

Reception

We will be developing our understanding of **place**, **space**, and **environment**. We will explore the places we live in and belong to and learn to observe and describe their features. We will explore our own special places, how we feel about them, what makes them special, and how we can care for them (place, environment).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

The places people live in and belong to, their familiar features and why they are important to people ([ACHASSK015](#)).

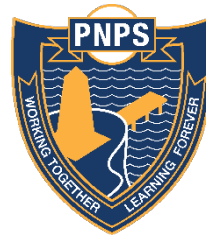
The reasons why some places are special to people, and how they can be looked after ([ACHASSK017](#)).

The representation of the location of places and their features on simple maps and models ([ACHASSK014](#)).

Sort and record information and data, including location, in tables and on plans and labelled maps ([ACHASSI003](#)).

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps ([ACHASSI008](#)).

2022 Term 3 Learning Overview



Port Noarlunga Primary School

Teacher: James Baylum History/Geography

Specialist Teachers

Performing Arts: Susie Chandler

Physical Education/Health: Mike Woolford

Languages (French): Karen Thorburn

Yr 3/4/5

We will develop our knowledge and understanding of the historical **concepts of sources, significance, perspective, cause and effect, empathy and continuity and change**. We will explore the effects of interactions and contact between Aboriginal peoples and the Macassans and Europeans. **Inquiry skills** will be developed through investigating the journeys of explorers from the 1400s to the early 1800s and how these resulted in colonisation around the globe, including Australia's colonisation by the British through the arrival of the First Fleet.

inquiry Questions:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts ([ACHASSK084](#)).

The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments ([ACHASSK086](#)).

Sequence information about people's lives and events ([ACHASSI076](#)).

Yr 1/2

We will learn that places can have natural, managed, and constructed environmental features. We will develop our geographical skills by observing, collecting, recording, representing, and interpreting geographical data and information to answer the **inquiry question: What are the different features of places?**

The natural, managed and constructed features of places, their location, how they change and how they can be cared for ([ACHASSK031](#)).

Activities in the local place and reasons for their location ([ACHASSK033](#)).

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them ([ACHASSK032](#)).

Collect data and information from observations and identify information and data from sources provided ([ACHASSI019](#)).

Sequence familiar objects and events ([ACHASSI021](#)).

Interpret data and information displayed in pictures and texts and on maps ([ACHASSI024](#)).

Yr 5/6

We will explore the **factors that led to federation** and the different attitudes towards it and citizenship at the time, both from a South Australian and national perspective. By investigating people's experiences of **democracy and citizenship over time**, we will come to understand the significance of events, ideas and people's contributions that influenced the development of Australia's system of government. **Skills of inquiry, and values and dispositions that enable us to form critical questions about texts and other sources will be developed** to help us present different perspectives about federation and its significance and impact on the different groups in the community.

Key figures, events and ideas that led to Australia's Federation and Constitution ([ACHASSK134](#)).

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children ([ACHASSK135](#)).

The contribution of individuals and groups to the development of Australian society since Federation ([ACHASSK137](#)).

Examine different viewpoints on actions, events, issues and phenomena in the past and present ([ACHASSI127](#)).