

BOARD OF STUDIES
NEW SOUTH WALES

Human Society & Its Environment K-6

Units of Work

Acknowledgements

The Board of Studies NSW appreciates the support and assistance provided by the principals, teachers, students, parents and caregivers from the following NSW schools involved in the work sample project:

Annandale North Public School	Artarmon Public School
Australia Street Infants School	Banksmeadow Public School
Blacktown North Public School	Crown Street Public School
Emerton Public School	Freeman's Reach Public School
Kootingal Public School	Lisarow Public School
Mona Vale Public School	Port Macquarie Public School
Orange Grove Public School	Ourimbah Public School
PLC, Croydon	St Kieran's Primary School, Manly Vale
Walgett Public School	Westdale Public School
Wiley Park Public School.	

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Published by
Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 0 7313 4103 1

October 1998

98308

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Introduction

This support document has been developed to assist teachers in the use of the *Human Society and Its Environment K–6 Syllabus*. It contains units of work that are organised from Early Stage 1 to Stage 3. Each unit contains teaching notes, learning experiences and outcomes. Indicators have also been developed for each unit. These indicators may differ from syllabus indicators, as some are based on a particular case study.

Information in these units will assist teachers and schools in their planning, programming and assessing. Teaching notes accompany each unit of work. These notes include information about the subject matter and learning opportunities that have been selected from the syllabus. They also include key resources, links with other key learning areas and literacy notes. Within each unit of work, teachers will find a number of opportunities to focus on aspects of literacy such as vocabulary-building and spelling.

Student work samples based on the units of work are also included. Work samples, along with other evidence of student learning, help teachers to monitor the progress of individual students and to make on-balance judgements about the achievement of stage outcomes. Demonstration of the achievement of an outcome is usually not evident in a single work sample. Rather, it is evident over time and in a number of ways. A work sample may illustrate progress towards the achievement of one outcome rather than all outcomes referred to in the unit of work.

The units of work are not mandatory. It is expected that teachers and schools will adapt the units according to the needs of their students, the availability of or preference for particular resources and the nature of school policies and priorities. This might mean that teachers and schools:

- * implement all of the units as outlined;
- * implement some of the units and develop school-designed programs to complement them;
- * modify the units to suit student needs and available resources;
- * use the Outcomes and Content sections of the *Human Society and Its Environment K–6 Syllabus* (1998) as the basis for planning, making use of their own units, units developed by other educational authorities or commercially produced units.

Some units suggest a preferred sequence of learning experiences. Other units, particularly those in Early Stage 1, provide a number of learning experiences from which teachers are encouraged to select those which are most appropriate.

The ‘Sample School Plans for Human Society and Its Environment’ section provides some examples of school plans based on units in this document. These sample plans have been developed to indicate the ways in which different schools could ensure that students have access to the content and outcomes of the syllabus from Kindergarten through to Year 6.

The ‘Teaching Strategies and Practices for Human Society and Its Environment’ section elaborates on the strategies and practices that are referred to in the units of work. Student work samples are used in this section to illustrate these strategies and practices.



Units of Work

Unit Descriptions

Sample School Plans for Human Society and Its Environment

Sample Plan A

Sample Plan B

Sample Plan C

Sample Plan D

Sample Plans E(i) and E(ii)

Sample Plan F

Sample Plan G

Early Stage 1 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

Stage 1 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

Stage 2 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

Stage 3 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

Unit Descriptions

EARLY STAGE 1

Page

School Days

25

This unit provides opportunities for students to explore the school, its surroundings and its people, highlighting intercultural understanding and democratic processes. The unit emphasises the skill of social participation. It focuses on classroom routines and responsibilities, with some opportunities to find out about schools in other places and times.

This Is Me!

29

This unit provides opportunities to explore students' lives and special characteristics, highlighting beliefs and moral codes. The unit emphasises the skill of organising and comparing information. It focuses on the students' backgrounds, past experiences and memories, and on important people in their lives. It provides opportunities for students to compare themselves with others in their class and with people from different places and times.

Places We Know

33

This unit provides opportunities for students to explore the immediate environment, which will include the school or classroom, highlighting ecological sustainability in the care of places. The unit emphasises the skill of recording information gathered through direct observation. It focuses on the differences between familiar features and places, and between the activities that occur there.

