



Surveyors Creek PS

History & Geography

Scope & Sequence

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		Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT1-2: identifies and describes significant people, events, places and sites in the local community over time. - HT1-3: describes the effects of changing technology on people's lives over time. - HT1-4: demonstrates skills of historical inquiry and communication 	<ul style="list-style-type: none"> - How has family life changed or remained the same over time? - How can we show that the present is different from or similar to the past? - How do we describe the sequence of time? 	The Past in The Present – Celebrations <ul style="list-style-type: none"> - Discuss how the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons. - Identify the sequence days of the week, months and seasons of the year - Identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated - Define and use terms relating to time, sequencing objects or photographs from the past, eg then and now, past and present, a long time ago 	Ongoing: <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
2	<ul style="list-style-type: none"> - HT1-2: identifies and describes significant people, events, places and sites in the local community over time. - HT1-3: describes the effects of changing technology on people's lives over time. - HT1-4: demonstrates skills of historical inquiry and communication 	<ul style="list-style-type: none"> - What aspects of the past can you see today? - What do they tell us? - What remains of the past are important to the local community? Why? - How have changes in technology shaped our daily life? 	The Past in The Present – The Impact of Changing Technology on People's Lives <ul style="list-style-type: none"> - Describes how changing technology has affected people's lives. - Identifies examples of changing technologies in their home and community. 	Ongoing: <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
Rich Texts				
Term 1 <ul style="list-style-type: none"> - My Place – Nadia Wheatley 			Term 2 <ul style="list-style-type: none"> - When I Was Little Like You – Mary Malbunka - You and Me Murrawee – Kerri Hashmi 	



Geography Odd Year		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 the features of, and activities in, places? - How can we care for places? 	<p>Weather and Seasons.</p> <ul style="list-style-type: none"> - Describes the daily and seasonal weather patterns of our local area. How do they differ across NSW? - Discusses how weather can affect places and activities. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - 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 the features of, and activities in, places? - How can we care for places? - How can spaces within a place be used for different purposes? 	<p>People & Places – Australian Places.</p> <p>Features of Places – How Places Are Organised</p> <ul style="list-style-type: none"> - Discusses why and how the spaces within places can be rearranged for different purposes. - Describes features of places and the connections people have with places. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
Rich Texts				
<p>Term 3</p> <ul style="list-style-type: none"> - The Curious Garden – Peter Brown - The Rainbow Serpent - The Big, Big Sea – Martin Waddell 			<p>Term 4</p> <ul style="list-style-type: none"> - A Year on the Farm – Penny Matthews - Australia at the Beach – Max Fatchen 	



History Even Year		Stage 1		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT1-1: communicates an understanding of change and continuity in family life using appropriate historical terms - HT1-4: uses skills of historical inquiry and communication 	<ul style="list-style-type: none"> - How has family life changed or remained the same over time? - How can we show that the present is different from or similar to the past? - How do we describe the sequence of time? 	<p>Present and Past Family Life</p> <ul style="list-style-type: none"> - Compares and contrasts their immediate family with earlier families through photographs and other sources, discussing similarities and differences. - Discusses similarities and differences from generation to generation, e.g. family celebrations and leisure activities. - Identifies days, holidays and events celebrated by students and their families and discusses cultural differences in days celebrated. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
2	<ul style="list-style-type: none"> - HT1-1: communicates an understanding of change and continuity in family life using appropriate historical term - HT1-2: identifies and describes significant people, events, places and sites in the local community over time. - HT1-4: uses skills of historical inquiry and communication 	<ul style="list-style-type: none"> - What aspects of the past can you see today? - What do they tell us? - What remains of the past are important to the local community? Why? - Which historical sites have survived and what is importance of preserving them? 	<p>In the Past In the Present – Local Historical Sites & People of Significance</p> <ul style="list-style-type: none"> - Investigate the history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. - Discuss aspects of the past can be seen in the local area. - Identify a significant person, building, site of part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important. - Identify an historical site or sites in the local community & investigates aspects of local history. - Examine local or regional Aboriginal or Torres Strait Islander sites 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
Rich Texts				
<p>Term 1</p> <ul style="list-style-type: none"> - Papa and the Olden Days – Rachel Tonkin - When I Was Little Like You – Mary Malbunka 			<p>Term 2</p> <ul style="list-style-type: none"> - Wilfred Gordan McDonald Partridge – Mem Fox - Whoever You Are – Mem Fox - When I am Old With You – Angela Johnson 	



Geography Even Year		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. - GE1-3 – communicates geographical information and uses geographical tools for inquiry. 	<ul style="list-style-type: none"> - Where are places located in Australia? - How are people connected to places? - What factors affect people’s connections to places? - What are the features of, and activities in, places? 	<p>People and Places – Australian Places. Our Connections to Places</p> <ul style="list-style-type: none"> - Identifies that places exist across a range of scales e.g. personal, local and national. - Describes Australia’s location in relation to the world. - Student’s connections to community, state & Country. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
4	<ul style="list-style-type: none"> - GE1-1 – describes feature of places and the connections people have with places. - GE1-3 – communicates geographical information and uses geographical tools for inquiry. 	<ul style="list-style-type: none"> - Where are places located in Australia? - How are people connected to places? - What factors affect people’s connections to places? 	<p>People and Places – Local and Global Connections. Australia’s location in the world</p> <ul style="list-style-type: none"> - Discusses Aboriginal and Torres Strait Islander Peoples’ connections with the land, sea and animals of their place and the reason for these connections. - Discusses why people visit places around the world. - Identifies factors that influence people’s accessibility to places. - Discusses how technology has improved people’s access to places. 	<p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Exit slips, thumb up and down, 2 stars and a wish - Teacher observations - Peer and self-assessment - Think, pair, share - Inquiry based research activities - Presentations - Work samples
Rich Texts				
<p>Term 3</p> <ul style="list-style-type: none"> - At the Beach – Roland Harvey - In the City – Roland Harvey - The Bush – Roland Harvey - Whoever You Are – Mem Fox 			<p>Term 4</p> <ul style="list-style-type: none"> - Why I Love Australia – Bronwyn Bancroft - When We Go Walkabout – Rhoda Lalara - Aboriginal Dreaming Stories 	