



Surveyors Creek PS

History & Geography

Scope & Sequence

Stage Two

*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 Even Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT2-3 – describes people, events and actions related to world exploration and its effects. - HT2-4 – describes and explains effects of British colonisation in Australia. - HT2-5 – applies skills of historical inquiry and communication 	<ul style="list-style-type: none"> - Why did the great journeys of exploration occur? - What was life like for Aboriginal peoples before the arrival of the Europeans? - Why did the great journeys of exploration occur? 	First Contacts – Aboriginal Australia <ul style="list-style-type: none"> - Identifies the original inhabitants of Australia and creates a timeline indicating their longevity in Australia. - Explains the reasons for European settlement in Australia. - Discusses the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance and music. 	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"> - HT2-3 – describes people, events and actions related to world exploration and its effects. - HT2-4 – describes and explains effects of British colonisation in Australia. - HT2-5 – applies skills of historical inquiry and communication 	<ul style="list-style-type: none"> - Why did Europeans settle in Australia? - What was the nature and consequence of contact between Aboriginal peoples and early settlers? 	First Contacts – The First Fleet & Captain James Cook <ul style="list-style-type: none"> - Outlines the voyage of Captain James Cook and explains the impact of his voyage. - Investigates and follows the everyday life of a convict, reflecting on what life was like for them sailing on the First Fleet and living in the early colony. - Investigate the impact of European Settlers on the Indigenous People of Australia. Research the conflict that occurred between them. 	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"> - The First Fleet – Alan Boardman - Beth: The Story of a Child Convict – Mark Wilson 	



Geography Even Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
3	<ul style="list-style-type: none"> - GE2-1 – examines features and characteristics of places and environments. - GE2-2 – describes the ways people, places and environments interact. - GE2-3 – examines differing perceptions about the management of places and environments. - GE2-4 – acquires and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How does the environment support the lives of people and other living things? - How do different views about the environment influence approaches to sustainability? - How can people use places and environments more sustainably? 	<p>The Earth’s Environment – Different Environments</p> <ul style="list-style-type: none"> - Investigates the climate, natural vegetation and native animals of Australia and Indonesia - Bali. <p>The Earth’s Environment – Significance of Environments/Protection of Environments</p> <ul style="list-style-type: none"> - Explains the importance of Rainforests to animals and the environment. - Discusses the importance of natural vegetation and natural resources to people. 	<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"> - GE2-1 – examines features and characteristics of places and environments. - GE2-2 – describes the ways people, places and environments interact. - GE2-3 – examines differing perceptions about the management of places and environments. - GE2-4 – acquires and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How does the environment support the lives of people and other living things? 	<p>The Earth’s Environment – Perception of Environments</p> <ul style="list-style-type: none"> - Discusses why people value environments differently. - Examines ways waste can be managed sustainably. 	<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"> - Where the Forest Meets the Sea – Jeannie Baker - Uno’s Garden – Graeme Base - Lester and Clyde – James Reece 			<p>Term 4</p> <ul style="list-style-type: none"> - Tree of Life: The Incredible Biodiversity of Life on Earth – Rochelle Strauss 	



History Odd Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT2-1 – identifies celebrations and commemorations of significance in Australia and the world. - HT2-2 – describes and explains how significant individuals and events contributed to changes in the local community over time. - HT2-5 – applies skills of historical inquiry and communication 	<ul style="list-style-type: none"> - Who lived here first and how do we know? - How has our community changed? What features have been lost and what features have been retained? - What is the nature of the contribution made by different groups and individuals in the community? - How and why do people choose to remember significant events of the past? 	Community and Remembrance <ul style="list-style-type: none"> - Can identify that Australian Indigenous people lived in Australia first and explain how they know this. - Responds to Aboriginal Dreaming stories. - Describes how Penrith has changed overtime. 	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"> - HT2-1 – identifies celebrations and commemorations of significance in Australia and the world. - HT2-2 – describes and explains how significant individuals and events contributed to changes in the local community over time. - HT2-5 – applies skills of historical inquiry and communication 	<ul style="list-style-type: none"> - Who lived here first and how do we know? - How has our community changed? What features have been lost and what features have been retained? - What is the nature of the contribution made by different groups and individuals in the community? - How and why do people choose to remember significant events of the past? 	Community and Remembrance – Celebrations <ul style="list-style-type: none"> - Identifies days and weeks celebrated and commemorated in Australia (including Australia Day, ANZAC Day, NAIDOC Week and National Sorry Day). - Identifies global celebrations and commemorations (including Chinese New Year, Diwali, Hanukkah, Christmas Day, Easter and Ramadan). 	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"> - Remembering Lionsville – Bronwyn Bancroft - You and Me: Our Place – Leonie Norrington - Going Bush – Nadia Wheatley - Aboriginal Dreaming Texts 			Term 2 <ul style="list-style-type: none"> - A Day to Remember- The Story of Anzac Day – Jackie French - Hanukka Bear – Eric A. Kimmel - Divali Rose – Vashanti Rahaman - Wombat Divine – Mem Fox 	



Geography Odd Year		Stage 2		
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4	<ul style="list-style-type: none"> - GE2-1 – examines features and characteristics of places and environments. - GE2-2 – describes the ways people, places and environments interact. - GE2-3 – examines differing perceptions about the management of places and environments. - GE2-4 – acquires and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How and why are places similar and different? - How do people’s perceptions about places influence their views about the protection of places? 	<p>Places are Similar and Different – Perception and Protection of Places: Significant Places in Australia</p> <ul style="list-style-type: none"> - Discusses different perspectives regarding the importance of Significant Places in Australia. - Discusses what can be done to protect Significant Places in Australia and its features. - Investigate Australia’s major natural and human features. - Description of natural features of Australia. - Investigate how the protection of places is influenced by people’s perception of places. - Describe how and why people perceive places differently - Discusses how people’s perceptions influence the protection of places in Australia. 	<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
Term 3			Term 4	
<ul style="list-style-type: none"> - A is for Australia – Frane Lessac - Aya and the Perfect Moon – David Cox - Our World: Bardi Jaawi – One Arm Point Community School 			<ul style="list-style-type: none"> - Why I Love Australia – Bronwyn Bancroft - Walking with the Seasons in Kakadu – Diane Lucas - Tom the Outback Mailman – Kristen Weidenbach 	