Meeting Needs

37

This unit provides opportunities for students to explore their immediate needs — food, shelter, clothing and love — highlighting social justice and beliefs and moral codes. The unit emphasises the skill of classifying information. It focuses on how needs are met by people and resources, as well as students' responsibilities in meeting these needs.

STAGE 1	Page
<i>Workers in the Community</i>	43
This unit provides opportunities for students to explore the different roles and responsibilities of people with whom they interact within their family, school and community, highlighting democratic processes. The unit emphasises the skill of social and civic participation. It focuses on how roles and responsibilities connect to help meet needs.	
<i>Transport</i>	47
This unit is a case study only. It provides opportunities for students to explore transport systems in their local area, highlighting ecological sustainability. The unit emphasises the skill of organising and storing information in different ways. It focuses on the benefits and responsibilities of transport use.	
<i>Note: Teachers may prefer to base this unit on a different system, eg a communication, electricity or water system.</i>	
<i>Celebrations</i>	51
This unit provides opportunities for students to explore the types of customs and practices associated with celebrations, highlighting intercultural understanding and beliefs and moral codes. The unit emphasises the identification of values. It focuses on what celebrations mean to people and the similarities and differences in the ways in which people celebrate.	
<i>Families Past and Present: Stories and Histories</i>	55
This unit provides opportunities for students to explore the reasons why people, events and particular days are important, using narratives, traditional stories and recounts, and highlighting beliefs and moral codes, intercultural understandings and lifelong learning. The unit emphasises the skill of acquiring information through historical artefacts and stories. It focuses on continuity and change in different families, looking at the value of what is maintained and why changes are made.	
<i>Identifying Us</i>	59
This unit provides opportunities for students to explore the groups to which they and others belong and the benefits of belonging to a group, highlighting beliefs and moral codes and intercultural understanding. The unit emphasises skills in communicating information. It focuses on the diverse activities and practices of groups and the associated clothing, equipment, symbols and rules.	
<i>The Need for Shelter</i>	63
This unit provides opportunities for students to explore the need of people and other living things for shelter, and how built and natural environments can provide this, highlighting social justice. The unit emphasises the skill of synthesising information and making generalisations. It focuses on the students' local area and safety needs in familiar environments.	
<i>The Way We Were</i>	67
This unit provides opportunities for students to explore the changes and continuities in the ways that families have done things over time, highlighting intercultural understandings. The unit emphasises the skill of synthesising information through comparisons between the past and present. It focuses on the effects of changing technology as well as changes in gender roles.	
<i>Wet and Dry Environments</i>	71
This unit is a case study only. It provides opportunities for students to explore the differences between natural and built environments in their community, with a focus on exploring a wet or dry environment, and highlighting ecological sustainability. The unit emphasises the skills of gathering information from direct sources and organising this information. It focuses on people's interactions with, and responsibilities towards, environments.	
<i>Note: Teachers may prefer to base this unit on a different comparison of environments, eg built and natural environments, old and new built environments or hot and cold environments.</i>	

STAGE 2	Page
<i>Cooperating Communities</i>	77
<p>This unit provides opportunities for students to explore ways in which environments and social systems and structures in local areas meet people's needs, influence the lifestyles and contribute to community identity, highlighting democratic processes and social justice. The unit emphasises the skill of social and civic participation. It focuses on the opportunities people have to participate in the community and their willingness to do so.</p>	
<i>Australia: You're Standing in It</i>	81
<p>This unit provides opportunities for students to explore natural, heritage and built features in Australia, highlighting ecological sustainability and intercultural understandings. The unit emphasises the skill of mapping to find and record information. It focuses on investigating and evaluating the significance of particular sites and places, and what people value about them.</p>	
<i>British Colonisation of Australia</i>	85
<p>This unit provides opportunities for students to explore issues related to Australia's original inhabitants, explorers before the British, and the British arrival and occupation of Australia, highlighting intercultural understanding, ecological sustainability and social justice. The unit emphasises the skill of acquiring information through a variety of sources in order to develop understandings of a shared history, where different viewpoints of the one event are held.</p>	
<i>Places: Then, Now and Tomorrow</i>	93
<p>This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women, and the arrival of different cultural groups, highlighting intercultural understanding, ecological sustainability and social justice. The unit emphasises the skill of locating relevant information. It focuses on historical inquiry and the ways in which information about the past can be gathered.</p>	
<i>People and Their Beliefs</i>	97
<p>This unit provides opportunities for students to explore major religions and beliefs, highlighting beliefs and moral codes and intercultural understandings. The unit emphasises skills in expressing and listening to viewpoints. It focuses on how religions and beliefs influence individuals and groups.</p>	
<i>State and National Parks</i>	101
<p>This unit provides opportunities for students to explore the issues, values and attitudes associated with the establishment of State and national parks, highlighting ecological sustainability. The unit emphasises the skill of gathering information through direct and mediated observations of a particular place. It focuses on relevant case studies of State and national parks in NSW and Australia.</p>	
<i>Living in Communities</i>	105
<p>This unit provides opportunities for students to explore the diversity of communities within Australia, highlighting beliefs and moral codes and intercultural understandings. The unit emphasises values and focuses on examining the characteristics of a community that contribute to its identity, as well as the diversity of communities that contribute to an Australian identity.</p>	
<i>Who Will Buy?</i>	109
<p>This unit provides opportunities for students to explore the goods and services that provide for needs and wants and the responsibilities of producers and consumers, highlighting ecological sustainability. The unit emphasises the skill of analysing information. It focuses on the changes that have occurred and the influences of technologies.</p>	

