

Shell Cove Public School
History and Geography Even Year
Scope & Sequence

Stage Three

History Even Year			Stage 3	
	Outcomes	Key Enquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT3-1 – 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? 	<p>The Australian Colonies - The Gold Rush/Eureka Stockade</p> <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. 	<ul style="list-style-type: none"> - Week 3 Pre-Test (Semester) - Teacher Answer Sheet - Week 10 Post-Test <p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Plickers, 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"> - HT3-1 – 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? 	<p>The Australian Colonies – Migration</p> <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. 	<ul style="list-style-type: none"> - Week 5 Post-Test - Week 10 Post-Test – Discussion <p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Plickers, 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"> - 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 			<p>Term 2</p> <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. - GE3-3 – 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. 	<ul style="list-style-type: none"> - Week 1 Pre-Test (Semester) - Teacher Answer Sheet - Week 10 Post-Test (The Great Barrier Reef) <p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Pickers, 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 (Black Saturday Bushfires)</p> <ul style="list-style-type: none"> - Discusses the extent of the Black Saturday bushfire disaster. - 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. 	<ul style="list-style-type: none"> - Week 5 Post-Test (Natural Disasters) <p>Ongoing:</p> <ul style="list-style-type: none"> - Formative Assessment: Pickers, 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 	