Year 5 Ancient Explorers – Ice Age travellers – the settlement of Australia and the Americas Unit 5.1 Curriculum Mapping

This curriculum mapping refers to version 8 of the National Curriculum.
Unit 5.1 addresses the following aspects of the Humanities And Social Sciences (HASS) curriculum:

Curriculum Strands	Inquiry and Skills	Knowledge and Understanding
History	Locate and collect relevant information and data from primary and secondary sources (**ACHASSI095**); Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (**ACHASSI096**); Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (**ACHASSI097**); Examine different viewpoints on actions, events, issues and phenomena in the past and present (**ACHASSI099**); Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (**ACHASSI100**); Evaluate evidence to draw conclusions (**ACHASSI101**); Work in groups to generate responses to issues and challenges (**ACHASSI102**); Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (**ACHASSI103**); Reflect on learning to propose	*background information is provided in this unit to develop themes in subsequent units.*
Geography		The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (**ACHASSK111**); The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (**ACHASSK112**); The environmental and human influences on the location and characteristics of a place and the management of spaces within them (**ACHASSK113**); The impact of bushfires or floods on environments and communities, and how people can respond (**ACHASSK114**)
Civics and Citizenship		The key values that underpin Australia's democracy (**ACHASSK115**); The key features of the electoral process in Australia (**ACHASSK116**)
Economics and Business		The difference between needs and wants and why choices need to be made about how limited resources are used

	personal and/or collective action in response to an issue or challenge, and predict the probable effects (**ACHASSI104**)	(**ACHASSK119**); Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (**ACHASSK120**); Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (**ACHASSK121**)

Science Curriculum Extensions

Built into Unit 5.1 is the potential to cover strands in the Science Curriculum, using extension material. Some core Science strands are also embedded within the main sections of Unit 5.1. The following table indicates which Science Curriculum strands are addressed within Unit 5.1.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
Living things have structural features and adaptations that help them to survive in their environment (**ACSSU043**)	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (**ACSHE081**)	With guidance, pose clarifying questions and make predictions about scientific investigations (**ACSIS231**)
Solids, liquids and gases have different observable properties and behave in different ways (**ACSSU077**)	Scientific knowledge is used to solve problems and inform personal and community decisions (**ACSHE083**)	Compare data with predictions and use as evidence in developing explanations (**ACSIS218**)
The Earth is part of a system of planets orbiting around a star (the sun) (**ACSSU078**)		Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (**ACSIS093**)
Light from a source forms shadows and can be absorbed, reflected and refracted (**ACSSU080**)		