STAGE 3	Page
<i>Gold!</i>	115
<p>This unit is a case study only. It provides opportunities for students to explore the influence of the discovery of gold on Australian identity, environment and heritage, highlighting social justice and democratic processes. The unit emphasises the skills of gathering, analysing and synthesising information through a variety of primary and secondary sources. It focuses on significant events, actions and people to build a broad picture of a particular time in Australia's history.</p> <p><i>Note: Teachers may prefer to base this unit on a different period or major event, eg early exploration or governors.</i></p>	
<i>Global Environments: Rainforests</i>	119
<p>This unit is a case study only. It provides opportunities for students to investigate a rainforest environment in Australia, highlighting ecological sustainability. The unit emphasises the skills of synthesising information and evaluating the values contained in a variety of viewpoints. It focuses on comparing environmental patterns in Australia with other places in the world.</p> <p><i>Note: Teachers may prefer to base this unit on another global environment, eg deserts, coral reefs or mountains.</i></p>	
<i>State and Federal Government</i>	123
<p>This unit provides opportunities for students to investigate the people and processes involved in the legislative, executive and judicial functions of State and federal governments, highlighting democratic processes. The unit emphasises the skills of acquiring information and civic participation. It focuses on the responsibilities of different levels of government and how parliaments work.</p>	
<i>Current Issues: Antarctica</i>	127
<p>This unit is a case study only. It provides opportunities for students to explore issues and decision-making surrounding a current issue, highlighting ecological sustainability and beliefs and moral codes. The unit emphasises the skill of acquiring current information through relevant sources such as the Internet, newspapers and television. It focuses on how beliefs about human interaction have changed over time and how they vary according to each person's perspective and interest.</p> <p><i>Note: Teachers may prefer to base this unit on another current issue, eg mining in the Northern Territory, feral animals in the Australian bush or impacts of weather patterns.</i></p>	
<i>Australian Democracy</i>	131
<p>This unit provides opportunities for students to explore beliefs and ideals associated with democracy, both in past societies and contemporary Australia, highlighting democratic processes and social justice. The unit emphasises the skill of civic participation. It focuses on the principles of representative government.</p>	
<i>Study of a Cultural Group: Bali</i>	135
<p>This unit is a case study only. It provides opportunities for students to develop understanding and appreciation of traditional Balinese culture and how it has changed as a result of interactions with other cultures, highlighting intercultural understandings, beliefs and moral codes and social justice. The unit emphasises the skill of presenting information. It focuses on people's experiences as part of a cultural group or with other cultures.</p> <p><i>Note: Teachers may prefer to base this unit on a different cultural group.</i></p>	
<i>Identity and Values</i>	141
<p>This unit provides opportunities for students to explore the contribution of different cultural groups to Australian identity, highlighting intercultural understandings, beliefs and moral codes and social justice. The unit emphasises the skill of values analysis. It focuses on the diversity of Australian life, past and present influences and the changing nature of these influences.</p>	
<i>Global Connections</i>	145
<p>This unit provides opportunities for students to explore global communication systems, highlighting social justice and intercultural understanding. The unit emphasises the skill of synthesising information in order to form generalisations. It focuses on how and why different countries have access to different resources, including global systems and changing technologies. It also examines students' own use of these resources.</p>	

Sample School Plans for Human Society and Its Environment

The following sample school plans have been developed to assist schools in using the units of work from Early Stage 1 through to Stage 3.

