AUSTRALIAN CURRICULUM – *delivered through the resource of Curriculum into the Classroom*

ENGLISH V8

ENGLISH

Year 5 Level Description: The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Achievement Standard: By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content. Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources. Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Year 6 Level Description: The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Achievement Standard: By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas. Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

TERM 1	TERM 2	TERM 3		TERM 4	
Unit 1:Short Stories In this unit students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. **This unit has been informed by aspects of Year 6 Unit 1 Short stories.**	**Unit 2: Examining media texts** In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint. **This unit is based on Year 5 Unit 2 (V8) 'Examining media texts'.**	**Unit 4: Exploring narrative through novels and film** In this unit, students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel. **This unit has been informed by aspects of Year 5 Unit 6 (V8) Exploring narrative through novels and film.**	**Unit 6: Appreciating poetry** In this unit, students will listen to, read and view a range of poetry, songs, anthems and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text. **This unit has been informed by aspects of Year 5 Unit 4 (V8) Appreciating poetry**	**Unit 5 Interpreting literary texts** In this unit, students will listen to, read and analyse extracts from literary texts set in earlier times. They will demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences **This unit has been informed by aspects of Year 6 Unit 4 (V8) Interpreting literary texts** .	**Unit 3 Creating an animated story** In this unit students listen to, read, view and interpret a range of animations, including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma. **This unit is based on Year 5 Unit 3 (V8) 'Examining characters in animated film.**
Assessment: **Short story** *Written* **Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.**	**Assessment:** **Comprehend a feature article** *Exam/test* Students interpret and analyse information from a feature article. **Unit 2: Multimodal feature article** *Poster/ multimodal* **Students select information and create a multimodal feature article that presents a particular point of view about an issue.**	**Assessment:** **Written comparison of a novel and film** *Written* **Students write a comparison of a novel and its film adaptation.**	**Assessment:** **Poetry analysis** *Informative response —written* **Students write a poetry analysis, explaining the topic; purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.**	**Assessment:** **Letter to the Future** *Written* **Students write a letter to a student in the future to evoke a sense of time and place.**	**Assessment:** **Digital multimodal short story** *Poster/multi-modal presentation* **Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma..**

MATHEMATICS V8

Year 5 Level Description The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.
At this year level:
Understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
Fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans
Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets.

Achievement Standard: By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets.
Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

Year 6 Level Description: Three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. *At this year level*: *Understanding* includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations; *Fluency* includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables; *Problem Solving* includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles; *Reasoning* includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results.

Achievement Standard: By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

MATHEMATICS

TERM 1

Year 5- Unit 1:
Number and place value
- Make connections between factors and multiples
- Identify numbers that have 2, 3, 5 or 10 as factors
- Represent multiplication using the split and compensate strategy
- Choose appropriate procedures to represent the split and compensate strategy of multiplication
- Use a written strategy for addition and subtraction
- Round and estimate to check the reasonableness of answers
- Explore mental computation strategies for division
- Solve problems using mental computation strategies and informal recording methods
- Compare and evaluate strategies and make generalisations

Fractions and decimals
- Use models to represent fractions
- Count on and count back using unit fractions
- Identify and compare unit fractions and solve problems using unit fractions
- Add and subtract simple fractions with the same denominator

Using units of measurement
- Investigate time concepts and the measurement of time
- Read & represent 24-hour time
- Measure dimensions
- Estimate and measure the perimeters of rectangles
- Investigate area metric units of measurement
- Estimate and calculate area of rectangles

Chance
- Identify and describe possible outcomes
- Describe equally likely outcomes
- Represent probabilities of outcomes using fractions
- Conduct a chance experiment
- Investigate the fairness of a game

Data representation and interpretation
- Build an understanding of data
- Develop the skill of defining numerical & categorical data Generate sample questions
- Explain why data is either numerical or categorical
- Develop an understanding of why data is collected
- Choose appropriate methods to record data
- Interpret data
- Generalise by composing summary statements about data

TERM 2

Year 5- Unit 2:
Number and place value
- Round and estimate to check the reasonableness of answers
- Explore and apply mental computation strategies for multiplication and division
- Solve multiplication and division problems with no remainders
- Solve problems using mental computation strategies and informal recording methods
- Compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples

Fractions and decimals
- Make connections between fractional numbers and the place value system
- Represent, compare and order decimals

Patterns and algebra
- Create and continue patterns involving whole numbers, fractions and decimals
- Explore strategies to find unknown quantities

