

	Term 1	Term 2	Term 3	Term 4
Unit of Inquiry Name		Earth Shock- (Earth and Space) Human Impact and natural processes can change the Earth's surface.		The Circle of Life- Agricultural practices used to make food and fibre are dependent on environmental conditions
Duration		9 Weeks		9 Weeks
Overview		In this unit, students take on the role of Geologists and learn about features of the Earth's surface. They examine natural processes such as weathering and erosion to explain changes in the Earth. Utilising the beautiful bush campus, students look for examples of weathering and erosion in our own backyard and pose reasons why this might be so. Students also undertake a study of the rocky cycle and learn about the different types of rocks (metamorphic, igneous, sedimentary). We also look at the components on what makes up good soil.		Students commence this unit with a review of their knowledge of lifecycles and other natural cycles in our world. They use this understanding to further explore the development of agricultural techniques to harness food and fibre from plants and animals. Through their studies, students develop an understanding of the connectedness and interdependence of living things on their environments.
Outcomes		ST2-10ES-S, ST2-7MW-T, ST2-1WS-S, ST2-2DP-T		ST2-4LW-S, ST2-5LW-T, ST2-1WS-S, ST2-2DP-T, ST3DP-T
Assessment		Students use CoSpaces to create an interactive rock cycle and identify what happens in each stage of the cycle. Students go on a school walk to look for evidence of weathering and erosion. Make predictions, collect data, compare results with predictions and suggest possible reasons for weathering and erosion. They look at components of soil and perform an experiment to identify what soil is made up of. Students also needed to explain how we could reduce the effects on weathering and erosion at school or improve the soil condition in certain areas around the school.		Living and Non Living: Students will define living and non-living things, identifying examples and comparing similarities and differences. Plant /Animal Life and Products: Students will research and recognise the stages in the life cycle of a specific plant or animal. They will investigate the uses of these plants and animals as products produced on Australian farms.

Teachers seek opportunities for meaningful and related learning in other KLAs when planning for History.

Please note scope and sequences may be adjusted for student learning and events.