The sample plans are offered as a guide only. Schools are in the best position to determine the order and timing of units.

Sample Plan A	has been developed for a school organised in single-year classes.
Sample Plan B	has been developed for a school where the class organisation includes a number of multi-age groupings.
Sample Plan C	has been developed for a school that uses a semester plan.
Sample Plan D	has been developed for a small school that is mainly based on multi-age groupings.
Sample Plans E(i) and E(ii)	have been developed for a small school using a four-year cycle.
Sample Plan F	has been developed for multi-age classes and schools.
Sample Plan G	has been developed for class programs based on three units per year.

Sample Plan A

Context

This plan has been developed for a school that is organised in single-year groupings.

	Early Stage 1	Stage 1	
<i>Term 1</i>	<i>School Days</i>	<i>Identifying Us</i>	<i>The Way We Were</i>
<i>Term 2</i>	<i>This Is Me!</i>	<i>The Need for Shelter</i>	<i>Celebrations</i>
<i>Term 3</i>	<i>Places We Know</i>	<i>Workers in the Community</i>	<i>Transport</i>
<i>Term 4</i>	<i>Meeting Needs</i>	<i>Families Past and Present: Stories and Histories</i>	<i>Wet and Dry Environments</i>

Sample Plan B

Context

This plan has been developed for a school that includes a number of multi-age class groupings.

	Early Stage 1	Stage 1
<i>Term 1</i>	<i>School Days</i>	<i>Identifying Us (even year)</i> <i>Celebrations (odd year)</i>
<i>Term 2</i>	<i>This Is Me!</i>	<i>The Need for Shelter (even year)</i> <i>Transport (odd year)</i>
<i>Term 3</i>	<i>Places We Know</i>	<i>Workers in the Community (even year)</i> <i>The Way We Were (odd year)</i>
<i>Term 4</i>	<i>Meeting Needs</i>	<i>Families Past and Present: Stories and Histories (even year)</i> <i>Wet and Dry Environments (odd year)</i>

Key Feature

This plan varies the focus across the school in each term so that the use of bulk resource material can occur without the need to duplicate or share key resources.

Stage 2		Stage 3	
<i>People and Their Beliefs</i>	<i>British Colonisation of Australia</i>	<i>Identity and Values</i>	<i>Australian Democracy of Australia</i>
<i>Cooperating Communities</i>	<i>Places: Then, Now and Tomorrow</i>	<i>State and Federal Government</i>	<i>Global Connections</i>
<i>Living in Communities</i>	<i>Australia: You're Standing in It</i>	<i>Gold!</i>	<i>Global Environments: Rainforests</i>
<i>State and National Parks</i>	<i>Who Will Buy?</i>	<i>Current Issues: Antarctica</i>	<i>Study of a Cultural Group: Bali</i>

Key Feature

This plan enables the school to use an odd/even year rotation of units so that repetition can be avoided.

Stage 2		Stage 3	
<i>Places: Then, Now and Tomorrow (even year)</i>		<i>Study of a Cultural Group: Bali (even year)</i>	
<i>British Colonisation of Australia (odd year)</i>		<i>Identity and Values (odd year)</i>	
<i>Cooperating Communities (even year)</i>		<i>Gold! (even year)</i>	
<i>State and National Parks (odd year)</i>		<i>Global Connections (odd year)</i>	
<i>Australia: You're Standing in It (even year)</i>		<i>State and Federal Government (even year)</i>	
<i>Living in Communities (odd year)</i>		<i>Australian Democracy (odd year)</i>	
<i>People and Their Beliefs (even year)</i>		<i>Global Environments: Rainforests (even year)</i>	
<i>Who Will Buy? (odd year)</i>		<i>Current Issues: Antarctica (odd year)</i>	

Sample Plan C

Context

Sample Plan C has been developed for a school that uses a semester plan.