Shape
- Apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects
- Represent 3D objects with 2D representations

Location and transformation
- Investigate and create reflection and rotation symmetry
- Describe and create transformations using symmetry
- Transform shapes through enlargement and describe the features of transformed shapes

Geometric reasoning
- Identify the components of angles
- Compare & estimate the size of angles to establish benchmarks
- Construct & measure angles

Data representation and interpretation
Explore methods of data representations to construct & interpret data displays, reason with data

TERM 3

Year 5-Unit 3:
Number and place value
- Round and estimate to check if an answer is reasonable
- Use written strategies to add and subtract
- Use an array to multiply one- and two-digit numbers
- Use divisibility rules to divide
- Solve problems involving computation and apply computation to money problems
- Adds and subtracts using metal and written strategies including the right-to-left strategy
- Multiplies whole numbers and divides by a one-digit whole number with and without remainders

Fractions and decimals
- Makes connections between fractions and decimals
- Compares and orders decimals
- Money and financial mathematics
- Investigate income and expenditure
- Calculate costs
- Investigate savings and spending plans
- Develop and explain simple financial plans

Patterns and algebra
- Creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions
- Use number sentences to find unknown quantities involving multiplication and division

Using units of measurement
- Chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass
- Problem solves and reasons when applying measurement to answer a question

Location and transformation
- Explore mapping conventions
- Interpret simple maps
- Use alphanumeric grids to locate landmarks and plot points
- Describe symmetry
- Create symmetrical designs & enlarge shapes

TERM 4

Year 5 Unit 4:
Number and place value
- Apply mental and written strategies to solve addition,
- subtraction, multiplication and division problems
- Identify and use factors and multiples
- Apply computation skills
- Use estimation and rounding to check reasonableness
- Solve problems involving addition, subtraction,
- multiplication and division
- Use efficient mental and written strategies to solve problems.

Fractions and decimals
- Apply decimal skills
- Recognise that the place value system can be extended beyond hundredths
- Compare order and represent decimals
- Locate decimals on a number line
- Extend the number system to thousandths and beyond

Money and financial mathematics
- Create simple budgets
- Calculate with money
- Identify the GST component of invoices and receipts
- Make financial decisions
- **Using units of measurement**
- Read and represent 24-hour time, convert between 12- and 24-hour time.

Location and transformation
- Explore maps and grids
- Use a grid to describe locations
- Describe positions using landmarks and directional language

Geometric reasoning
- Estimate and measure angles, construct angles using a protractor

Chance
- List possible outcomes of chance experiments
- Describe and order chance events
- Express probability on a numerical continuum
- Compare predictions with actual data
- Apply probability to games of chance
- Make predictions in chance experiments

Data representation and interpretation
- Explore types of data
- Investigate an issue (design data-collection questions and tools, collect data
- Represent as a column graph or dot plot
- Interpret and describe data to draw a conclusion)

