

Geography - Primary - Scope and Sequence

Semester 1

This Scope and Sequence is to be used to guide planning within the classroom. Students needs and interests are to be taken into consideration when planning and implementing content. From Kindergarten to Year 10, students with disability may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes (ODD)	Content Focus (ODD)	Outcomes (EVEN)	Content Focus (EVEN)
Early Stage 1	<p>GEe-1 Identifies places and develops an understanding of the importance of places to people</p> <p>GEe-2 Communicates geographical information and uses geographical tools</p>	<p>People Live in Places</p> <p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What are places like?</i> • <i>What makes a place special?</i> <ul style="list-style-type: none"> ✎ Investigate the Countries/Places important to Aboriginal or Torres Strait Islander Peoples, for example: ✎ Identification of an Aboriginal or Torres Strait Islander site, Country or Place. ✎ Discuss why the site, Country or Place is important. • <i>How can we look after the places we live in?</i> 		
Stage 1	<p>GE1-1 Describes features of places and the connections people have with places</p> <p>GE1-3 Communicates geographical information and uses geographical tools for inquiry</p>	<p>People and Places</p> <p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>Where are places located in Australia?</i> • <i>How are people connected to places?</i> <ul style="list-style-type: none"> ✎ Investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places. Discuss Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place. • <i>What factors affect people's connections to places?</i> <ul style="list-style-type: none"> ✎ Investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places. Discuss Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place. 	<p>GE1-1 Describes features of places and the connections people have with places</p> <p>GE1-2 Identifies ways in which people interact with and care for places</p> <p>GE1-3 Communicates geographical information and uses geographical tools for inquiry</p>	<p>Features of Places</p> <p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What are the features of, and activities in, places?</i> <ul style="list-style-type: none"> ✎ Investigate features of places and how they can be cared for. Discuss the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait. ✎ Investigate the weather and seasons of places. Examine how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars. • <i>How can we care for places?</i> <ul style="list-style-type: none"> ✎ Investigate features of places and how they can be cared for. Discuss the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait. • <i>How can spaces within a place be used for different purposes?</i>
Stage 2	<p>GE2-1 Examines features and characteristics of places and environments</p> <p>GE2-2 Describes the ways people, places and environments interact</p> <p>GE2-3 Examines differing perceptions about the management of places and environments</p> <p>GE2-4 Acquires and communicates geographical information using</p>	<p>The Earth's Environment</p> <p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How does the environment support the lives of people and other living things?</i> <ul style="list-style-type: none"> ✎ Investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments. Describe how custodial responsibility for Country/Place influences Aboriginal and Torres Strait Islander Peoples' views of the environment. • <i>How do different views about the environment influence approaches to sustainability?</i> • <i>How can people use places and environments more sustainably?</i> <ul style="list-style-type: none"> ✎ Investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples. Examine how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources. 	<p>GE2-1 Examines features and characteristics of places and environments</p> <p>GE2-2 Describes the ways people, places and environments interact</p> <p>GE2-3 Examines differing perceptions about the management of places and environments</p> <p>GE2-4 Acquires and communicates geographical information using geographical tools for inquiry</p>	<p>Places are Similar and Different</p> <p>Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How and why are places similar and different?</i> <ul style="list-style-type: none"> ✎ Investigate Australia's major natural and human features. Identify Countries/Places of Aboriginal and Torres Strait Islander Peoples. • <i>What would it be like to live in a neighbouring country?</i> • <i>How do people's perceptions about places influence their views about the protection of places?</i> <ul style="list-style-type: none"> ✎ Investigate Australia's major natural and human features. Identify Countries/Places of Aboriginal and Torres Strait Islander Peoples.

	geographical tools for inquiry			
Stage 3	<p>GE3-1 Describes the diverse features and characteristics of places and environments GE3-2 Explains interactions and connections between people, places and environments GE3-4 Acquires, processes and communicates geographical information using geographical tools for inquiry</p>	<p>A Diverse and Connected World Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How do places, people and cultures differ across the world?</i> • <i>What are Australia's global connections?</i> • <i>How do people's connections to places affect their perception of them?</i> <ul style="list-style-type: none"> ✎ Investigate how connections influence people's perceptions and understanding of places. Identify factors that influence people's perceptions of places eg media, culture, education, travel. 	<p>GE3-1 Describes the diverse features and characteristics of places and environments GE3-2 Explains interactions and connections between people, places and environments GE3-3 Compares and contrasts influences on the management of places and environments GE3-4 Acquires, processes and communicates geographical information using geographical tools for inquiry</p>	<p>Factors that Shape Places Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How do people and environments influence one another?</i> <ul style="list-style-type: none"> ✎ Investigate the ways people change the natural environment in Australia and another country. Examine how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics eg land clearing. • <i>How do people influence places and the management of spaces within them?</i> <ul style="list-style-type: none"> ✎ Investigate the ways people change the natural environment in Australia and another country. Examine how people, including Aboriginal and Torres Strait Islander Peoples, have influenced each country's environmental characteristics eg land clearing. • <i>How can the impact of bushfires on people and places be reduced?</i>
Assessment	<p>Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills. Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>			
Resources	<p>Syllabus Documents: https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie State Library of NSW: http://www.sl.nsw.gov.au/learning/schools-and-teachers National Film and Sound Archive: https://www.nfsa.gov.au/learning Kids National Geographic: https://kids.nationalgeographic.com/ History for Kids: https://www.historyforkids.net/</p>			

History – Primary - Scope and Sequence

Semester 2

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- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage relevant to their learning needs; or
- syllabus outcomes from an earlier stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses (for students in Years 7–10).

