



HASS + Science: Australian Curriculum aligned (comprehensive)

History | Geography | Civics & Citizenship | Economics & Business | Science

4 units per year level, Foundation to Year 6, multi-year level integration.

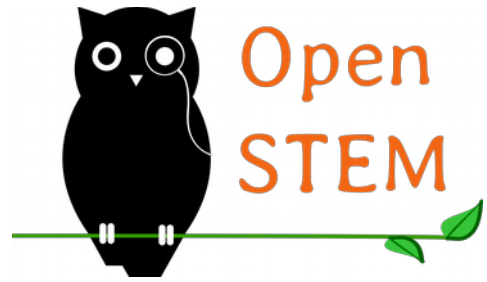
Teacher handbooks, student workbooks, assessment guides.

Assessment tasks aligned with Australian Curriculum achievement standards.

Colophon

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Multi-Year Level Integration

- Alternative Foundation Year units integrate with Year 1;
- Year 1, 2 and 3 integrate: 1+2, 2+3, 1+2+3;
- Alternative Year 3 units integrate with Year 4 and up;
- Year 4, 5 and 6 integrate: 4+5, 5+6, 4+5+6.

Specific and detailed strategies are provided in the teacher handbook for each unit.

Special multi-year (1-3, 4-6) bundles are available for smaller schools.

General Integration Strategies

Some units cover much of the same material and have the same activities occurring in the same weeks, with a slight difference in focus and differences in the student workbooks which will guide the year level appropriate material for the students, whilst the teacher can present the same material to each of the integrated levels.

Teachers can present overlapping material to the whole class. Year-level specific material can either be presented separately to the appropriate students while the rest of the class is engaged in another activity, such as filling in the student workbook, or the students can study the material on their own, depending on their level of independent reading. Teachers can emphasise the relative importance of each set of information. The units are designed to be taught together easily, without disruption to the flow of the class.

Differences can be addressed by each year level working through the resources appropriate to their area of focus, whilst general resources can be used for all the integrated units. The differences are reflected in the student workbooks, with students focussing their work on a year-level appropriate theme.

Research projects (for years 4 to 6) take place simultaneously, so that all students are working on or presenting their projects at the same time. Since the different year levels cover (for instance) different parts of the globe or related topics, these presentations can complement each other across the year-levels. Independent learners can be allocated to distinct research topics, whilst students requiring more assistance can be allocated to overlapping research topics, with the teacher assisting these students to process the information provided. Some students can work together on overlapping themes, assisting each other.



Curriculum Alignment

Full curriculum mapping for each of the 36 individual units is available in PDF format at

<https://openstem.com.au/curriculum/curriculum-mapping>

A curriculum overview per term (for all year levels) in A3 PDF format is available also, ask us for a copy: learn (at) openstem (dot) com (dot) au

Curriculum coverage across a year level (4 units) is comprehensive: all curriculum items of HASS + Science are addressed, with additional options for more in-depth exploration, where appropriate and desired. Because the alternative units use a different topic ordering to match the year level they integrate with, the sets should not be used to mix and match.

Most units take a project based learning (PBL) approach, with continuous assessment through the student workbook. Assessment tasks are fully aligned with Australian Curriculum achievement standards.

What Clients Say

The more I see our teachers and students work with the program, the more convinced I am that we have a great partnership and are doing the right thing by the kids.

— Cheryl Rowe, Principal

As teachers, we definitely save on time both for planning and assessment with the integrated programs as there are fewer separate units to plan for.

— Trent Perry, Year 5/6 Teacher

The material is much more interesting. When I discussed a topic later in the term, I found that the students were remembering more.

— Laura Davidson, Year 2/3 Teacher



Foundation / Prep / Kindy / Reception



F.1 Me and My Global Family

This unit introduces students to a discussion of families. Students identify their own position in a family structure and are introduced to basic terms for family members. Students then place their own family in a global context by looking at where in the world their family members currently live and then where in the world members of their family have ever lived. Students are then introduced to some celebrations in Australia and around the world. The overall purpose of this unit is to draw on similarities between the disparate members of the class, to find out some information about each other and to see that they all have links around the world. This process allows students to get to know each other, recognise their own roots and see that they share some experiences. It is therefore recommended that this unit is taught at the beginning of the school year.

