



Surveyors Creek PS

History & Geography

Scope & Sequence

Early Stage One

*These documents are to be used in conjunction when planning a teaching cycle for each term. The scope and sequences have been colour coded to match the syllabus colour and to match the colour assigned to each stage:

Early Stage 1 = Yellow Stage 1 = Pink Stage 2 = Green Stage 3 = Orange



History Odd Year		Early Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HTe-1 – communicates stories of their own family heritage and the heritage of others. - HTe-2 – demonstrates developing skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - What is my history and how do I know? - What stories do other people tell about the past? - How can stories of the past be told and shared? 	<p>Personal and Family Histories</p> <ul style="list-style-type: none"> - Discusses the significance of a chosen treasured object or photograph. - Identifies and sequences stages in their lifetime. 	<ul style="list-style-type: none"> - Verbal Assessment <p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Thumbs up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Presentations - Work samples
2	<ul style="list-style-type: none"> - HTe-1 – communicates stories of their own family heritage and the heritage of others. - HTe-2 – demonstrates developing skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - What is my history and how do I know? - What stories do other people tell about the past? - How can stories of the past be told and shared? 	<p>Personal and Family Histories</p> <ul style="list-style-type: none"> - Identifies members of their family and shows relationships between family members. - Identifies and records similarities and differences between families. - Identifies and records a variety of holidays and special events observed in Australia and other countries. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumbs up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Presentations - Work samples
Rich Texts				
<p>Term 1</p> <ul style="list-style-type: none"> - Alexander and the Terrible Horrible No Good Very Bad Day – Judith Viorst (Events in Life) - Collecting Colour – Kylie Dunstan (Moving House) - Guess the Baby – Simon French - Walk This World – Jenny Broom 			<p>Term 2</p> <ul style="list-style-type: none"> - Just the Way We Are – Jessica Shrivington - Family Forest – Kim Kane - With Nan – Tania Cox - Grandpa – John Burningham 	



Geography Odd Year		Early Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
3	<ul style="list-style-type: none"> - GE1-1 – describes feature of places and the connections people have with places. - GE1-2 – identifies ways in which people interact with and care for places. - GE1-3 – communicates geographical information and uses geographical tools for inquiry. 	<ul style="list-style-type: none"> - What are places like? - What makes a place special? - How can we look after places we live in? 	<p>People Live in Places – Important Places</p> <ul style="list-style-type: none"> - Discusses why places are special and how people care for them. - Identifies places they live in and belong to. - Explains why people need to take care of place. <p>People Live in Places – Aboriginal and Torres Strait Islander Places</p> <ul style="list-style-type: none"> - Identifies some of the places which are important to Aboriginal people. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumbs up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Presentations - Work samples
4	<ul style="list-style-type: none"> - GE1-1 – describes feature of places and the connections people have with places. - GE1-2 – identifies ways in which people interact with and care for places. - GE1-3 – communicates geographical information and uses geographical tools for inquiry. 	<ul style="list-style-type: none"> - What are places like? - What makes a place special? - How can we look after places we live in? 	<p>People Live in Places – Locating Places</p> <ul style="list-style-type: none"> - Locates familiar and local places on maps. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumbs up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Presentations - Work samples
Rich Texts				
<p>Term 3</p> <ul style="list-style-type: none"> - Cat and Fish – Neil Curtis - Big Rain Coming – Katrina Germein - Dan’s Grandpa – Sally Morgan - Tom Tom – Rosemary Sullivan - You and Me: Our Place – Leonie Mornington - My Country – Ezekiel Kwaymullina 			<p>Term 4</p> <ul style="list-style-type: none"> - All I want for Christmas is Rain – Cori Brooke - The Shack Dad Built – Elaine Russell - With Nan – Tania Cox - Nannie Loves – Kylie Dustan - Perfect – Danny Parker 	