	Early Stage 1	Stage 1	
<i>Semester 1</i> (Terms 1 and 2)	<i>School Days</i> <i>This Is Me!</i>	<i>Identifying Us</i> <i>The Need for Shelter</i>	<i>Celebrations</i> <i>Transport</i>
<i>Semester 2</i> (Terms 3 and 4)	<i>Places We Know</i> <i>Meeting Needs</i>	<i>Workers in the Community</i> <i>Families Past and Present: Stories and Histories</i>	<i>The Way We Were</i> <i>Wet and Dry Environments</i>

Sample Plan D

Context

Sample Plan D has been developed for a small school that is mainly based on multi-age groupings.

	Early Stage 1	Stage 1
<i>EVEN YEAR</i>		
<i>Term 1</i>	<i>School Days</i>	<i>Families Past and Present: Stories and Histories</i>
<i>Term 2</i>	<i>This Is Me!</i>	<i>Identifying Us</i>
<i>Term 3</i>	<i>Places We Know</i>	<i>The Way We Were</i>
<i>Term 4</i>	<i>Meeting Needs</i>	<i>Transport</i>
<i>ODD YEAR</i>		
<i>Term 1</i>	<i>School Days</i>	<i>The Need for Shelter</i>
<i>Term 2</i>	<i>This Is Me!</i>	<i>Celebrations</i>
<i>Term 3</i>	<i>Meeting Needs</i>	<i>Workers in the Community</i>
<i>Term 4</i>	<i>Places We Know</i>	<i>Wet and Dry Environments</i>

Key Feature

This plan provides teachers with greater flexibility in the management of available time and resources for Human Society and Its Environment and other key learning areas. The degree of adjustment required to the duration of units, the timing of school vacation periods, and the focus of school initiatives and programs are key considerations when using this plan.

Stage 2		Stage 3	
<i>Places: Then, Now and Tomorrow</i>	<i>British Colonisation of Australia</i>	<i>Study of a Cultural Group: Bali</i>	<i>Identity and Values</i>
<i>Cooperating Communities</i>	<i>State and National Parks</i>	<i>State and Federal Government</i>	<i>Global Connections</i>
<i>Living in Communities</i>	<i>Australia: You're Standing In It</i>	<i>Gold!</i>	<i>Australian Democracy</i>
<i>People and Their Beliefs</i>	<i>Who Will Buy?</i>	<i>Global Environments: Rainforests</i>	<i>Current Issues: Antarctica</i>

Key Feature

In this two-year plan, links can be made between Early Stage 1, Stage 1, Stage 2 and Stage 3 units. This plan is particularly suited to classes spanning several stages.

Stage 2	Stage 3
<i>EVEN YEAR</i>	
<i>Living in Communities</i>	<i>Study of a Cultural Group: Bali</i>
<i>State and National Parks</i>	<i>Global Environments: Rainforests</i>
<i>British Colonisation of Australia</i>	<i>Gold!</i>
<i>Who Will Buy?</i>	<i>Global Connections</i>
<i>ODD YEAR</i>	
<i>Places: Then, Now and Tomorrow</i>	<i>Australian Democracy</i>
<i>People and Their Beliefs</i>	<i>Identity and Values</i>
<i>Cooperating Communities</i>	<i>State and Federal Government</i>
<i>Australia: You're Standing in It</i>	<i>Current Issues: Antarctica</i>

Sample Plans E(i) and E(ii)

Context

Sample Plans E(i) and E(ii) have been developed for a small school.

Plan E(i): In this plan, students would work with 12 units from Kindergarten to Year 2 and 16 units from Year 3 to Year 6.

	Early Stage 1/Stage 1	Stage 2/Stage 3
	<i>Year A</i>	<i>Year A</i>
<i>Term 1</i>	<i>This Is Me!</i>	<i>Living in Communities</i>
<i>Term 2</i>	<i>The Need for Shelter</i>	<i>State and National Parks</i>
<i>Term 3</i>		<i>Gold!</i>
<i>Term 4</i>	<i>Identifying Us</i>	<i>Identity and Values</i>
	<i>Year B</i>	<i>Year B</i>
<i>Term 1</i>	<i>Meeting Needs</i>	<i>Australian Democracy</i>
<i>Term 2</i>	<i>Transport</i>	<i>Global Connections</i>
<i>Term 3</i>		<i>Current Issues: Antarctica</i>
<i>Term 4</i>	<i>Celebrations</i>	<i>People and Their Beliefs</i>
	<i>Year C</i>	<i>Year C</i>
<i>Term 1</i>	<i>School Days</i>	<i>Cooperating Communities</i>
<i>Term 2</i>		<i>Australia: You're Standing in It</i>
<i>Term 3</i>	<i>Families Past and Present: Stories and Histories</i>	<i>British Colonisation of Australia</i>
<i>Term 4</i>	<i>Wet and Dry Environments</i>	<i>Global Environments: Rainforests</i>
	<i>Year D</i>	<i>Year D</i>
<i>Term 1</i>	<i>Places We Know</i>	<i>Change and Continuity in the Local Area</i>
<i>Term 2</i>	<i>Identifying Us</i>	<i>Study of a Cultural Group: Bali</i>
<i>Term 3</i>		<i>State and Federal Government</i>
<i>Term 4</i>	<i>The Way We Were</i>	<i>Who Will Buy?</i>