Allowing students to discuss their own family will help them to manage the transition to the school environment. An introduction to countries of the world is placed in a personal context by looking at where in the world the students have family. By extending the global reference back into the past students are reminded that all families have ties to different parts of the world, and thus students can feel more connected to each other. Students who are new to Australia are reminded that students born in Australia have global connections too, and students born in Australia are reminded that they have global connections as well. Students recognition of their global connections also lays the foundations for discussions of global citizenship in later year levels.



F.2 Where We Live

This unit investigates places where people live. It introduces the ideas of basic needs, including shelter, as well as food and water and how these needs are met in the places that people live. The children undertake an activity to express their favourite place, which can be real or imaginary. They investigate aspects of their favourite place, considering materials, as well as input from all their senses. Once they have thoroughly investigated their favourite place, the concept of caring for places can be introduced and discussed with respect to their favourite place, as well as homes and school. The Aboriginal and Torres Strait Islander relationship to Country/Place is also introduced.



The Aunt Madge's Suitcase Activity provides a wide range of background information to support this unit. The Activity should be incorporated throughout the unit whenever time allows. The Activity can be used as the basis for discussions about different kinds of places where people live and what characterises those places. The text on each location is not important at this year level and should provide points of interest only as needed. The teacher should not attempt to read out the full text for each location to the class. At this level it is about matching pictures and relating them to the map, only.



F.3 Children Long Ago

This unit investigates how children lived long ago and compares their lives to the lives of children now. It introduces the ideas of basic needs, including shelter, as well as food and water and how these needs have been met through time. The students investigate the lives of children in the past by considering their homes, how they played and what food they ate. The case studies provided will cover a broad range of times and places around the world. A range of activities allows them to try to experience what life might have been like for children in the past and thus compare those experiences to their own lives.

Students will undertake a guided Scientific Investigation to examine types of evidence for how children lived in the past. Students will consider stories, photographs, artefacts and museums as sources of information about the past. Students will start a small museum in their classroom. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data, including artefacts.



F.4 How Has Life Changed?

This unit investigates the difference between daily life today and in the past. Students examine celebrations today and in the past; special places, especially natural places and Aboriginal places, and how these places are looked after. They compare modern and old forms of transport, focussing on transport 100 years ago. There is a brief examination of museums and the items displayed in museums, as part of the theme of understanding how we know about the past. Finally the students choose characters from the past and perform a play featuring their characters. If appropriate, the students can dress up as their character and they have props, which identify past objects relating to their characters. The students can perform the play for an audience.



Foundation Year – Alternative Units

These units are intended for integration with the Year 1 units in a multi-year level class. Please note that a complete set (F.1-F.4 or F-1.1-F-1.4) provides comprehensive curriculum coverage. Because the alternative units use a different topic ordering to match the year level they integrate with, the sets should not be used to mix and match.



F-1.1 (F.5) My Global Family

This unit introduces students to a discussion of families. Students identify their own position in a family structure and are introduced to basic terms for family members. Students then place their own family in a global context by looking at where in the world their family members currently

live and then where in the world members of their family have ever lived. Students are then introduced to some celebrations in Australia and around the world. The overall purpose of this unit is to draw on similarities between the disparate members of the class, to find out some information about each other and to see that they all have links around the world. This process allows students to get to know each other, recognise their own roots and see that they share some experiences. It is therefore recommended that this unit is taught at the beginning of the school year.

Allowing students to discuss their own family will help them to manage the transition to the school environment. An introduction to countries of the world is placed in a personal context by looking at where in the world the students have family. By extending the global reference back into the past students are reminded that all families have ties to different parts of the world, and thus students can feel more connected to each other. Students who are new to Australia are reminded that students born in Australia have global connections too, and students born in Australia are reminded that they have global connections as well. Students recognition of their global connections also lays the foundations for discussions of global citizenship in later year levels.



F-1.2 (F.6) My School

In this unit students will study their school and consider its management. Students will make posters highlighting a management issue at the school, e.g. Wear Your Hat, No Littering etc. Students will work in from global to local scales by first considering the arrival of Aboriginal People



in Australia during the Ice Age. Consideration of strategies for managing the environment used by Aboriginal People, will lead on to a discussion of the local Aboriginal Group.

An excursion around the school is undertaken in week 5. Students will consider many aspects of the school and its grounds and then design posters highlighting particular issues. These posters should be displayed at the school at the conclusion of this unit. Students consider both current and future management of the school and suggest issues to be considered. Students then reflect on this activity and consider how future management might be undertaken.