	Year 6 -Unit 1: **Number and place value** • Identify and describe properties of prime and composite numbers • Select and apply mental and written strategies to problems involving all four operations **Fractions and decimals** • Order and compare fractions with related denominators • Add and subtract fractions with related denominators • Calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions **Money and financial mathematics** • Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items **Using units of measurement** • Solve problems involving the comparison of lengths and areas, and interpret and use timetables **Chance** Represent the probability of outcomes as a fraction or decimal Conduct chance experiments **Data representation and interpretation** • Revise different types of data displays • Interpret data displays • Investigate the similarities and differences between different data displays • Identify the purpose and use of different displays Identify the difference between categorical and numerical data	**Year 6 - Unit 2:** **Number and place value** • Select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers • Identify, describe and continue square and triangular numbers **Fractions and decimals** • Apply mental and written strategies to add and subtract decimals • Solve problems involving decimals • Make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000 • Apply mental and written strategies to multiply decimals by one-digit whole numbers • Locate, order and compare fractions with related denominators and locate them on a number line **Patterns and algebra** • Continue and create sequences involving whole numbers and decimals • Describe the rule used to create these sequences • Explore the use of order of operations to perform calculations **Using units of measurement** • Make connections between volume and capacity **Shape** • Problem solve and reason to create nets • Construct models of simple prisms and pyramids **Geometric reasoning** • Make generalisations about angles on a straight line, angles at a point and vertically opposite angles • Use these generalisations to find unknown angles	**Year 6- Unit 3:** **Number and place value** • Identify and describe properties of prime, composite, square and triangular numbers • Multiply and divide using written methods including a standard algorithm • Solve problems involving all four operations with whole numbers • Compare and order positive and negative integers **Fractions and decimals** • Add and subtract fractions with related denominators • Calculate a fraction of a quantity • Multiply and divide decimals by powers of ten • Add and subtract decimals • Multiply decimals by whole numbers • Divide numbers that result in tenths and hundredths • Solve problems involving fractions and decimals **Money and financial mathematics** • Connect fractions and percentage • Calculate percentages and discounts • Calculate discounts of 10%, 25% and 50% on sale items **Patterns and algebra** • Create and complete sequences involving fractions and decimals • Describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems **Using units of measurement** • Connect decimals to the metric system • Convert between units of measure • Compare length and solve problems involving length and area • Connect volume and capacity **Location and transformation** • Identify the four quadrants on a Cartesian plane • Plot and locate ordered pairs in all four quadrants • Apply one-step transformations and describe combinations of translations, reflections and rotations	**Year 6 - Unit 4:** **Number and place value** • Solve problems using the order of operations • Solve multiplication and division problems using a written algorithm **Fractions and decimals** • Add, subtract and multiply decimals • Divide decimals by whole numbers • Calculate a fraction of a quantity and percentage discount • Compare and evaluate shopping options **Patterns and algebra** • Represent number patterns in a table and graphically • Use rules to continue patterns • Write a rule to describe a pattern • Apply the rule to find the value of unknown terms • **Location and transformation** • Apply translations, reflections and rotations to create symmetrical shapes **Geometric reasoning** • Measure and describe angles • Apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts **Chance** • Conduct chance experiments • Record data in a frequency table • Calculate relative frequency • Write probability as a fraction, decimal or percent • Compare observed and expected frequencies **Data representation and interpretation** • Compare primary and secondary data • Source secondary data • Explore data displays in the media • Problem solve and reason by interpreting secondary data

	Year 5 Assessment: **Interpreting data and posing questions to collect data** Written Students classify and interpret data and pose questions to gather data. **Solving simple multiplication, division and fraction problems** Short answer questions Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator. **Year 6 Assessment:** **Interpreting and comparing data displays** Short answer questions Students interpret and compare data displays. **Interpreting and using timetables** Short answer questions Students interpret and use timetables and cost information to determine a travel schedule.	**Year 5 Assessment:** **Applying shape, angle and transformation concepts** Written Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry. . **Year 6 Assessment:** **Applying the order of operations** Short answer questions Students write and apply the correct use of brackets and order of operations in number sentences. **Investigating angles** Short answer questions Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point	**Year 5 Assessment:** **Continuing patterns, calculating with money and numbers** Short answer questions Students continue patterns by adding and subtracting fractions and decimals and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. **Calculating measurements** Short answer questions Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles. **Year 6 Assessment:** **Identifying number properties and calculating percentage discounts** Short answer questions Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages **Locating integers and describing and transformations** Short answer questions Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations **Calculating fractions and decimals** Short answer questions Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.	**Assessment:** **Describing chance and probability** Short answer questions Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes. **Calculating time and identifying factors and multiples** Short answer questions Students convert between 12 and 24-hour time. They identify and describe factors and multiples of whole numbers. **Year 6 Assessment:** **Describing probabilities and comparing frequencies** Short answer questions Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages.

HUMANITIES AND SOCIAL SCIENCES - HISTORY/GEOGRAPHY V7.5

HASS - HISTORY/GEOGRAPHY

History Year 5 Level Description: The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.
The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.
The History content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way. They may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.
A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

- What do we know about the lives of people in Australia's colonial past and how do we know it?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Achievement Standard: By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.

Geography Year 5 Level Description: *Factors that shape the human and environmental* characteristics of places continues to develop students' understanding of place by focusing on the factors that shape the characteristics of places. In exploring the interconnections between people and environments, students examine how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. They also examine how human decisions and actions influence the way spaces within places are organised and managed. They learn that some climates produce hazards such as bushfires and floods that threaten the safety of places and gain an understanding of the application of the principles of prevention, mitigation and preparedness as ways of reducing the effects of these hazards. Students' mental map of the world and their understanding of place is further developed through learning about the location of the major countries of Europe and North America and examining the effects of people on the environmental characteristics of places in these countries. The inquiry process provides opportunities to collect information from a variety of sources, for example, weather maps, satellite images and media reports on bushfires, and to use this information to propose action on a local environmental or planning issue that is significant to the community.
The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 5 are articulated below.