Key Features

In each of these plans, some modification of the suggested units is required to adequately incorporate the outcomes for each stage.

Plan E(ii): In this plan, students would work with 12 units from Kindergarten to Year 2 and 16 units from Year 3 to Year 6.

	Early Stage 1/Stage 1	Stage 2/Stage 3
	<i>Year A</i>	<i>Year A</i>
<i>Term 1</i>	<i>This Is Me!</i>	<i>Living in Communities</i>
<i>Term 2</i>	<i>The Need for Shelter</i>	<i>State and National Parks</i>
<i>Term 3</i>	<i>The Way We Were</i>	<i>Gold!</i>
<i>Term 4</i>	<i>Identifying Us</i>	<i>Identity and Values</i>
	<i>Year B</i>	<i>Year B</i>
<i>Term 1</i>	<i>Meeting Needs</i>	<i>British Colonisation of Australia</i>
<i>Term 2</i>	<i>Transport</i>	<i>Global Connections</i>
<i>Term 3</i>	<i>Identifying Us</i>	<i>Study of a Cultural Group: Bali</i>
<i>Term 4</i>	<i>Celebrations</i>	<i>People and Their Beliefs</i>
	<i>Year C</i>	<i>Year C</i>
<i>Term 1</i>	<i>School Days</i>	<i>Cooperating Communities</i>
<i>Term 2</i>	<i>Places We Know</i>	<i>Australia: You're Standing in It</i>
<i>Term 3</i>	<i>Families Past and Present: Stories and Histories</i>	<i>Australian Democracy</i>
<i>Term 4</i>	<i>Wet and Dry Environments</i>	<i>Global Environments: Rainforests</i>
	<i>Year D</i>	<i>Year D</i>
<i>Term 1</i>	<i>This Is Me!</i>	<i>Places: Then, Now and Tomorrow</i>
<i>Term 2</i>	<i>The Need for Shelter</i>	<i>Current Issues: Antarctica</i>
<i>Term 3</i>	<i>The Way We Were</i>	<i>State and Federal Government</i>
<i>Term 4</i>	<i>Identifying Us</i>	<i>Who Will Buy?</i>

Sample Plan F

Context

This plan has been developed for multi-age classes. It is particularly suitable for a K–6 class.

Program 1

The following units could be redesigned into one unit, with a focus on the natural and built features, location, purpose, maintenance and care of the environments considered.

Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Places We Know</i>	<i>Wet and Dry Environments</i>	<i>State and National Parks</i>	<i>Global Environments: Rainforests</i>
		<i>Australia: You're Standing in It</i>	<i>Current Issues: Antarctica</i>

The sequence of outcomes and subject matter of the Environments strand will assist teachers to connect these units of work.

Program 2

The following units could be redesigned into one unit, with a focus on exploring the past using different sources such as artefacts, stories and other primary and secondary sources. A common thread — such as technological change, change for Aboriginal people or the changing role of women — may be followed throughout these units to further link them.

Early Stage 1	Stage 1	Stage 2	Stage 3
<i>School Days</i>	<i>The Way We Were</i>	<i>Places: Then, Now and Tomorrow</i>	<i>Gold!</i>
	<i>Families Past and Present: Stories and Histories</i>	<i>British Colonisation of Australia</i>	

The sequence of outcomes and subject matter of the Change and Continuity strand will assist teachers to connect these units of work.

Key Features

This plan enables teachers to link units of work across the stages. The four strands provide a focus for study. The sequence of outcomes and subject matter in each strand underpin the program. Learning experiences and sequences are derived from the connected units and the sequence of outcomes in each strand enable the teacher to plan, program, assess and report according to the stage outcomes that apply to each student.

