

Shell Cove Public School

History and Geography Scope & Sequence

Early Stage One

| History   |  | Early Stage 1   |  |   |
|---|--|---|--|---|
|   | Outcomes   | Key Enquiry Questions   | Unit Content   | Assessment  |
| 1   | <ul style="list-style-type: none"> <li>- <b>HTe-1</b> – communicates stories of their own family heritage and the heritage of others.</li> <li>- <b>HTe-2</b> – demonstrates developing skills of historical inquiry and communication.</li> </ul> | <ul style="list-style-type: none"> <li>- What is my history and how do I know?</li> <li>- What stories do other people tell about the past?</li> <li>- How can stories of the past be told and shared?</li> </ul> | <b>Personal and Family Histories</b> <ul style="list-style-type: none"> <li>- Discusses the significance of a chosen treasured object or photograph.</li> <li>- Identifies and sequences stages in their lifetime.</li> </ul>  | <ul style="list-style-type: none"> <li>- <a href="#">Week 5 Pre-Test (Semester)</a></li> <li>- <a href="#">Teacher Answer Sheet</a></li> <li>- <a href="#">Week 10 Post-Test</a></li> <li>- <a href="#">Week 10 Post-Test: Verbal - Assessed during weekly news</a></li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>- Formative Assessment: Thumbs up and down, 2 stars and a wish</li> <li>- Teacher observations</li> <li>- Think, pair, share</li> <li>- Work samples</li> </ul> |
| 2   | <ul style="list-style-type: none"> <li>- <b>HTe-1</b> – communicates stories of their own family heritage and the heritage of others.</li> <li>- <b>HTe-2</b> – demonstrates developing skills of historical inquiry and communication.</li> </ul> | <ul style="list-style-type: none"> <li>- What is my history and how do I know?</li> <li>- What stories do other people tell about the past?</li> <li>- How can stories of the past be told and shared?</li> </ul> | <b>Personal and Family Histories</b> <ul style="list-style-type: none"> <li>- Identifies members of their family and shows relationships between family members.</li> <li>- Identifies and records similarities and differences between families.</li> <li>- Identifies and records a variety of holidays and special events observed in Australia and other countries.</li> </ul> | <ul style="list-style-type: none"> <li>- <a href="#">Week 5 Mid-Test (Reports)</a></li> <li>- <a href="#">Week 10 Post-Test</a></li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>- Formative Assessment: Exit slips, thumbs up and down, 2 stars and a wish</li> <li>- Teacher observations</li> <li>- Peer and self-assessment</li> <li>- Think, pair, share</li> <li>- Work samples</li> </ul>   |
| <b>Rich Texts</b>   |  |   |  |   |
| <b>Term 1</b> <ul style="list-style-type: none"> <li>- Alexander and the Terrible Horrible No Good Very Bad Day – Judith Viorst (Events in Life)</li> <li>- Guess the Baby – Simon French</li> <li>- Walk This World – Jenny Broom</li> </ul> |  |   | <b>Term 2</b> <ul style="list-style-type: none"> <li>- Just the Way We Are – Jessica Shrivington</li> <li>- Family Forest – Kim Kane</li> <li>- With Nan – Tania Cox</li> <li>- Grandpa – John Burningham</li> </ul>   |   |

| Geography   |   | Early Stage 1  |  |  |
|---|---|--|--|--|
|   | Outcomes  | Key Enquiry Questions  | Unit Content   | Assessment   |
| 3   | <ul style="list-style-type: none"> <li>- <b>GE1-1</b> – describes feature of places and the connections people have with places.</li> <li>- <b>GE1-2</b> – identifies ways in which people interact with and care for places.</li> <li>- <b>GE1-3</b> – communicates geographical information and uses geographical tools for inquiry.</li> </ul> | <ul style="list-style-type: none"> <li>- What are places like?</li> <li>- What makes a place special?</li> <li>- How can we look after places we live in?</li> </ul> | <p><b>People Live in Places – Important Places</b></p> <ul style="list-style-type: none"> <li>- Discusses why places are special and how people care for them.</li> <li>- Identifies places they live in and belong to.</li> <li>- Explains why people need to take care of place.</li> </ul> <p><b>People Live in Places – Aboriginal and Torres Strait Islander Places</b></p> <ul style="list-style-type: none"> <li>- Identifies some of the places which are important to Aboriginal people.</li> </ul> | <ul style="list-style-type: none"> <li>- <a href="#">Week 1 Pre-Test (Semester)</a></li> <li>- <a href="#">Teacher Answer Sheet</a></li> <li>- <a href="#">Week 10 Post-Test</a></li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Exit slips, thumbs up and down, 2 stars and a wish</li> <li>- Teacher observations</li> <li>- Peer and self-assessment</li> <li>- Think, pair, share</li> <li>- Presentations</li> <li>- Work samples</li> </ul> |
| 4   | <ul style="list-style-type: none"> <li>- <b>GE1-1</b> – describes feature of places and the connections people have with places.</li> <li>- <b>GE1-2</b> – identifies ways in which people interact with and care for places.</li> <li>- <b>GE1-3</b> – communicates geographical information and uses geographical tools for inquiry.</li> </ul> | <ul style="list-style-type: none"> <li>- What are places like?</li> <li>- What makes a place special?</li> <li>- How can we look after places we live in?</li> </ul> | <p><b>People Live in Places – Locating Places</b></p> <ul style="list-style-type: none"> <li>- Locates familiar and local places on maps.</li> </ul>   | <ul style="list-style-type: none"> <li>- <a href="#">Week 5 Post-Test (Reports)</a></li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Exit slips, thumbs up and down, 2 stars and a wish</li> <li>- Teacher observations</li> <li>- Peer and self-assessment</li> <li>- Think, pair, share</li> <li>- Presentations</li> <li>- Work samples</li> </ul>  |
| <b>Rich Texts</b>   |   |  |  |  |
| <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>- Cat and Fish – Neil Curtis</li> <li>- Big Rain Coming – Katrina Germein</li> <li>- Dan’s Grandpa – Sally Morgan</li> <li>- You and Me: Our Place – Leonie Mornington</li> <li>- My Country – Ezekiel Kwaymullina</li> </ul> |   |  | <p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>- All I want for Christmas is Rain – Cori Brooke</li> <li>- The Shack Dad Built – Elaine Russell</li> <li>- With Nan – Tania Cox</li> <li>- Nannie Loves – Kylie Dustan</li> <li>- Perfect – Danny Parker</li> </ul>   |  |