

Shell Cove Public School

**History and Geography** Scope & Sequence

Stage Two

History Even Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> <li>- <b>HT2-1</b> – identifies celebrations and commemorations of significance in Australia and the world.</li> <li>- <b>HT2-2</b> – describes and explains how significant individuals and events contributed to changes in the local community over time.</li> <li>- <b>HT2-5</b> – applies skills of historical inquiry and communication</li> </ul>	<ul style="list-style-type: none"> <li>- Who lived here first and how do we know?</li> <li>- How has our community changed? What features have been lost and what features have been retained?</li> <li>- What is the nature of the contribution made by different groups and individuals in the community?</li> <li>- How and why do people choose to remember significant events of the past?</li> </ul>	<b>Community and Remembrance</b> <ul style="list-style-type: none"> <li>- Can identify that Australian Indigenous people lived in Australia first and explain how they know this.</li> <li>- Responds to Aboriginal Dreaming stories.</li> <li>- Describes how Shell Cove has changed overtime.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Week 3 Pre-Test (Semester)</a></li> <li>- <a href="#">Teacher Answer Sheet</a></li> <li>- <a href="#">Week 10 Post-Test</a></li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>- Formative Assessment: Plickers, exit slips, thumb 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>- Inquiry based research activities</li> <li>- Presentations</li> <li>- Work samples</li> </ul>
2	<ul style="list-style-type: none"> <li>- <b>HT2-1</b> – identifies celebrations and commemorations of significance in Australia and the world.</li> <li>- <b>HT2-2</b> – describes and explains how significant individuals and events contributed to changes in the local community over time.</li> <li>- <b>HT2-5</b> – applies skills of historical inquiry and communication</li> </ul>	<ul style="list-style-type: none"> <li>- Who lived here first and how do we know?</li> <li>- How has our community changed? What features have been lost and what features have been retained?</li> <li>- What is the nature of the contribution made by different groups and individuals in the community?</li> <li>- How and why do people choose to remember significant events of the past?</li> </ul>	<b>Community and Remembrance – Celebrations</b> <ul style="list-style-type: none"> <li>- Identifies days and weeks celebrated and commemorated in Australia (including Australia Day, ANZAC Day, NAIDOC Week and National Sorry Day).</li> <li>- Identifies global celebrations and commemorations (including Chinese New Year, Diwali, Hanukkah, Christmas Day, Easter and Ramadan).</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Week 5 Post-Test (Reports)</a></li> <li>- Week 10 Post-Test – Discussion</li> </ul> <b>Ongoing:</b> <ul style="list-style-type: none"> <li>- Formative Assessment: Plickers, exit slips, thumb 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>- Inquiry based research activities</li> <li>- Presentations</li> <li>- Work samples</li> </ul>
<b>Rich Texts</b>				
<b>Term 1</b> <ul style="list-style-type: none"> <li>- Remembering Lionsville – Bronwyn Bancroft</li> <li>- You and Me: Our Place – Leonie Norrington</li> <li>- Going Bush – Nadia Wheatley</li> <li>- Aboriginal Dreaming Texts</li> </ul>			<b>Term 2</b> <ul style="list-style-type: none"> <li>- A Day to Remember- The Story of Anzac Day – Jackie French</li> <li>- Hanukka Bear – Eric A. Kimmel</li> <li>- Divali Rose – Vashanti Rahaman</li> <li>- Wombat Divine – Mem Fox</li> </ul>	