Program 3

The following units could be redesigned into one unit, with a focus on the students' own identities and cultural backgrounds, the culture of others and the notion of an Australian identity.

Early Stage 1	Stage 1	Stage 2	Stage 3
<i>This Is Me!</i>	<i>Identifying Us</i>	<i>People and Their Beliefs</i>	<i>Identity and Values</i>
	<i>Celebrations</i>	<i>Living in Communities</i>	<i>Study of a Cultural Group: Bali</i>

The sequence of outcomes and subject matter of the Cultures strand will assist teachers to connect these units of work.

Program 4

The following units could be redesigned into one unit, with a focus on how needs are met and the roles, responsibilities and rights of people in meeting their own needs and caring about and behaving responsibly towards other people and the environment.

Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Meeting Needs</i>	<i>The Need for Shelter</i>	<i>Who Will Buy?</i>	<i>Global Connections</i>
	<i>Transport</i>	<i>Cooperating Communities</i>	<i>State and Federal Government</i>
	<i>Workers in the Community</i>		<i>Australian Democracy</i>

The sequence of outcomes and subject matter of the Social Systems and Structures strand will assist teachers to connect these units of work.

Sample Plan G

Context

This plan has been developed for schools that may wish to use the units of work for only three terms of the year. It couples units that address similar sets of outcomes. While this plan suggests choices that can be made between units of work, teachers will ideally incorporate learning experiences from the coupled units to ensure that the content is being taught.

Early Stage 1	Stage 1	Stage 2	Stage 3
<i>eg Kindergarten</i>	<i>eg Year 1</i>	<i>eg Year 3</i>	<i>eg Year 5</i>
<i>School Days</i>	<i>Identifying Us/ Celebrations</i>	<i>State and National Parks/ Australia: You're Standing in It</i>	<i>Australian Democracy</i>
<i>This Is Me!</i>	<i>Transport</i>	<i>People and Their Beliefs/ Living in Communities</i>	<i>Global Connections/ Global Environments: Rainforests</i>
<i>Places We Know/ Meeting Needs</i>	<i>The Need for Shelter</i>	<i>Places: Then, Now and Tomorrow</i>	<i>Gold!</i>

Early Stage 1	Stage 1	Stage 2	Stage 3
<i>eg Kindergarten</i>	<i>eg Year 2</i>	<i>eg Year 4</i>	<i>eg Year 6</i>
<i>School Days</i>	<i>Families Past and Present: Stories and Histories/ The Way We Were</i>	<i>British Colonisation of Australia</i>	<i>State and Federal Government</i>
<i>This Is Me!/Meeting Needs</i>	<i>Workers in the Community</i>	<i>Who Will Buy?</i>	<i>Identity and Values</i>
<i>Places We Know</i>	<i>Wet and Dry Environments</i>	<i>Cooperating Communities</i>	<i>Study of a Cultural Group: Bali/Current Issues: Antarctica</i>



Early Stage 1 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

School Days

This Is Me!

Places We Know

Meeting Needs

Early Stage 1 Overview of Outcomes

Change and Continuity

<i>Significant Events and People</i>	CCES1
<i>Time and Change</i>	Describes events or retells stories that demonstrate their own heritage and the heritage of others.

Cultures

<i>Identities</i>	CUES1
<i>Cultural Diversity</i>	Communicates some common characteristics that all people share, as well as some of the differences.

Environments

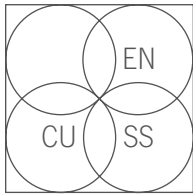
<i>Patterns of Place and Location</i>	ENES1
<i>Relationships with Places</i>	Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

Social Systems and Structures

<i>Resource Systems</i>	SSES1
<i>Roles, Rights and Responsibilities</i>	Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

Early Stage 1 Outcomes in Units of Work

	CCES1	CUES1	ENES1	SSES1
<i>School Days</i>				
<i>This Is Me!</i>				
<i>Places We Know</i>				
<i>Meeting Needs</i>				



School Days

This unit provides opportunities for students to explore the school, its surroundings and its people. The unit focuses on classroom routines and responsibilities and provides some opportunities to find out about other schools in other places and times.

