



Wedge Park Primary School Investigations Essential Learnings

Topic	Foundation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
History	<p><u>Personal Histories</u></p> <p>I can explain who the people in my family are, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared</p> <p>I can explain the differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time</p> <p>I can explain the differences and similarities between daily lives and perspectives of life during my parents' and grandparents' childhoods, including family traditions, leisure time and communications</p>	<p><u>Community History</u></p> <p>I can explain perspectives about changes to daily life from people in the past or present</p> <p>I can provide examples of continuity and change in family life and in the local area by comparing past and present</p> <p><i>I can explain how myself, my family, friends and communities commemorate past events that are important to them</i></p> <p>I can explain the effect of changing technology on people's lives and their perspectives on the significance of that change</p> <p><i>I can identify what is familiar and what is different in the ways culturally diverse people and families live</i></p>		<p><u>Community Remembrance and Celebrations</u></p> <p>I can describe perspectives of people from the past</p> <p>I can describe the significance of Australian celebrations, symbols and emblems</p> <p>I can explain the significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area</p> <p>I can investigate why and how people participate within communities and cultural and social groups</p> <p>I can describe the different cultural, religious and/or social groups to which they and others in the community may belong</p> <p>I can compare my own and others cultural practices, showing how these may influence the ways people relate to each other</p> <p>I can describe what I have learnt about myself and others from intercultural experience</p> <p>I can identify how understandings between culturally diverse groups can be encouraged and achieved</p>	<p><u>First Contacts</u></p> <p>I can sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement</p> <p>I can identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration</p> <p>I can identify and explain the causes and effects of European settlement and exploration</p> <p>I can explain the diversity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives</p> <p>I can describe the journeys of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies</p> <p>I can recall stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival</p>	<p><u>Australian Colonies</u></p> <p>I can sequence significant events and lifetimes of people in chronological order to explain the developments in Australia's colonial past and the causes and effects of Federation on its people</p> <p>I can explain the causes of significant events that shaped the Australian colonies</p> <p>I can describe the nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants</p> <p>I can identify the effects of a significant development, event, individual or group played in shaping and changing a colony</p> <p>I can identify the causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony</p>	<p><u>Australia as a Nation</u></p> <p>I can describe perspectives and identify ideas, beliefs and values of people and groups in the past</p> <p>I can identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies</p> <p>I can explain who has contributed to Australian Federation and the effects of this on Aboriginal and Torres Strait Islander peoples and migrants</p> <p>I can explain the significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government</p> <p>Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society</p> <p>I can analyse how aspects of my own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced</p> <p>I can explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures</p> <p>I can examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups</p>

<p>Geography</p>		<p><u>Data and Information</u></p> <p>I can collect and record geographical data and information from the field and other sources</p> <p>I can represent data and the location of places and their features by constructing tables, plans and labelled maps</p> <p>I can interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far</p>	<p><u>Places and our connections to them</u></p> <p>I can describe and explain where places and activities are located</p> <p>I can represent the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia</p> <p>I can make connections of people in Australia to other places in Australia and across the world</p> <p>I can explain the weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them</p> <p>I can provide reasons why some places are special and some places are important to people and how they can be looked after</p> <p>I can explain activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places</p>	<p><u>Protecting Our World</u></p> <p>I can identify the main climates of the world and the similarities and differences between the climates of different places</p> <p>I can identify the types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably</p> <p>I can explain the similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places</p>	<p><u>Australia and our Place in the World</u></p> <p>I can identify and describe locations and spatial distributions and patterns and the connections between places</p> <p>I can collect and record relevant geographical data and information from the field and other sources</p> <p>I can represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that include the conventions of border, scale, legend, title and north point</p> <p>I can interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance</p> <p>I can describe the location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents</p> <p>I can identify the many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability</p> <p>I can describe the similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there</p>	<p><u>Our Impact on the World</u></p> <p>I can identify the influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places</p> <p>I can identify the impacts of bushfires or floods on environments and communities, and how people can respond</p> <p>I can explore environmental and human influences on the location and characteristics of places and the management of spaces within them</p> <p>I can identify factors that influence people's awareness and opinion of places</p>	<p><u>Australia's Connection with the World</u></p> <p>I can describe and explain the diverse characteristics of places in different locations from local to global scales and the connections between these places</p> <p>I can collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols</p> <p>I can represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate</p> <p>I can interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology</p> <p>I can identify the location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries from both continents</p> <p>I can identify the location of the major countries of the Asian region in relation to Australia and the geographical diversity within the region</p> <p>I can explain the differences in the demographic, economic, social and cultural characteristics of countries across the world</p> <p>I can explore Australia's connections with other countries and how these change people and places</p>
<p>STEM</p>	<p><u>Push and Pull</u></p> <p>I can explain how people use science in their daily lives</p> <p>I can explain how the way objects move depends on a</p>		<p><u>Light and Sound</u></p> <p>I can explain how light and sound are produced by a range of sources and can be sensed</p>				

	variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape					
Science	<p><u>Living Things</u></p> <p>I can explain how people use science in their daily lives I can explain that living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met I can explain how living things grow, change and have offspring similar to themselves</p>	<p><u>Earth and Space</u></p> <p>I can explain how people use science in their daily lives I can explain how observable changes occur in the sky and landscape and how daily and seasonal changes affect everyday life I can explain how earth's resources are used in a variety of ways</p>	<p><u>Materials</u></p> <p>I can explain how people use science in their daily lives I can explain how objects are made of materials that have observable properties I can explain how everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes</p>	<p><u>Living and Nonliving Things</u></p> <p>I can describe how living things can be grouped on the basis of observable features and can be distinguished from non-living things I can explain how different living things have different life cycles and depend on each other and the environment to survive</p>		
	<p><u>Science Skills - Taught throughout all Science Units</u></p> <p>I can respond to and pose questions, and make predictions about familiar objects and events I can participate in guided investigations, including making observations using the senses, to explore and answer questions I can use informal measurements in the collection and recording of observations I can use a range of methods, including drawings and provided tables, to sort information I can compare observations and predictions with those of others I can represent and communicate observations and ideas about changes in objects and events in a variety of ways</p>					
Civics and Citizenship				<p><u>How Australia Works</u></p> <p>I can identify features of government and law and describe key democratic values I can identify how and why decisions are made democratically in communities I can explain the roles of local government and some familiar services provided at the local level I can explain how and why people make rules I can distinguish between rules and laws and discuss why rules and laws are important</p>	<p><u>Our Government</u></p> <p>I can discuss the values, principles and institutions that underpin Australia's democratic forms of government and explain how this system is influenced by the Westminster system I can describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system I can identify and discuss the key features of the Australian electoral process I can identify the roles and responsibilities of electors and representatives in Australia's democracy I can explain how state/territory and federal laws are initiated and passed through parliament I can explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law</p>	

				<p>enforcement, and in the legal system</p> <p>I can identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society</p> <p>I can identify different points of view on a contemporary issue relating to democracy and citizenship</p> <p>I can investigate how people with shared beliefs and values work together to achieve their goals and plan for action</p>	
<p>Economics</p>					<p style="text-align: center;"><u>Business Enterprise</u></p> <p>I can describe the difference between needs and wants and explain why choices need to be made</p> <p>I can explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs</p> <p>I can 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</p> <p>I can identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services</p> <p>I can explore the nature and meaning of work and why individuals choose to participate in work</p> <p>I can investigate the influences on the ways people work and explore factors affecting work now and into the future</p> <p>I can investigate the nature and explain the importance of enterprising behaviours and capabilities</p> <p>I can make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event</p>