Students will complete an Excursion Workbook, which contains basic activities to be undertaken before, during, or after the excursion.



F-1.3 Families Long Ago

This unit investigates how families lived long ago and compares their lives to the lives of families now. It introduces the ideas of basic needs, including shelter, as well as food and water and how these needs have been met in different ways through time. The students investigate the

lives of children and their families in the past by considering their homes, games the children played and what food they ate. The case studies provided cover a broad range of times and places around the world. A range of activities allows students to try to experience what life might have been like for children in the past and thus compare those experiences to their own lives. Students also start to examine different family structures. The unit ends with the option of a class party in the last week.



F-1.4 Families and Their Places

This unit investigates the difference between daily life of families today and in the past. Students examine celebrations and significant events today and in other societies; special places, especially natural places

and Aboriginal places, and how these places are looked after. They compare different family structures and roles and how these have changed through time. Finally the students choose characters from the past and perform a play featuring their characters. If appropriate, the students can dress up as their character and they have props, which identify past objects relating to their characters. In the last week, the students can perform the play for an audience of parents and/or fellow students.



Year 1



1.1 Seasons in Our Lives

This unit introduces students to a discussion of calendars, seasons and families around the world. Students partake in an activity of preparing a calendar for the current year. It is therefore recommended that this unit is taught at the beginning of the school year. The students then compare this calendar with other calendars around the world and examine the role of seasons in different calendars. They are introduced to the idea of different time zones, seasons and climates around the world. Students then examine how these differences impact families in a global context by looking at where in the world their family members currently live or have ever lived. Students analyse the impact of the weather on daily activities and examine how this has changed through time.



1.2 Our Landscape

In this unit students will study a local place, such as a park or landmark, and consider its management. The teacher should contact the local library or town hall and ask if the students could display posters they make for a period at the venue. These posters will highlight issues concerning the local place, such as its history, management concerns and suggested improvements. Students will work in from global to local scales by first considering the arrival of Aboriginal People in Australia during the Ice Age. Consideration of strategies for managing the environment used by Aboriginal People, will lead on to a discussion of the local Aboriginal Group.

A local park or landmark is chosen for study and visited in week 5. Students will consider many aspects of the park or landmark and then design posters highlighting particular issues. These posters should be displayed either at a local venue or at the school at the conclusion of this unit. Students consider both current and future management of the place and suggest issues to be considered. Students then reflect on this activity and consider how future management might be undertaken.



1.3 Families Through Time

This unit investigates how families have changed through time and across the world. Students examine the structure of different families and



examine the question “what makes a family?”. The timeline activity provides a hands-on experience mapping the abstract concept of time to 2-dimensional and even 3-dimensional space, which helps students to understand the concept of time and its duration. The timeline activity also supports the number-line concept as developed in the Mathematics Curriculum and should be introduced either after or concurrently with the teaching of the number-line. Students will undertake a guided Scientific Investigation to examine types of evidence of families in the past. Students will consider stories, photographs, artefacts and texts, such as letters and journals, as sources of information about the past. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data, including artefacts.



1.4 Families Around the World

This unit examines families across the world and relates them back to the idea of cultural diversity in Australia. Students examine the structure of different families and examine the question “what makes a family?”. Students examine where in the world these families live, and investigate the places associated with the families. This investigation starts to introduce students to the interplay between culture and place. Students consider how different places around the world are cared for by the people that live there. The local environment is discussed both in terms of its living and non-living features. Students then relate this learning back to their own environment and compare these families with Australia, whilst also examining cultural diversity in Australia.



Year 2



2.1 Our Changing World

This unit introduces students to a discussion of calendars, seasons and families around the world. Students partake in an activity of preparing a calendar for the current year. It is therefore recommended that this unit is taught at the beginning of the school year. The students then compare this calendar with other calendars around the world and examine the role of seasons in different calendars. They are introduced to the idea of different time zones, seasons and climates around the world. Students then examine how these differences impact families in a global context by looking at where in the world their family members currently live or have ever lived. Students analyse the impact of the weather on daily activities and examine how this has changed through time.