Geography Even Year		Stage 2		
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3	<ul style="list-style-type: none"> <li>- <b>GE2-1</b> – examines features and characteristics of places and environments.</li> <li>- <b>GE2-2</b> – describes the ways people, places and environments interact.</li> <li>- <b>GE2-3</b> – examines differing perceptions about the management of places and environments.</li> <li>- <b>GE2-4</b> – acquires and communicates geographical information using geographical tools for inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- How and why are places similar and different?</li> <li>- What would it be like to live in a neighbouring country?</li> <li>- How do people’s perceptions about places influence their views about the protection of places?</li> </ul>	<p><b>Places are Similar and Different – Cultural Study - Fiji</b></p> <ul style="list-style-type: none"> <li>- Locates Australia’s states, territories and major cities on a map.</li> <li>- Identifies Australia’s neighbouring countries.</li> <li>- Compares places within Australia and Fiji and identifies features, similarities and differences.</li> <li>- Compares the daily life of people in Australia and Fiji.</li> <li>- Compares climates in Illawarra and Fiji.</li> </ul>	<ul style="list-style-type: none"> <li>- Week 1 Pre-Test (Semester)</li> <li>- Teacher Answer Sheet</li> <li>- <a href="#">Week 10 Post-Test (Cultural Study)</a></li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Plickers, exit slips, thumb 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>- Inquiry based research activities</li> <li>- Presentations</li> <li>- Work samples</li> </ul>
4	<ul style="list-style-type: none"> <li>- <b>GE2-1</b> – examines features and characteristics of places and environments.</li> <li>- <b>GE2-2</b> – describes the ways people, places and environments interact.</li> <li>- <b>GE2-3</b> – examines differing perceptions about the management of places and environments.</li> <li>- <b>GE2-4</b> – acquires and communicates geographical information using geographical tools for inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- How and why are places similar and different?</li> <li>- What would it be like to live in a neighbouring country?</li> <li>- How do people’s perceptions about places influence their views about the protection of places?</li> </ul>	<p><b>Places are Similar and Different – Perception and Protection of Places: Uluru</b></p> <ul style="list-style-type: none"> <li>- Discusses different perspectives regarding the importance of Uluru.</li> <li>- Discusses what can be done to protect Uluru and its features.</li> </ul>	<ul style="list-style-type: none"> <li>- Week 5 Post-Test (Reports)</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Plickers, exit slips, thumb 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>- Inquiry based research activities</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>- A is for Australia – Frane Lessac</li> <li>- Aya and the Perfect Moon – David Cox</li> <li>- Our World: Bardi Jaawi – One Arm Point Community School</li> </ul> <p><b>Resources:</b> Inquisitive website/subscription</p>			<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>- Why I Love Australia – Bronwyn Bancroft</li> <li>- Walking with the Seasons in Kakadu – Diane Lucas</li> <li>- Tom the Outback Mailman – Kristen Weidenbach</li> </ul>	

History Odd Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> <li>- <b>HT2-3</b> – describes people, events and actions related to world exploration and its effects.</li> <li>- <b>HT2-4</b> – describes and explains effects of British colonisation in Australia.</li> <li>- <b>HT2-5</b> – applies skills of historical inquiry and communication</li> </ul>	<ul style="list-style-type: none"> <li>- Why did the great journeys of exploration occur?</li> <li>- What was life like for Aboriginal peoples before the arrival of the Europeans?</li> <li>- Why did the great journeys of exploration occur?</li> </ul>	<p><b>First Contacts – Aboriginal Australia</b></p> <ul style="list-style-type: none"> <li>- Identifies the original inhabitants of Australia and creates a timeline indicating their longevity in Australia.</li> <li>- Explains the reasons for European settlement in Australia.</li> <li>- 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.</li> </ul> <p><b>First Contacts – Captain James Cook</b></p> <ul style="list-style-type: none"> <li>- Outlines the voyage of Captain James Cook and explains the impact of his voyage.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Week 3 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: Plickers, exit slips, thumb 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>- Inquiry based research activities</li> <li>- Presentations</li> <li>- Work samples</li> </ul>
2	<ul style="list-style-type: none"> <li>- <b>HT2-3</b> – describes people, events and actions related to world exploration and its effects.</li> <li>- <b>HT2-4</b> – describes and explains effects of British colonisation in Australia.</li> <li>- <b>HT2-5</b> – applies skills of historical inquiry and communication</li> </ul>	<ul style="list-style-type: none"> <li>- Why did Europeans settle in Australia?</li> <li>- What was the nature and consequence of contact between Aboriginal peoples and early settlers?</li> </ul>	<p><b>First Contacts – The First Fleet</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Investigate the impact of European Settlers on the Indigenous People of Australia. Research the conflict that occurred between them.</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> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Plickers, exit slips, thumb 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>- Inquiry based research activities</li> <li>- Presentations</li> <li>- Work samples</li> </ul>
<b>Rich Texts</b>				
<b>Term 1</b>			<b>Term 2</b>	
<ul style="list-style-type: none"> <li>- <a href="http://www.jaconline.com.au/humanitiesalive/ha3/downloads/HA3_01.pdf">www.jaconline.com.au/humanitiesalive/ha3/downloads/HA3_01.pdf</a></li> <li>- My Place – Nadia Wheatley</li> </ul>			<ul style="list-style-type: none"> <li>- The First Fleet – Alan Boardman</li> <li>- Beth: The Story of a Child Convict – Mark Wilson</li> </ul>	

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<b>Term 3</b>			<b>Rich Texts</b>	
<ul style="list-style-type: none"> <li>- Where the Forest Meets the Sea – Jeannie Baker</li> <li>- Uno’s Garden – Graeme Base</li> <li>- Lester and Clyde – James Reece</li> </ul>			<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>- Tree of Life: The Incredible Biodiversity of Life on Earth – Rochelle Strauss</li> </ul>	