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Achievement Standard: By the end of Year 5, students explain the characteristics of places in different locations at the national scale. They describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments. They describe the location of selected countries in relative terms and identify spatial distributions and simple patterns in the features of places and environments. They identify alternative views on how to respond to a geographical challenge and propose a response.
Students develop geographical questions to investigate and collect and record information from a range of sources to answer these questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. Students interpret geographical data to identify spatial distributions, simple patterns and trends, infer relationships and draw conclusions. They present findings using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the expected effects of their proposed action.

History Year 6 Level Description: The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. The history content at this year level involves two strands: *Historical Knowledge and Understanding and Historical Skills*. A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are:
· Why and how did Australia become a nation?
· How did Australian society change throughout the twentieth century?
· Who were the people who came to Australia? Why did they come?
· What contribution have significant individuals and groups made to the development of Australian society?
Achievement Standard: By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Geography Year 6 Level Description: *A diverse and connected world* takes a global view of geography and focuses particularly on the concepts of place and interconnections. The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 6 are articulated below.
· How do places, people and cultures differ across the world?
· What are Australia's global connections between people and places?
· How do people's connections to places affect their perception of them?
Achievement Standard: By the end of Year 6, students explain the characteristics of diverse places in different locations at different scales from local to global. They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people. They describe the location of selected countries in absolute and relative terms and identify and compare spatial distributions and patterns among phenomena. They identify and describe alternative views on how to respond to a geographical challenge and propose a response.

Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, and title and north point. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

TERM 1 - HISTORY	TERM 2 - GEOGRAPHY	TERM 3 - HISTORY	TERM 4 - GEOGRAPHY
Unit 1: Investigating the development of the Australian nation Inquiry questions: • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century? Students: • recognise the significance of and key events in the development of Australia as a nation • investigate Australia's path to Federation from the late 1800s to 1901 • examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government • describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal people and/or Torres Strait Islander peoples, migrants and women • identify continuities and/or changes in the periods before and after Federation • explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation.	**Unit 1: Exploring a diverse world** Inquiry question/s: • How do places, people and cultures differ across the world? Students: • draw on studies at different scales, including Australia and the location of the major countries in the Asia region • understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living • use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance • collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific • represent data in different forms • represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions • interpret data and other information to identify patterns and trends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia • form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics.	**Unit 2: Investigating the development of Australia as a diverse society** Inquiry questions: • Who were the people who came to Australia? Why did they come? • What contribution have significant individuals and groups made to the development Students: • locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated • investigate the contributions of individuals and groups, particularly migrant groups, to the development of Australian society • compare the experiences of migrant groups over time • pose questions and use information from sources to answer questions to investigate the experiences of migrant groups.	**Unit 2: Exploring Australia's connections with other countries** Inquiry questions: • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them? Students: • draw on studies at different scales, including Australia major countries of Asia or a region within Asia • understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales • develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question • collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia • collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places • evaluate sources for their usefulness • present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people • propose action on how to increase the awareness of the effect of people's connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal.
Assessment: *Collection of work — Australian nation* Students explain the significance of Henry Parkes' contribution to Federation, to sequence events related to the history of Aboriginal peoples and Torres Strait Islander peoples after the arrival of Europeans and to describe points of view, and the causes and effects of changes to the status and rights of women during the twentieth century.	**Assessment:** Collection of work (Multimodal or written) Student respond to a series of focused tasks related to specific steps in the process of geographical inquiry. They use geographical methods to represent, interpret and analyse geographical data and other information.	**Assessment:** *Research — Migrant experiences* Students conduct an historical inquiry to compare the different experiences of people who migrated to Australia from other countries.	**Assessment:** Research (Written) Students ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.

SCIENCE V8

SCIENCE

Year 5 Level Description: The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In Year 5, students are introduced to cause and effect relationships that relate to form and function through an exploration of adaptations of living things. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.
Achievement Standard: By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.

Year 6 Level Description: The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.
Achievement Standard: By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

TERM 1	TERM 2	TERM 3	TERM 4
Year 5- Unit 1: Survival in the environment Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments. **Year 6 - Unit 1: Making changes** Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	**Year 5- Unit 2: Our place in the solar system** Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media. **Year 6 - Unit 2: Energy and electricity** Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.	**Year 5- Unit 3: Now you see it** Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives. **Year 6 - Unit 3: Our changing world** Students, explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	**Year 5- Unit 4: Matter matters** Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation. **Year 6 - Unit 4: Life on Earth** Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.

