



Surveyors Creek PS

History & Geography

Scope & Sequence

Stage Three

*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 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT-3-1 – describes and explains the significance of people, places and events to the development of Australia. - HT3-2 – describes and explains different experiences of people living in Australia over time. - HT3-5 – applies a variety of skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - What do we know about the lives of people in Australia's colonial past and how do we know? - How did Australian colonies develop over time and why? - How did colonial settlement change the environment? - What were the significant events and who were the significant people that shaped Australian colonies? 	The Australian Colonies - The Gold Rush/Eureka Stockade <ul style="list-style-type: none"> - Outlines settlement patterns in the nineteenth century and the factors which influenced them. - Discusses the impact of settlement on local Aboriginal peoples and the environment. - Identifies events that have shaped Australia’s identity and discusses why they were significant. - Uses a range of sources to investigate the Gold Rush and its impact on the development of Australian colonies. 	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"> - HT-3-1 – describes and explains the significance of people, places and events to the development of Australia. - HT3-2 – describes and explains different experiences of people living in Australia over time. - HT3-5 – applies a variety of skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - What do we know about the lives of people in Australia's colonial past and how do we know? - How did Australian colonies develop over time and why? - How did colonial settlement change the environment? - What were the significant events and who were the significant people that shaped Australian colonies? 	The Australian Colonies – Migration <ul style="list-style-type: none"> - Identifies the European and Asian countries from which people migrated to Australia, during the nineteenth century and gives reasons for migration. - Investigates the experiences of Chinese migrant groups and the contribution they made to society. 	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"> - To the Goldfields -Rachel Tonkin - My Place – Nadia Wheatley - Beth, The Story of a Child Convict: Mark Wilson - Ziba Came By Boat – Liz Lofthouse - The Silence Seeker – Ben Morley 		Term 2 <ul style="list-style-type: none"> - The Night We Made the Flag – Carole Wilkinson - Inside the World of Tom Roberts – Andrew McLean 		



Geography Even Year		Stage 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
3	<ul style="list-style-type: none"> - GE3-1 – describes the diverse features and characteristics of places and environments. - GE3-2 – explains interactions and connections between people, places and environments. - GE3-4 – acquires, processes and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How do places, people and cultures differ across the world? - What are Australia’s global connections? - How do people’s connections to places affect their perception of them? 	<p>A diverse connected world</p> <ul style="list-style-type: none"> - Identifies countries of the Asia region in relation to Australia. - Examines how people living in different places and cultures differ across Asia. - Describes the customs, beliefs and social organisations in Japan. 	<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"> - GE3-1 – describes the diverse features and characteristics of places and environments. - GE3-2 – explains interactions and connections between people, places and environments. - GE3-4 – acquires, processes and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How do places, people and cultures differ across the world? - What are Australia’s global connections? - How do people’s connections to places affect their perception of them? 	<p>A diverse connected world</p> <ul style="list-style-type: none"> - Describes the connections Australia has with Japan: trade, migration, tourism and aid. 	<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"> - Sadako and the Thousand Paper Cranes – Eleanor Coerr - Japan Diary – Trudy White 			<p>Term 4</p> <ul style="list-style-type: none"> - See Term 3 English rich text list 	



History Odd Year		Stage 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT3-3 – identifies change and continuity and describes the causes and effects of change on Australian society. - HT3-4 – describes and explains the struggles for rights and freedoms in Australia. - HT3-5 – applies a variety of skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - Why and how did Australia become a nation? - How did Australian society change throughout the twentieth century? - Who were the people who came to Australia? Why did they come? - What contributions have significant individuals and groups made to the development of Australian society? 	<p>Australia as a Nation</p> <ul style="list-style-type: none"> - Examines Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children. - Investigates the significance of the Stolen Generations in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples. 	<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"> - HT3-3 – identifies change and continuity and describes the causes and effects of change on Australian society. - HT3-4 – describes and explains the struggles for rights and freedoms in Australia. - HT3-5 – applies a variety of skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - Why and how did Australia become a nation? - How did Australian society change throughout the twentieth century? - What contributions have significant individuals and groups made to the development of Australian society? 	<p>Australia as a Nation</p> <ul style="list-style-type: none"> - Outlines local, state and federal government structures and responsibilities. 	<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"> - Rabbit Proof Fence- Doris Pilkington - Playground – Nadia Wheatley - Stolen Girl – Trina Saffioti - Stories for Simon – Lisa Miranda Sarzin 			<p>Term 2</p>	



Geography Odd Year		Stage 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
3	<ul style="list-style-type: none"> - GE3-1 – describes the diverse features and characteristics of places and environments. - GE3-2 – explains interactions and connections between people, places and environments. - GE3-3 – compares and contrasts influences on the management of environments. - GE3-4 – acquires, processes and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How do people and environments influence one another? - How do people influence places and the managements of spaces within them? - How can the impact of bushfires on people and places be reduced? 	<p>Factors that shapes places – The Great Barrier Reef</p> <ul style="list-style-type: none"> - Explains human and natural characteristics of The Great Barrier Reef. - Describes the location of the Great Barrier Reef using geographical terms. - Explains how human involvement can have a positive and negative effect on the environment. 	<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"> - GE3-1 – describes the diverse features and characteristics of places and environments. - GE3-2 – explains interactions and connections between people, places and environments. - GE3-3 – compares and contrasts influences on the management of environments. - GE3-4 – acquires, processes and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How do people and environments influence one another? - How do people influence places and the managements of spaces within them? - How can the impact of bushfires on people and places be reduced? 	<p>Factors that shapes places – Natural Disasters</p> <ul style="list-style-type: none"> - Discuss Natural Disasters and their effects. - Identifies how the impact of bushfires on people and the environment can be reduced. - Examines how people can prevent and minimise the effects of a bushfire. 	<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 - The Hidden Forest – Jeannie Baker - Kanchi’s Quest – Kath White - Circle – Jeannie Baker 		<p>Term 4</p> <ul style="list-style-type: none"> - Fabish: The Horse that Braved a Bushfire – Neridah McMullin <p>Resources</p> <ul style="list-style-type: none"> - Bureau of Meteorology - State Library of NSW 		