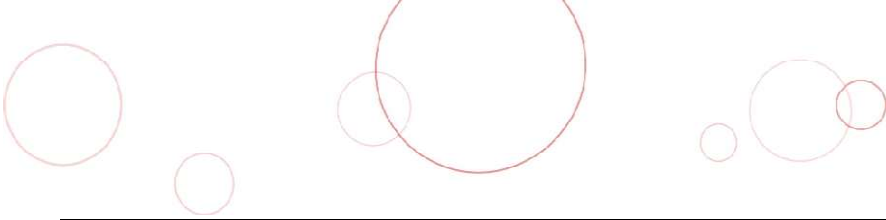
- as many ways you can think of that the resource is used in everyday life
- as many ways you can think of that the resource can be sustainably managed in the future
- sustainable practices the school is doing well in
- sustainable practices the school needs to improve in and **how** they can do this.

Write a paragraph to summarise your findings, and provide suggestions based on the use of natural resources in the school and ways they can be used sustainably.



Water	
Uses for water	Ways to sustainably manage water
The school is doing well at ...	The school needs to improve ...

Paper	
Uses for paper	Ways to sustainably manage paper
The school is doing well at ...	The school needs to improve ...



Aluminium cans	
Uses for aluminium	Ways to sustainably manage aluminium
The school is doing well at ...	The school needs to improve ...

Summary:

Marking key

Description	Observation
Recording	✓
Presents the collected data in an appropriate format with all data displayed accurately	
Presents the collected data in an appropriate format with most data being displayed appropriately	
Analysing	✓
Interprets the information in the survey accurately through note-taking, identifying all areas of sustainable practice and all areas for improvement	
Interprets the information in the survey mostly accurately through note-taking, identifying some areas of sustainable practice and some areas for improvement	
Interprets some of the data through note-taking but may require assistance	
Written response	✓
Provides a wide range of sustainable practices for managing: <ul style="list-style-type: none"> • water • paper • minerals 	
Provides some sustainable practices for managing: <ul style="list-style-type: none"> • water • paper • minerals 	
Language	✓
Uses relevant subject-specific terminology	
Uses mostly subject-specific terminology	
Presents findings using mostly everyday language	



Acknowledgements

Term 1

Week 5 Learning experience 1 concept from: Law Society of Western Australia. (2020). *Francis Burt Law Education Programme. Rule or Law? Teacher's Notes*. Retrieved September, 2025, from https://lawsocietywa.asn.au/wp-content/uploads/2023/01/Teacher-Resource_Rule-or-Law_July2020.pdf

Term 2

Week 5 Learning experiences adapted from: © State of New South Wales (Department of Education). (n.d.). *Make the Case*. Retrieved September, 2025, from <https://sites.google.com/education.nsw.gov.au/biodiversity-sap/make-the-case>
Used under a [Creative Commons Attribution 4.0 International licence](https://creativecommons.org/licenses/by/4.0/).

Term 3

Week 7 Learning experiences concept from: National Library of Australia. (n.d.). *Introductory Activities*. Retrieved September, 2025, from <https://www.nla.gov.au/digital-classroom/year-4/first-contacts/introductory-activities>

Term 4

Weeks 2 and 3 Teaching points information from: ABC Education, & Sydney Living Museums. (2019, June 5). *Child Convicts of Australia – Chapter 1 Transportation and the First Fleet* [Video]. YouTube. Retrieved September, 2025, from <https://www.youtube.com/watch?v=M7O-6PDQp0A>