2.2 Our Local Landscape

In this unit students will study a local place, such as a park or landmark, and consider its management. The teacher should contact the local library or town hall and ask if the students could display posters they make for a period at the venue. These posters will highlight issues concerning the local place, such as its history, management concerns and suggested improvements. Students will work in from global to local scales by first considering the arrival of Aboriginal People in Australia during the Ice Age. Consideration of strategies for managing the environment used by Aboriginal People, will lead on to a discussion of the local Aboriginal Group.

A local park or landmark is chosen for study and visited in week 5. Students will consider many aspects of the park or landmark and then design posters highlighting particular issues. These posters should be displayed either at a local venue or at the school at the conclusion of this unit. Students consider both current and future management of the place and suggest issues to be considered. Students then reflect on this activity and consider how future management might be undertaken.



2.3 Daily Life in the Past

This unit investigates how daily life has changed through time. Students examine how people's lives have changed in terms of family structure,



technology and connections across the planet. The timeline activity provides a hands-on experience mapping the abstract concept of time to 2-dimensional and even 3-dimensional space, which helps students to understand the concept of time and its duration. The timeline activity also revises the number-line concept as developed in the Mathematics Curriculum, as well as covering sequences and patterns of numbers, addition and subtraction and repeated operations. Students will undertake a guided Scientific Investigation to examine types of evidence of daily life in the past. Students will consider stories, photographs, artefacts and texts, such as letters and journals, as sources of information about the past. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data, including artefacts.



2.4 Our Earth's Special Places

This unit examines special places around the world and relates them back to Australia. Students examine the relationship between places and people. Students investigate people who live in different places around the world and how they interact with their places. This investigation starts to introduce students to the interplay between culture and place. The role of technology in people's lives and the influence which it has on how people travel is also covered. Students consider different local environments, both in terms of their living and non-living features. The use of resources in each environment is described. Students then relate this learning back to their own environment and compare these places with Australia, whilst also examining cultural diversity in Australia.



Year 3



3.1 Celebrating Our World

This unit introduces students to a discussion of calendars, seasons and families around the world. Students partake in an activity of preparing a calendar for the current year. It is therefore recommended that this unit is taught at the beginning of the school year. The students then compare this calendar with other calendars around the world and examine the role of seasons in different calendars. They are introduced to the idea of different time zones, seasons and climates around the world. Students then examine how these differences impact families in a global context by looking at where in the world their family members currently live or have ever lived. Students analyse the impact of the weather on daily activities and examine how this has changed through time.

Students are introduced to landmarks in Australia and around the world with the Aunt Madge's Suitcase Activity and finally they are introduced to basic concepts of democracy by comparing Ancient Greek democracy with modern Australian democracy. This also provides an introduction to a more in-depth examination of these issues a later unit. Basic information from the Civics and Citizenship Curriculum is introduced.



3.2 Our Changing Community

In this unit students will study a local place, such as a park or landmark, and consider its management. The teacher should contact the local library or town hall and ask if the students could display posters they make for a period at the venue. These posters will highlight issues concerning the local place, such as its history, management concerns and suggested improvements. Students will work in from global to local scales by first considering the arrival of Aboriginal People in Australia during the Ice Age. Consideration of strategies for managing the environment used by Aboriginal People, will lead on to a discussion of the local Aboriginal Group.

A local park or landmark is chosen for study and visited in week 5. Students will consider many aspects of the park or landmark and then design posters highlighting particular issues. These posters should be displayed either at a local venue or at the school at the conclusion of this unit. Students consider both current and future management of the place



and suggest issues to be considered. Students then reflect on this activity and consider how future management might be undertaken.



3.3 Brisbane Through Time

This unit investigates how Brisbane has changed through time. Students examine how Brisbane and the lives of people who live there have changed. The timeline activity provides a hands-on experience mapping the abstract concept of time to 2-dimensional and even 3-dimensional space, which helps students to understand the concept of time and its duration. The timeline activity also revises the number-line concept as developed in the Mathematics Curriculum, as well as metric units of length, numbers into the 10,000s, addition and subtraction and repeated operations. Students will undertake a guided Scientific Investigation to examine types of evidence of daily life in Brisbane in the past. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data, including artefacts.



