

# Foundation (Prep) How Has Life Changed? F.4 Curriculum Mapping



This curriculum mapping refers to version 8 of the National Curriculum.

Unit F.4 addresses the following aspects of the Humanities And Social Sciences (HASS) curriculum:

Curriculum Strands	Inquiry and Skills	Knowledge and Understanding
<b>History</b>	<p>Pose questions about past and present objects, people, places and events (<b>ACHASSI001</b>);</p> <p>Collect data and information from observations and identify information and data from sources provided (<b>ACHASSI002</b>);</p> <p>Sort and record information and data, including location, in tables and on plans and labelled maps (<b>ACHASSI003</b>);</p> <p>Sequence familiar objects and events (<b>ACHASSI004</b>);</p> <p>Explore a point of view (<b>ACHASSI005</b>);</p> <p>Compare objects from the past with those from the present and consider how places have changed over time (<b>ACHASSI006</b>);</p> <p>Interpret data and information displayed in pictures and texts and on maps (<b>ACHASSI007</b>);</p> <p>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (<b>ACHASSI008</b>);</p> <p>Reflect on learning to propose how to care for places and sites that are important or significant (<b>ACHASSI009</b>);</p> <p>Present narratives, information and findings in oral, graphic and written forms using simple</p>	<p>How they, their family and friends commemorate past events that are important to them (<b>ACHASSK012</b>);</p> <p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (<b>ACHASSK013</b>)</p>
<b>Geography</b>	<p>The representation of the location of places and their features on simple maps and models (<b>ACHASSK014</b>);</p> <p>The places people live in and belong to, their familiar features and why they are important to people (<b>ACHASSK015</b>);</p> <p>The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (<b>ACHASSK016</b>);</p> <p>The reasons why some places are special to people, and how they can be looked after (<b>ACHASSK017</b>)</p>	<p>The representation of the location of places and their features on simple maps and models (<b>ACHASSK014</b>);</p> <p>The places people live in and belong to, their familiar features and why they are important to people (<b>ACHASSK015</b>);</p> <p>The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (<b>ACHASSK016</b>);</p> <p>The reasons why some places are special to people, and how they can be looked after (<b>ACHASSK017</b>)</p>



	terms to denote the passing of time and to describe direction and location ( <b>ACHASSI010</b> )	
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## Science Curriculum

Built into Unit F.4 is the potential to cover strands in the Science Curriculum. Some core Science strands are embedded within the main sections of Unit F.4. The following table indicates which Science Curriculum strands are addressed within Unit F.4.

<b>Science Understanding</b>	<b>Science as a Human Endeavour</b>	<b>Science Inquiry Skills</b>
Living things have basic needs, including food and water ( <b>ACSSU002</b> )	Science involves observing, asking questions about, and describing changes in, objects and events ( <b>ACSHE013</b> )	Pose and respond to questions about familiar objects and events ( <b>ACSIS014</b> )
Objects are made of materials that have observable properties ( <b>ACSSU003</b> )		Participate in guided investigations and make observations using the senses ( <b>ACSIS011</b> )
The way objects move depends on a variety of factors, including their size and shape ( <b>ACSSU005</b> )		Engage in discussions about observations and represent ideas ( <b>ACSIS233</b> )
		Share observations and ideas ( <b>ACSIS012</b> )