Stage	Outcomes (ODD)	Content Focus (ODD)	Outcomes (EVEN)	Content Focus (EVEN)
Early Stage 1	<p>HTe-1 Communicates stories of their own family heritage and the heritage of others</p> <p>HTe-2 Demonstrates developing skills of historical inquiry and communication</p>	<p>Personal and Family Histories - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What is my history and how do I know?</i> <ul style="list-style-type: none"> ✎ Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups. • <i>What stories do other people tell about the past?</i> <ul style="list-style-type: none"> ✎ Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups. • <i>How can stories of the past be told and shared?</i> <ul style="list-style-type: none"> ✎ Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups. 		
Stage 1	<p>HT1-2 Identifies and describes significant people, events, places and sites in the local community over time</p> <p>HT1-3 Describes the effects of changing technology on people's lives over time</p> <p>HT1-4 Demonstrates skills of historical inquiry and communication</p>	<p>The Past in the Present - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What aspects of the past can you see today and what do they tell us?</i> <ul style="list-style-type: none"> ✎ Examine local or regional Aboriginal and Torres Strait Islander sites, eg local national parks. • <i>What remains of the past are important to the local community? Why?</i> <ul style="list-style-type: none"> ✎ Examine local or regional Aboriginal and Torres Strait Islander sites, eg local national parks. • <i>How have changes in technology shaped our daily life?</i> 	<p>HT1-1 Communicates an understanding of change and continuity in family life using appropriate historical terms</p> <p>HT1-4 Demonstrates skills of historical inquiry and communication</p>	<p>Present and Past Family Life - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>How has family life changed or remained the same over time?</i> • <i>How can we show that the present is different from or similar to the past?</i> • <i>How do we describe the sequence of time?</i>
Stage 2	<p>HT2-1 Identifies celebrations and commemorations of significance in Australia and the world</p> <p>HT2-2 Describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p>HT2-5 Applies skills of historical inquiry and communication</p>	<p>Community and Remembrance - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>Who lived here first and how do we know?</i> <ul style="list-style-type: none"> ✎ Identify the original Aboriginal languages spoken in the local or regional area. ✎ Identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place. ✎ Respond to Aboriginal stories told about Country presented in texts or by a guest speaker. ✎ Identify and describe local, state and national symbols and discuss the origins, symbolism and significance, eg the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia. • <i>How has our community changed? What features have been lost and what features have been retained?</i> <ul style="list-style-type: none"> ✎ Identify the original Aboriginal languages spoken in the local or regional area. 	<p>HT2-3 Describes people, events and actions related to world exploration and its effects</p> <p>HT2-4 Describes and explains effects of British colonisation in Australia</p> <p>HT2-5 Applies skills of historical inquiry and communication</p>	<p>First Contacts - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>Why did the great journeys of exploration occur?</i> • <i>What was life like for ATSI peoples before the arrival of the Europeans?</i> <ul style="list-style-type: none"> ✎ Identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years. ✎ Investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country. ✎ Describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance. ✎ Use sources to identify different perspectives on the arrival of the British to Australia. • <i>Why did Europeans settle in Australia?</i> • <i>What was the nature and consequence of contact between ATSI peoples and early traders, explorers and settlers?</i>

		<ul style="list-style-type: none"> ✎ Identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place. • <i>What is the nature of the contribution made by different groups and individuals in the community?</i> • <i>How and why do people choose to remember significant events of the past?</i> 		<ul style="list-style-type: none"> ✎ Describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance. ✎ Explain the term terra nullius and describe how this affected the British attitude to Aboriginal and Torres Strait Islander peoples. ✎ Use sources to identify different perspectives on the arrival of the British to Australia. ✎ Outline the impact of early British colonisation on Aboriginal and Torres Strait Islander peoples' country.
<p>Stage 3</p>	<p>HT3-3 Identifies change and continuity and describes the causes and effects of change on Australian society HT3-4 Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples HT3-5 Applies a variety of skills of historical inquiry and communication</p>	<p>Australia as a Nation - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>Why and how did Australia become a nation?</i> • <i>How did Australian society change throughout the twentieth century?</i> ✎ Examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children. ✎ Investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples: <ul style="list-style-type: none"> ○ the Stolen Generations ○ the right to vote federally in 1962 ○ the 1967 Referendum ○ the Mabo decision ✎ Using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society. • <i>Who were the people who came to Australia? Why did they come?</i> • <i>What contribution have significant individuals and groups made to the development of Australian society?</i> ✎ Examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children. ✎ Investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples: <ul style="list-style-type: none"> ○ the Stolen Generations ○ the right to vote federally in 1962 ○ the 1967 Referendum ○ the Mabo decision ✎ Using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society. 	<p>HT3-1 Describes and explains the significance of people, groups, places and events to the development of Australia HT3-2 Describes and explains different experiences of people living in Australia over time HT3-5 Applies a variety of skills of historical inquiry and communication</p>	<p>The Australian Colonies - Key Inquiry Questions</p> <ul style="list-style-type: none"> • <i>What do we know about the lives of people in Australia's colonial past and how do we know?</i> ✎ Discuss the impact of settlement on local Aboriginal peoples and the environment. ✎ Discuss the diverse relationships between Aboriginal peoples and the British. • <i>How did an Australian colony develop over time and why?</i> • <i>How did colonial settlement change the environment?</i> ✎ Discuss the impact of settlement on local Aboriginal peoples and the environment. • <i>What were the significant events and who were the significant people that shaped Australian colonies?</i> ✎ Identify events that have shaped Australia's identity and discuss why they were significant. ✎ The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. Use a range of sources to investigate the role of a particular man, woman or group and the contributions each made to the shaping of the colony.
<p>Assessment</p>	<p>Assessment for Learning: Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Assessment as Learning: Involves students in the learning process where they monitor their own progress, ask questions and practices skills. Assessment of Learning: Assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p>			
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