3.4 Communities Here and Abroad

This unit examines communities across the world and relates them back to the idea of cultural diversity in Australia. The influence of climate and features of local places on these communities is considered. The different states and territories of Australia are also examined. Students are asked to consider how the local people see the place that they live. Celebrations in these communities are compared with celebrations in Australia. Changes in communities over time, especially the Australian community, are examined. This investigation starts to introduce students to the interplay between culture and place. Students work in groups to present information about a family unit from around the world and compare this family unit to their own community. Students investigate the roles of different members of families. They also take part in a voting activity to explore inclusiveness and democracy. Students undertake a Scientific Investigation of the melting and freezing of ice, chocolate and butter.



Year 3 – Alternative Units

These units are intended for integration with the Year 4 (and above) units in a multi-year level class. Please note that a complete set (3.1-3.4 or 3.5-3.8) provides comprehensive curriculum coverage. Because the alternative units use a different topic ordering to match the year level they integrate with, the sets should not be used to mix and match.



3.5 Australia Then and Now

This unit introduces students to the Ice Age environment and how it differed from today. Changes in climate, as well as animals and sea level, are discussed. The movement of modern humans out of Africa, early in the Ice Age, and their spread around the world is explained. Students are encouraged to envisage the Ice Age environment in Australia and to understand how Ice Age conditions both helped and hindered people in reaching Australia. At the same time movements of people into Asia, the Americas and Europe are introduced, which provides background for understanding later explorations covered in later units. Students examine the Origins of Agriculture.

Students are introduced to Landmarks in Australia and around the world with the Aunt Madge's Suitcase Activity and finally they are introduced to basic concepts of democracy by comparing Ancient Greek democracy with modern Australian democracy. This also provides an introduction to a more in-depth examination of these issues a later unit. Basic information from the Civics and Citizenship Curriculum is introduced.



3.6 Exploring Climates

In this unit students examine explorations of different climates of the world, focussing on extreme climates such as deserts and polar regions. There is a focus on Australia, with Aboriginal and European explorations of the interior of the continent, in particular, providing several possible areas of examination. A discussion of the different regions and climate areas of Australia adds foundation to these explorations.

In addition to Australia, there are options for discussing explorations of the Sahara Desert, South Pole, North Pole and Mount Everest. The teacher can either let students choose an explorer to study, or support students to work in groups on a subset of the material. The core of this unit is a research topic by students which covers a range of aspects related to their chosen explorer. This research topic provides in-depth information, whilst the



combination of all the students' research gives a broad overview to the whole class.



3.7 Our City Our Past

This unit investigates the history of the students' capital city in their state or territory, from Aboriginal times to the recent past. Teachers may also wish to replace the focus on the capital city, with a focus on the local community. Suggestions for how to adapt this unit for a study of the local community are given in the lesson plan for week 2. Students will undertake a guided Scientific Investigation to examine an aspect of the history of their capital city or local community. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data. Students will use this process to undertake a research project on a relevant theme. They will examine the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area and how the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community. Students will also consider the similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places.



3.8 Celebrating Diversity

This unit encourages students to examine their ancestry and thus build up a picture of diversity in Australia and how the community has changed over time. Students consider celebrations from different societies, including neighbouring countries, and how these occasions are celebrated in Australia, as well as our own national celebrations. There is an option to prepare a celebration, such as an end of year class party, using features from different communities within Australia. Students also choose a plant, associated with a particular nationality in Australia society, to grow for the Science component of this unit. As they monitor the growth of this plant and its features, they consider issues around sustainability and the impact on the environment made by different groups within the community, as well as the role different groups have played within Australia society. Students will also revisit aspects of the discussion of climate zones whilst considering the needs of their plant. They will compile a scientific report on the growth of their plant. This unit includes a class election, with preferential voting, as students start to explore the Australian democratic process and how people can contribute to their community in this way.



Year 4



4.1 Ancient Explorers – Ice Age travellers – the settlement of Australia

This unit introduces students to the Ice Age environment and how it differed from today. Changes in climate as well as animals and sea level are discussed. The movement of modern humans out of Africa early in the Ice Age and their spread around the world is explained. Students are encouraged to envisage the Ice Age environment in Australia and to understand how Ice Age conditions both helped and hindered people in reaching Australia. At the same time movements of people into Asia, the Americas and Europe are introduced, which provides background for understanding later explorations covered in later units. Students examine the Origins of Agriculture. The Trade and Barter Activity covers curriculum strands from History, Geography, as well as Economics and Business.

Students are introduced to Landmarks in Australia and around the world with the Aunt Madge's Suitcase Activity and finally they are introduced to basic concepts of democracy by comparing Ancient Greek democracy with modern Australian democracy. This also provides an introduction to a more in-depth examination of these issues a later unit. Basic information from the Civics and Citizenship Curriculum is introduced.