	Assessment: **Year 5- Creating a creature** *Multimodal presentation* **Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.** **Year 6 - Testing change: Reversible or irreversible?** *Experimental investigation* Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.	**Assessment:** **Year 5- Exploring the solar system** *Multimodal presentation* **Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.** **Year 6 - Analysing energy and electricity** *Supervised assessment* Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.	**Assessment:** **Year 5- Exploring the transfer of light** *Experimental investigation* **Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.** **Year 6 - Explaining natural events and change** *Exam* Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.	**Assessment:** **Year 5- Investigating evaporation and explaining solids, liquids and gases** *Experimental Investigation* **Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.** **Year 6 - Investigating mouldy bread** *Experimental investigation* Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.

HEALTH AND PHYSICAL EDUCATION V8

HEALTH AND PHYSICAL EDUCATION

Years 5 and 6 Band Description: The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Achievement Standard: By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision making and problem solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.

MOVEMENT AND PHYSICAL ACTIVITY V8

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1: Junior Lifesaver Students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.	**Unit 2: Fitness fun** Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing	**Unit 3: 'All codes' football** Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.	**Unit 4: Over the net** Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games.

TECHNOLOGIES V8

TECHNOLOGIES

Years 5 and 6 Digital Technologies Band Description: Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as identifying similarities in different problems, and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses. By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations. In Years 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data, and are introduced to the concept of data states in digital systems and how data are transferred between systems. They learn to further develop abstractions by identifying common elements across similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent. Students progress from managing the creation of their own ideas and information for sharing to working collaboratively. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such as social differences and privacy of personal information. They also develop their skills in applying technical protocols, such as devising file naming conventions that are meaningful, and determining safe storage locations to protect data and information.

Digital Technologies Achievement Standard: By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

DIGITAL TECHNOLOGIES V8

SEMESTER 1		SEMESTER 2	
Unit 1: In this unit students will investigate how information systems meet local and community needs. They will explore information systems, including systems that deliver community information or promote health and wellbeing, and explain how they meet needs. They will define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included		**Unit 2:** In this unit the students will create an interactive spreadsheet solution that helps people make good budget choices. They will collect, manage and analyse data using a range of software (such as spreadsheets). They will also interpret and visualise data to create information.	
Assessment: Observations/checklists/portfolios	**Assessment:** Observations/checklists/portfolios	**Assessment:** Observations/checklists/portfolios	**Assessment:** Observations/checklists/portfolios

THE ARTS 7.5

Years 5 and 6 Drama Band Description: In Years 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently and collaboratively with their classmates, teachers and communities.
Years 5 and 6 Visual Arts Band Description: In Years 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates, teachers and communities.
Years 5 and 6 Music Band Description: In Years 5 and 6 learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates, teachers and communities.
Drama Arts Achievement Standard: By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.
Visual Arts Achievement Standard: By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.
Music Achievement Standard: By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

THE ARTS

MUSIC V8

SEMESTER 1	SEMESTER 2
Unit 2: Around the world with music In this unit, students make and respond to music exploring the music-making of other cultures through their music journal. Students will: • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures • rehearse and perform music from different cultures, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from different cultures.	**Unit: Australian colonial music** In this unit, students make and respond to music exploring the traditional song traditions of colonial Australia. Students will: • explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different colonial Australia. • develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from colonial Australia. • rehearse and perform music from different cultures, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience • explain how the elements of music communicate meaning by comparing music from different cultures.
Assessment: • **Part A:** Making — Performing Perform music from other cultures. • **Part B:** Making — Composing. Compose music using excerpts of known music from around the world. • **Part C:** Responding Explain how your own music and music from other cultures communicate meaning.	**Assessment:** • **Part A:** Making — Performing Perform music from colonial Australia. • **Part B:** Making — Composing. Compose music using excerpts of known music from colonial Australia. • **Part C:** Responding Explain how your own music and music from other cultures communicate meaning.
SEMESTER 1 **DRAMA**	**SEMESTER 2** **VISUAL ART**
Unit 2: My hero: Collection of work Students devise, perform and respond to drama based on the style of melodrama using mime.	**Unit 1: The animal within: Collection of work** Students explore artists' use of animal representations and relationship to environment as inspiration for an oil pastel artwork.
Assessment: Collection of work Observations	**Assessment:** Collection of work: Turtle – drawing the turtle and using oil pastels to draw with smudging techniques Observations