

# Shell Cove Public School

## History and Geography Scope & Sequence

Stage Three

History Even Year		Stage 3		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> <li>- <b>HT3-1</b> – describes and explains the significance of people, places and events to the development of Australia.</li> <li>- <b>HT3-2</b> – describes and explains different experiences of people living in Australia over time.</li> <li>- <b>HT3-5</b> – applies a variety of skills of historical inquiry and communication.</li> </ul>	<ul style="list-style-type: none"> <li>- What do we know about the lives of people in Australia's colonial past and how do we know?</li> <li>- How did Australian colonies develop over time and why?</li> <li>- How did colonial settlement change the environment?</li> <li>- What were the significant events and who were the significant people that shaped Australian colonies?</li> </ul>	<p><b>The Australian Colonies - The Gold Rush/Eureka Stockade</b></p> <ul style="list-style-type: none"> <li>- Outlines settlement patterns in the nineteenth century and the factors which influenced them.</li> <li>- Discusses the impact of settlement on local Aboriginal peoples and the environment.</li> <li>- Identifies events that have shaped Australia's identity and discusses why they were significant.</li> <li>- Uses a range of sources to investigate the Gold Rush and its impact on the development of Australian colonies.</li> </ul>	<ul style="list-style-type: none"> <li>- Week 3 Pre-Test (Semester)</li> <li>- Teacher Answer Sheet</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>HT3-1</b> – describes and explains the significance of people, places and events to the development of Australia.</li> <li>- <b>HT3-2</b> – describes and explains different experiences of people living in Australia over time.</li> <li>- <b>HT3-5</b> – applies a variety of skills of historical inquiry and communication.</li> </ul>	<ul style="list-style-type: none"> <li>- What do we know about the lives of people in Australia's colonial past and how do we know?</li> <li>- How did Australian colonies develop over time and why?</li> <li>- How did colonial settlement change the environment?</li> <li>- What were the significant events and who were the significant people that shaped Australian colonies?</li> </ul>	<p><b>The Australian Colonies – Migration</b></p> <ul style="list-style-type: none"> <li>- Identifies the European and Asian countries from which people migrated to Australia, during the nineteenth century and gives reasons for migration.</li> <li>- Investigates the experiences of Chinese migrant groups and the contribution they made to society.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Week 5 Post-Test (Migration)</a></li> <li>- Week 10 Post-Test – Discussion</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 1</b></p> <ul style="list-style-type: none"> <li>- To the Goldfields -Rachel Tonkin</li> <li>- My Place – Nadia Wheatley</li> <li>- Beth, The Story of a Child Convict: Mark Wilson</li> <li>- Ziba Came By Boat – Liz Lofthouse</li> <li>- The Silence Seeker – Ben Morley</li> </ul>			<p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>- The Night We Made the Flag – Carole Wilkinson</li> <li>- Inside the World of Tom Roberts – Andrew McLean</li> </ul>	

Geography Even Year			Stage 3	
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
3	<ul style="list-style-type: none"> <li>- <b>GE3-1</b> – describes the diverse features and characteristics of places and environments.</li> <li>- <b>GE3-2</b> – explains interactions and connections between people, places and environments.</li> <li>- <b>GE3-3</b> – compares and contrasts influences on the management of environments.</li> <li>- <b>GE3-4</b> – acquires, processes and communicates geographical information using geographical tools for inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- How do people and environments influence one another?</li> <li>- How do people influence places and the managements of spaces within them?</li> <li>- How can the impact of bushfires on people and places be reduced?</li> </ul>	<p><b>Factors that shapes places – The Great Barrier Reef</b></p> <ul style="list-style-type: none"> <li>- Explains human and natural characteristics of The Great Barrier Reef.</li> <li>- Describes the location of the Great Barrier Reef using geographical terms.</li> <li>- Explains how human involvement can have a positive and negative effect on the environment.</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>- Week 10 Post-Test (The Great Barrier Reef)</li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Pickers, 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>GE3-1</b> – describes the diverse features and characteristics of places and environments.</li> <li>- <b>GE3-2</b> – explains interactions and connections between people, places and environments.</li> <li>- <b>GE3-3</b> – compares and contrasts influences on the management of environments.</li> <li>- <b>GE3-4</b> – acquires, processes and communicates geographical information using geographical tools for inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- How do people and environments influence one another?</li> <li>- How do people influence places and the managements of spaces within them?</li> <li>- How can the impact of bushfires on people and places be reduced?</li> </ul>	<p><b>Factors that shapes places – Natural Disasters (Black Saturday Bushfires)</b></p> <ul style="list-style-type: none"> <li>- Discusses the extent of the Black Saturday bushfire disaster.</li> <li>- Identifies how the impact of bushfires on people and the environment can be reduced.</li> <li>- Examines how people can prevent and minimise the effects of a bushfire.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Week 5 Post-Test (Natural Disasters)</a></li> </ul> <p><b>Ongoing:</b></p> <ul style="list-style-type: none"> <li>- Formative Assessment: Pickers, 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>- Where the Forest Meets the Sea – Jeannie Baker</li> <li>- The Hidden Forest – Jeannie Baker</li> <li>- Kanchi’s Quest – Kath White</li> <li>- Circle – Jeannie Baker</li> </ul>			<p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>- Fabish: The Horse that Braved a Bushfire – Neridah McMullin</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- Bureau of Meteorology</li> <li>- State Library of NSW</li> </ul>	

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

Geography Odd Year		Stage 3		
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<b>Rich Texts</b>				
<b>Term 3</b> <ul style="list-style-type: none"> <li>- Sadako and the Thousand Paper Cranes – Eleanor Coerr</li> <li>- Japan Diary – Trudy White</li> </ul>			<b>Term 4</b> <ul style="list-style-type: none"> <li>- See Term 3 English rich text list</li> </ul>	