

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

Stage Three

History Odd Year		Stage 3		
	Outcomes	Key Inquiry Questions	Unit Content	Assessment
1	<ul style="list-style-type: none"> - HT3-3 – identifies change and continuity and describes the causes and effects of change on Australian society. - HT3-4 – describes and explains the struggles for rights and freedoms in Australia. - HT3-5 – applies a variety of skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - Why and how did Australia become a nation? - How did Australian society change throughout the twentieth century? - Who were the people who came to Australia? Why did they come? - What contributions have significant individuals and groups made to the development of Australian society? 	Australia as a Nation <ul style="list-style-type: none"> - Examines Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children. - Investigates the significance of the Stolen Generations in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples. 	<ul style="list-style-type: none"> - Week 3 Pre-Test (Semester) - Teacher Answer Sheet - Week 10 Post-Test Ongoing: <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"> - HT3-3 – identifies change and continuity and describes the causes and effects of change on Australian society. - HT3-4 – describes and explains the struggles for rights and freedoms in Australia. - HT3-5 – applies a variety of skills of historical inquiry and communication. 	<ul style="list-style-type: none"> - Why and how did Australia become a nation? - How did Australian society change throughout the twentieth century? - What contributions have significant individuals and groups made to the development of Australian society? 	Australia as a Nation <ul style="list-style-type: none"> - Outlines local, state and federal government structures and responsibilities. 	<ul style="list-style-type: none"> - Week 5 Post-Test (Governments) - Week 10 Post-Test – Discussion Ongoing: <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				
Term 1 <ul style="list-style-type: none"> - Rabbit Proof Fence- Doris Pilkington - Playground–Nadia Wheatley - Stolen Girl – Trina Saffioti - Stories for Simon–Lisa Miranda Sarzin 			Term 2	

Geography Odd Year		Stage 3		
	Outcomes	Key Inquiry 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. - GE3-4 – acquires, processes and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How do places, people and cultures differ across the world? - What are Australia’s global connections? - How do people’s connections to places affect their perception of them? 	<p>A diverse connected world</p> <ul style="list-style-type: none"> - Identifies countries of the Asia region in relation to Australia. - Examines how people living in different places and cultures differ across Asia. - Describes the customs, beliefs and social organisations in Japan. 	<ul style="list-style-type: none"> - Week 1 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
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. - GE3-4 – acquires, processes and communicates geographical information using geographical tools for inquiry. 	<ul style="list-style-type: none"> - How do places, people and cultures differ across the world? - What are Australia’s global connections? - How do people’s connections to places affect their perception of them? 	<p>A diverse connected world</p> <ul style="list-style-type: none"> - Describes the connections Australia has with Japan: trade, migration, tourism and aid. 	<ul style="list-style-type: none"> - Week 5 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
Rich Texts				
<p>Term 3</p> <ul style="list-style-type: none"> - Sadako and the Thousand Paper Cranes – Eleanor Coerr - Japan Diary – Trudy White 			<p>Term 4</p> <ul style="list-style-type: none"> - See Term 3 English rich text list 	