

# Our Earth's Special Places Unit

## 2.4 Curriculum Mapping



This curriculum mapping refers to version 8 of the Australia National Curriculum. Unit 2.4 addresses the following aspects of the Humanities And Social Sciences (HASS) curriculum:

Curriculum Strands	Inquiry and Skills	Knowledge and Understanding
<b>History</b>	Pose questions about past and present objects, people, places and events ( <b>ACHASSI034</b> ); Collect data and information from observations and identify information and data from sources provided ( <b>ACHASSI035</b> );	How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) ( <b>ACHASSK046</b> );
<b>Geography</b>	Sort and record information and data, including location, in tables and on plans and labelled maps ( <b>ACHASSI036</b> ); Sequence familiar objects and events ( <b>ACHASSI037</b> ); Explore a point of view ( <b>ACHASSI038</b> ); Compare objects from the past with those from the present and consider how places have changed over time ( <b>ACHASSI039</b> ); Interpret data and information displayed in pictures and texts and on maps ( <b>ACHASSI040</b> ); Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps ( <b>ACHASSI041</b> ); Reflect on learning to propose how to care for places and sites that are important or significant ( <b>ACHASSI042</b> ); Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location ( <b>ACHASSI043</b> )	The way the world is represented in geographic divisions and the location of Australia in relation to these divisions ( <b>ACHASSK047</b> ); The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales ( <b>ACHASSK048</b> ) The connections of people in Australia to people in other places in Australia and across the world ( <b>ACHASSK050</b> ); The influence of purpose, distance and accessibility on the frequency with which people visit places ( <b>ACHASSK051</b> )



## Science Curriculum

Built into Unit 2.4 is the potential to cover strands in the Science Curriculum. Some core Science strands are embedded within the main sections of Unit 2.4. The following table indicates which Science Curriculum strands are addressed within Unit 2.4.

<b>Science Understanding</b>	<b>Science as a Human Endeavour</b>	<b>Science Inquiry Skills</b>
Living things grow, change and have offspring similar themselves ( <b>ACSSU030</b> )	Science involves observing, asking questions about, and describing changes in, objects and events ( <b>ACSHE034</b> )	Pose and respond to questions, and make predictions about familiar objects and events ( <b>AC SIS037</b> )
Different materials can be combined for a particular purpose ( <b>ACSSU031</b> )	People use science in their daily lives, including when caring for their environment and living things ( <b>ACSHE035</b> )	Participate in guided investigations to explore and answer questions ( <b>AC SIS038</b> )
Earth's resources are used in a variety of ways ( <b>ACSSU032</b> )		Use informal measurements to collect and record observations, using digital technologies as appropriate ( <b>AC SIS039</b> )
		Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions ( <b>AC SIS040</b> )
		Compare observations with those of others ( <b>AC SIS041</b> )
		Represent and communicate observations and ideas in a variety of ways ( <b>AC SIS042</b> )

