

# Brisbane Through Time Unit

## 3.3 Curriculum Mapping



This curriculum mapping refers to version 8 of the Australia National Curriculum. Unit 3.3 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 to investigate people, events, places and issues (<b>ACHASSI052</b>);</p> <p>Locate and collect information and data from different sources, including observations (<b>ACHASSI053</b>);</p> <p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (<b>ACHASSI054</b>);</p> <p>Sequence information about people's lives and events (<b>ACHASSI055</b>);</p> <p>Examine information to identify different points of view and distinguish facts from opinions (<b>ACHASSI056</b>);</p>	<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (<b>ACHASSK062</b>);</p> <p>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 (<b>ACHASSK063</b>);</p>
<b>Geography</b>	<p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (<b>ACHASSI057</b>);</p> <p>Draw simple conclusions based on analysis of information and data (<b>ACHASSI058</b>);</p> <p>Interact with others with respect to share points of view (<b>ACHASSI059</b>);</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (<b>ACHASSI060</b>);</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms</p>	<p>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 (<b>ACHASSK069</b>)</p>
<b>Civics and Citizenship</b>		<p>Who makes rules, why rules are important and the consequences of rules not being followed (<b>ACHASSK071</b>);</p> <p>Why people participate within communities and how students can actively participate and contribute (<b>ACHASSK072</b>)</p>



(ACHASSI061)

## Science Curriculum

Built into Unit 3.3 is the potential to cover strands in the Science Curriculum. Some core Science strands are embedded within the main sections of Unit 3.3. The following table indicates which Science Curriculum strands are addressed within Unit 3.3.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Living things can be grouped on the basis of observable features and can be distinguished from non-living things ( <b>ACSSU044</b> )	Science involves making predictions and describing patterns and relationships ( <b>ACSHE050</b> )	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ( <b>AC SIS053</b> )
	Science knowledge helps people to understand the effect of their actions ( <b>ACSHE051</b> )	With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ( <b>AC SIS054</b> )
		Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ( <b>AC SIS055</b> )
		Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends ( <b>AC SIS057</b> )
		Compare results with predictions, suggesting possible reasons for findings ( <b>AC SIS215</b> )
		Reflect on investigations, including whether a test was fair or not ( <b>AC SIS058</b> )
		Represent and communicate observations, ideas and findings using formal and informal representations ( <b>AC SIS060</b> )