4.2 Exploring Africa and South America

In this unit students examine explorations of Africa and South America. An initial examination of non-European explorers in Africa provides context for the role of the European explorers. The explorers covered in this unit include a range of European explorers, from Portugal, Spain and England. Students examine the geography of Africa and South America, as well as some of their societies and indigenous peoples. Conditions in Europe, including Britain, are discussed. Students can examine the conditions in 18th century England, which may have led to the establishment of penal colonies in Australia – this looks ahead to material in later units.

The environments of Africa and South America are covered and students consider environmental impact in both historic and modern contexts. Students also examine the extinct animals of North America as part of the consideration of environmental impact. Students are introduced to primary and secondary sources. The core of this unit is a



research topic by students which covers a range of aspects related to their chosen explorer. This research topic provides in-depth information, whilst the combination of all the students' research gives a broad overview to the whole class.



4.3 Origins of Australia

This unit investigates Australia from the Ice Age to the mid-19th century.

The Aboriginal settlement of Australia and the impact of European colonialism are key foci of this unit. Students examine the different perspectives on the arrival of Europeans as experienced by Aboriginal people, the European convicts, settlers and colonial authorities. The changes to the Australian environment after European settlement are also covered briefly. Australia's interactions with other nations in the period up to the 19th century is also covered in this unit. Students will undertake a guided Scientific Investigation to examine an aspect of life in Australia in the 19th century. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data. Students will use this process to undertake a research project on a relevant theme.



4.4 Shaping the Future – Diversity and Technology

This unit examines diversity in Australian society, whilst linking it to issues around technology and environmental sustainability. There is also

a focus on the Australian democratic process, with a mini election, and Australia's contribution to global democracy. In parallel, the optional Science activity has students grow a plant, recording conditions influencing its development. The growth of the plant is linked to the diversity theme by looking at the cultural meaning of different plants and their connections to Australia's communities. This Science activity also links to the sustainability theme of this unit. The unit ends with a celebration of diversity, which students plan and develop as part of their class work, which can be run as a class party, if the teacher so decides.



Year 5



5.1 Ancient Explorers – Ice Age travellers – the settlement of Australia and the Americas

This unit introduces students to the Ice Age environment and how it differed from today. Changes in climate as well as animals and sea level are discussed. The movement of modern humans out of Africa early in the Ice Age and their spread around the world is explained. Students are encouraged to envisage the Ice Age environment in Australia and to

understand how Ice Age conditions both helped and hindered people in reaching Australia. At the same time movements of people into Asia, the Americas and Europe are introduced, which provides background for understanding later explorations covered in later units. The impact of natural disasters such as floods and fires are discussed. Students examine the Origins of Agriculture. The Trade and Barter Activity covers curriculum strands from History, Geography, as well as Economics and Business.

Students are introduced to Landmarks in Australia and around the world with the Aunt Madge's Suitcase Activity and finally they are introduced to basic concepts of democracy by comparing Ancient Greek democracy with modern Australian democracy. This also provides an introduction to a more in-depth examination of these issues a later unit. Basic information from the Civics and Citizenship Curriculum is introduced.



5.2 Exploring America

In this unit students examine explorations of North America. The explorers covered in this unit include a range of European explorers,

starting with the Vikings. Students examine the geography of North America, as well as some of its societies and indigenous peoples. Conditions in Europe, including Britain, are discussed. Students can examine the conditions in 18th century England, which may have led to the establishment in penal colonies in Australia – this looks ahead to material in later units. An examination of the Dutch East India Company covers both explorations of South East Asia, as well as the operation of a vast, multi-national corporation. The rise and fall of the Dutch East India Company addresses aspects of the Economics and Business curriculum.

The environments of North America are covered and students consider environmental impact in both historic and modern contexts. Students also examine the extinct animals of



North America as part of the consideration of environmental impact. Students are introduced to primary and secondary sources and the concept of global citizenship. The core of this unit is a research topic by students which covers a range of aspects related to their chosen explorer. This research topic provides in-depth information, whilst the combination of all the students' research gives a broad overview to the whole class.



5.3 The Colonial Experience In Australia

This unit investigates Australia during the colonial period (1788 - 1900).

