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| ***West Torrens Partnership******Draft 18/03/14*** | **Australian Curriculum Science and Humanities Yearly Unit Plan v2** | **Reception- Year 2** |
| Year Level | Curriculum Area | Minutes per/week | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Reception** | **Science** | 90 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| Daily and seasonal changes in our environment, including the weather, affect everyday life | Living things have basic needs, including food and water | The way objects move depends on a variety of factors, including their size and shape | Objects are made of materials that have observable properties |
| **Humanities** | 64 | **Geography** -People Live in Places | **History** - Personal and Family Histories |
| * What are places like?
* What makes a place special?
* How can we look after the places we live in?
 | * What is my history and how do I know?
* What stories do other people tell about the past?
* How can stories of the past be told and shared?
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| **Year 1** | **Science** | 90 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| Observable changes occur in the sky and landscape | Living things have a variety of external features. Living things live in different places where their needs are met | Light and sound are produced by a range of sources and can be sensed | Everyday materials can be physically changed in a variety of ways |
| **Humanities** | 64 | **Geography** -Places have Distinctive Features | **History** - Present and Past Family Life |
| * What are the different features of places?
* How can we care for places?
* How can spaces within a place be rearranged to suit different purposes?
 | * How can we show that the present is different from or similar to the past?
* How do we describe the sequence of time?
* How has family life changed or remained the same over time?
* How can we show that the present is different from or similar to the past?
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| **Year 2** | **Science** | 90 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| Earth’s resources, including water, are used in a variety of ways | Living things grow, change and have offspring similar to themselves | A push or a pull affects how an object moves or changes shape | Different materials can be combined, including by mixing, for a particular purpose |
| **Humanities** | 64 | **Geography** -People are Connected to Many Places | **History** - The Past in the Present |
| * What is a place?
* How are people connected to their place and other places?
* What factors affect my connection to places
 | * How have changes in technology shaped our daily life?
* What aspects of the past can you see today? What do they tell us?
* What remains of the past are important to the local community? Why?
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| ***West Torrens Partnership******Draft 18/03/14*** | **Australian Curriculum Science and Humanities Yearly Unit Plan v2** | **Year 3-5** |
| Year Level | Curriculum Area | Minutes per/week | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Year 3** | **Science** | 120 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| Earth’s rotation on its axis causes regular changes, including night and day | Living things can be grouped on the basis of observable features and can be distinguished from non-living things | Heat can be produced in many ways and can move from one object to another | A change of state between solid and liquid can be caused by adding or removing heat |
| **Humanities** | 128 | **Geography** -Places are Both Similar and Different | **History** -Community & Remembrance |
| * How and why are places similar and different?
* What would it be like to live in a neighbouring country?
* How do people’s feelings about places influence their views about the protection
 | * How and why do people choose to remember significant events of the past?
* What is the nature of the contribution made by different groups and individuals in the community?
* Who lived here first and how do we know?
* How has our community changed? What features have been lost and what features have been retained?
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| **Year 4** | **Science** | 120 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| Earth’s surface changes over time as a result of natural processes and human activity | Living things have life cycles. Living things, including plants and animals, depend on each other and the environment to survive. | Forces can be exerted by one object on another through direct contact or from adistance | Natural and processed materials have a range of physical properties; theseproperties can influence their use |
| **Humanities**\**(\*does not include Social Sciences: Civics & Citizenship)* | 128 | **Geography** -The Earth’s Environment Sustains All Life | **History** - First Fleet |
| * How does the environment support the lives of people and other living things?
* How do different views about the environment influence approaches to sustainability?
* How can people use places and environments more sustainably?
 | * Why did the great journeys of exploration occur?
* Why did the Europeans settle in Australia?
* What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans?
* What was the nature and consequence of contact between Aboriginal peoples and/or Torres Strait Islander peoples and early traders, explorers and settlers?
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| **Year 5** | **Science** | 120 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| The Earth is part of a system of planets orbiting around a star (the sun) | Living things have structural features and adaptations that help them to survive in their environment | Light from a source forms shadows and can be absorbed, reflected and refracted | Solids, liquids and gases have different observable properties and behave in different ways |
| **Humanities**\* *(\*does not include Social Sciences: Civics & Citizenship, Economics & Business)* | 128 | **Geography** -Factors that Shape the Human and Environmental Characteristics of Places | **History** - The Australian Colonies |
| * 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?
 | * What were the significant events and who were the significant people that shaped Australian colonies?
* What do we know about the lives of people in Australia’s colonial past, how do we know?
* How did an Australian colony develop over time and why?
* How did colonial settlement change the environment?
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| ***West Torrens Partnership******Draft 18/03/14*** | **Australian Curriculum Science and Humanities Yearly Unit Plan v2** | **Year 6-7** |
| Year Level | Curriculum Area | Minutes per/week | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Year 6** | **Science** | 120 | **Earth & Space Sciences** | **Biological Sciences** | **Physical Sciences** | **Chemical Sciences** |
| Sudden geological changes or extreme weather conditions can affect Earth’s surface | The growth and survival of living things are affected by the physical conditions of their environment | Electrical circuits provide a means of transferring and transforming electricity.Energy from a variety of sources can be used to generate electricity. | Changes to materials can be reversible, such as melting, freezing, evaporating; orirreversible, such as burning and rusting |
| **Humanities**\**(\*does not include Social Sciences: Civics & Citizenship, Economics & Business)* | 128 | **Geography** -A Diverse and Connected World | **History** -Australia as a Nation |
| * 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?
 | * 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?
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| **Year 7** | **Science** | 120 | **Earth & Space Sciences** | **Biological Sciences** | **Chemical Sciences** | **Physical Sciences** |
| Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. Some of Earth’s resources are renewable, but others are non-renewable. Water is an important resource that cycles through the environment. | There are differences within and between groups of organisms; classification helps organise this Diversity. Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions. | Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques | Change to an object’s motion is caused by unbalanced forces acting on the object. Earth’s gravity pulls objects towards the centre of the Earth. |
| **Humanities**\**(\*does not include Social Sciences: Civics & Citizenship, Economics & Business)* | 128 | **Geography** -Water in the World | **History** - The Ancient World |
| * How do people’s reliance on places and environments influence their perception of them?
* What effect does the uneven distribution of resources and services have on the lives of people?
* What approaches can be used to improve the availability of resources and access to services?
 | * How do we know about the ancient past?
* Why and where did the earliest societies develop?
* What emerged as the defining characteristics of ancient societies?
* What have been the legacies of ancient societies?
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