

# Shell Cove Public School

## History and Geography Odd Year

### Scope & Sequence

Stage Two

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> </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 and/or Torres Strait Islander peoples and early traders, explorers and 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>				
<p><b>Term 1</b></p> <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>			<p><b>Term 2</b></p> <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>	

Geography Odd Year		Stage 2		
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
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 does the environment support the lives of people and other living things?</li> <li>- How do different views about the environment influence approaches to sustainability?</li> <li>- How can people use places and environments more sustainably?</li> </ul>	<p><b>The Earth’s Environment – Different Environments</b></p> <ul style="list-style-type: none"> <li>- Investigates the climate, natural vegetation and native animals of Australia and Indonesia- Bali.</li> </ul> <p><b>The Earth’s Environment (Minnamurra Rainforest Unit) – Significance of Environments/Protection of Environments</b></p> <ul style="list-style-type: none"> <li>- Explains the importance of the Minnamurra Rainforest to animals and the environment.</li> <li>- Discusses the importance of natural vegetation and natural resources to people.</li> <li>- Examines ways waste can be managed sustainably.</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 (Minnamurra Rainforest)</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 does the environment support the lives of people and other living things?</li> </ul>	<p><b>The Earth’s Environment – Perception of Environments</b></p> <ul style="list-style-type: none"> <li>- Discusses why people value environments differently.</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: 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>- 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>	