The development of Australia from a convict settlement to 6 colonies of Britain is examined. An introduction to Australian democracy and government and how these emerged from the events of the 19th and 20th centuries are also addressed. Particular events, groups and individuals are given as examples of the development of Australian society throughout the colonial period. Students will undertake a guided Scientific Investigation to examine an aspect of life in Australia in the late 19th and early 20th centuries. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from examinations of data. Students will use this process to undertake a research project on a relevant theme, using a range of evidence to draw conclusions.



5.4 Shaping Society – Working Together

This unit examines diversity in Australian society, whilst linking it to issues around environmental sustainability. The migration of different groups of people to the Australian colonies in the 19th century, is a particular focus of this unit. There is also a focus on the Australian democratic process, with a mini election, and Australia's contribution to global democracy. In parallel, the optional Science activity has students grow a plant, recording conditions influencing its development. The growth of the plant is linked to the migration theme by looking at the cultural meaning of different plants and their connections to Australia's migrant communities. This Science activity also links to the sustainability theme of this unit. The unit ends with a celebration of diversity, which students plan and develop as part of their class work, which can be run as a class party, if the teacher so decides.



Year 6



6.1 Ancient Explorers – Ice Age travellers – the settlement of Australia, Asia and the Americas

This unit introduces students to the Ice Age environment and how it differed from today. Changes in climate as well as animals and sea level are discussed. The movement of modern humans out of Africa early in the Ice Age and their spread around the world is explained. Students are encouraged to envisage the Ice Age environment in Australia and to understand how Ice Age conditions both helped and hindered people in reaching Australia. At the same time movements of people into Asia, the Americas and Europe are introduced, which provides background for understanding later explorations covered in later units. A few case studies are given of Indigenous Peoples of Australia and Asia. Students examine the Origins of Agriculture. The Trade and Barter Activity covers curriculum strands from History, Geography, as well as Economics and Business.

Students are introduced to Landmarks in Australia and around the world with the Aunt Madge's Suitcase Activity and finally they are introduced to basic concepts of democracy by comparing Ancient Greek democracy with modern Australian democracy. This also provides an introduction to a more in-depth examination of these issues a later unit. Basic information from the Civics and Citizenship Curriculum is introduced.



6.2 Exploring Asia

In this unit students examine explorations of Asia. The explorers covered in this unit include Asian explorers, as well as explorers from other places. Students examine the geography of Asia, some of its historical societies and indigenous peoples, as well as explorations within Asia and by Asians to other parts of the world. Conditions in Europe, including Britain, are contrasted with those in Asia. Students can examine the conditions in 18th century England, which may have led to the establishment in penal colonies in Australia – this looks ahead to material in later units. An examination of the Dutch East India Company covers both explorations of South East Asia, as well as the operation of a vast, multi-national corporation. The rise and fall of the Dutch East India Company addresses aspects of the Economics and Business curriculum.

The environments of Asia are covered and students consider environmental impact in both historic and modern contexts. Students are introduced to primary and secondary sources



and the concept of global citizenship. The core of this unit is a research topic by students which covers a range of aspects related to their chosen explorer. This research topic provides in-depth information, whilst the combination of all the students' research gives a broad overview to the whole class.



6.3 Young Australia

This unit investigates Australia in the late 19th and 20th centuries. The development of Australia as a nation and the inclusion of different groups within the community through time is examined. The nature of Australian democracy and government and how these emerged from the events of the early 20th century are considered. The role of particular individuals is contrasted with the experiences of groups within society, in order to provide a range of viewpoints. Students will undertake a guided Scientific Investigation to examine an aspect of life in Australia in the late 19th and early 20th centuries. The Scientific Investigation will introduce students to the Scientific Process and how conclusions are drawn from

examinations of data. Students will use this process to undertake a research project on a relevant theme, using a range of evidence to draw conclusions.



6.4 We Are One, But We Are Many

This unit covers the issues surrounding migrations to Australia and the diversity of the Australian community. There is also a focus on the Australian democratic process, with a mini election, and Australia's contribution to global democracy. In parallel, the optional Science activity has students

grow a plant, recording conditions influencing its development. The growth of the plant is linked to the migration theme by looking at the cultural meaning of different plants and their connections to Australia's migrant communities. The unit ends with a celebration of diversity, which students plan and develop as part of their class work, which can be run as a class party, if the teacher so decides.

