

Term	1	2	3	4
	Exploring the planet we live on	Exploring a changing nation over time	Exploring science, technologies and innovation	Exploring our mind, body, and identity
Even	<p>Our Restless Earth</p> <p>Students will learn about the Earth as part of a relatively simple planet-moon system operating within a larger solar system. Students will then explore how the relationship between the sun, moon and earth all combine to create life on Earth. They will determine whether changes to the Earth are geological and establish some of the causes and effects of extreme weather. Students will have the opportunity to create physical experiments that represent extreme weather and its consequences. For example students could map and explain the location, frequency and severity of bushfires or flooding in Australia.</p>	<p>A Portal to the Past</p> <p>In this unit students will explore Australia's history and development from convict settlement, colonization and migration by investigating significant individuals or groups from these times. For example, explorers, farmers, entrepreneurs, political leaders and Aboriginal peoples. They will examine the lives of these people or groups and how they contributed or had impact on Australian history. Throughout their investigation, students will identify the types of values and motivations displayed by these people. They will develop and use research skills to start to build a picture of Australia's past, the values we hold as important, and the diversity of our national identity. The students will have the opportunity to retell the story of an individual or a group that explains their impact on Australian history through a presentation.</p>	<p>What's the Matter?</p> <p>In this unit students will explore how solid, liquids and gases have different properties and how these properties behave in different ways. Through experimentation students will discover how different materials can change as a result of being heated or cooled. Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting. Students will identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations. We will also brainstorm resources that are used in and categorise them as natural (water, coal, oil), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies).</p>	<p>The Leader and Me</p> <p>In this unit students will define what a leader is and discover that leaders can be found in all walks of life. Students will investigate great leaders that are currently active within Australian society such as Aboriginal, Asian, academic and sporting leaders. They will identify their characteristics and achievements and how they became a successful leader. Students will understand that some great leaders overcame personal hardships and brought about change to improve the lives of others. Students will identify certain attributes of leaders that they can utilize as inspiration for their own character. Students will have an opportunity to research, present and make connections to a leader who is inspirational. Students will explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation.</p>
Big Question	How can we be better equipped to deal with the changes on Earth?	How has Australia's story grown and developed?	What are the states of matter and what changes matter?	What makes a good leader?
Major Concepts	Responsibility, change, identity, diversity, systems	Responsibility, change, identity, diversity, systems	Responsibility, change, identity, diversity, systems	Responsibility, change, identity, diversity, systems

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Odd	<p>Going Beyond</p> <p>This unit is about the human phenomenon of constantly wanting to explore, to go beyond the existing boundaries and to discover what lies beyond. Students will explore this aspect through endeavours in light and electricity. They will conduct experiments, investigating how light can be absorbed, reflected and refracted. They will acknowledge scientists' contributions such as Thomas Edison and see how their discoveries impacted on the world (eg. internet, mobile phones, etc.) Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy.</p>	<p>Protecting our Planet</p> <p>Living things have structural features and adaptations that help them to survive in their environment. The growth and survival of living things are affected by the physical conditions of their environment. Students will observe how changing the physical conditions for plants impacts on their growth and survival. They will also describe and list adaptations of living things suited for particular Australian environments. In addition, students will research organisms that live in extreme environments, for example, Antarctica, a desert or deep sea, describe and explain interconnections within places and between places, and the effects of these interconnections. Students will be capable of annotating a map to show places and their features in Australia and in selected countries of North America and Europe.</p>	<p>Who is in Charge?</p> <p>In this unit students will explore federation, democracy and the development of government. Students will learn how governments were formed in Australia and how that effects the current government. They will become more aware of key figures that lead to government and federation. Students will investigate the different roles within government and how they effect in organizing and running Australia. They will examine how the government is portrayed in the media and how that affects people's opinions. They will develop understandings about the role and responsibilities of the media in providing balanced information to the public. They will explore the rights and responsibilities of people as citizens in a democracy.</p>	<p>My Body, My Life</p> <p>This unit is about the human body as a complex system. Students will investigate the functions of the various body systems that together form the human body. They will explore ways in which they can keep their bodies functioning well. They will examine factors, such as alcohol and smoking that can have adverse effects on the body systems. They will consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment. They will identify the changes that the body goes through during the life cycle from conception to old age. They will focus particularly on the social, emotional and physical changes associated with puberty.</p>
Big Question	What turns on a light?	How can we make our planet more sustainable?	How do governments create just and fair societies for their citizens?	How do our bodies grow, change and work?
Major Concepts	Change, systems, diversity, identity, energy, responsibility	Change, systems, diversity, identity, energy, responsibility	Change, systems, diversity, identity, energy, responsibility	Change, systems, diversity, identity, energy, responsibility