Unit Duration *Approximately 6–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- personal and class needs and how they are met
- roles, rights and responsibilities in the classroom and at home
- classroom rules and routines
- natural and built features of their immediate environment and of areas they have visited
- experiences and interactions with their immediate environment and with areas they have visited
- places and environments that are clean and safe
- characteristics, desires and abilities of students
- recognisable Australian and school symbols
- use of body language for communication
- recognisable differences between languages spoken in their neighbourhood
- events shared with class members and with families
- their own class group and family group.

Implications for Learning *In this unit, students have opportunities to:*

- identify and locate classroom resources
- list classroom resources using different categories
- ask questions of people who work in the school about their roles
- participate in the organisation of waste in the classroom, including recycling
- participate in the development of class rules
- observe, locate and gather information about their environment
- organise the waste in the classroom and decide what to recycle, what to throw away and what could be useful for others and the environment
- identify ways of distinguishing the classroom from other familiar places
- talk about, make decisions about, and accept and fulfil responsibilities about caring for their classroom and school environments
- accept roles in classroom organisation
- classify and record similar and different characteristics of students in the class
- listen to texts about the lives of other people, including children in other places and times
- participate in activities that encourage cultural awareness
- learn about and share experiences of events celebrated or observed by students in the class, and classify these in some manner.

Literacy Notes

This unit provides opportunities for students to explore observations, descriptions, procedures and procedural recounts. The HSIE teaching strategies/practices in this unit include joint construction of picture graphs and matrices.

Links with Other Key Learning Areas

English: The structure and language features of the text types that students create and interpret (see above).

Science and Technology: Content from the Built Environment strand considers the spaces within and surrounding buildings. The 'Look Around You' unit suggests some related learning experiences.

Mathematics: 3D models, following and giving directions, comparing groups pictorially, daily routines, sorting.

Creative and Practical Arts: Songs, singing games, dance, role-play, rhymes, artwork, exploring visual forms and objects.

Personal Development, Health and Physical Education: Personal characteristics, positive relationships, individual qualities, child protection.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as selected background information sheets, websites, texts and other material to support this unit.

Texts about the classroom, school life and routines in different cultures, places and times; visual texts such as photographs and pictures showing different students, classrooms and schools.

Visitors to talk about other schools and school life in other places and times.

Board of Studies publications such as *Aboriginal Literacy Kit* and *Big Mob Books for little fullas*.

School Days

Outcomes and Indicators

SSES1

Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

- *identifies their own needs and the needs of others*
- *identifies their own rights, roles and responsibilities and those of others at home and in the classroom*
- *participates in activities that ensure that the classroom is a happy, healthy and safe place*
- *demonstrates an awareness of the rights of others in the classroom*
- *participates in the formation of classroom rules and routines*
- *follows class and school rules*
- *demonstrates ways in which they can take responsibility for meeting their own needs*
- *makes connections between personal and class needs and people who meet these needs, including peers and adults in the school.*

ENES1

Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

- *identifies activities that occur in specific places*
- *uses and makes 3D models of environmental features*
- *names and talks about places and features in their home, school and immediate environment*
- *demonstrates ways in which they can care for their home, classroom, school and local community.*

CUES1

Communicates some common characteristics that all people share, as well as some of the differences.

- *talks about the characteristics that we all share*
- *recognises easily identifiable Australian symbols*
- *describes the groups that individuals belong to, including the class, the family group, friendship groups*
- *identifies and describes their own characteristics*
- *compares their own characteristics with those of others*
- *identifies and gathers information about aspects of the cultural backgrounds of students in the class or school*
- *talks about other children in Australia and in other countries*
- *identifies languages spoken in the class and in the community*
- *identifies words and expressions from other languages*
- *observes and describes different forms of communication*
- *contributes to class discussions about special events and holidays important to them*
- *identifies their own desires and abilities, and reasons for these.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: A Happy, Healthy, Safe Classroom

- Set up activity centres as a focus for students to learn to share equipment, get to know each other and discuss activities.
- Organise the class to share setting up, packing up, sorting waste and recycling materials to develop ideas about roles, routines and responsibilities and to identify places in the classroom where resources and equipment belong.
- Play games that involve group participation and cooperation.
- Discuss what students need to be happy, healthy and safe at school. Provide opportunities for students to complete artworks and then display these with their observations, such as 'I am happy at school when ...', 'At school I like to ...', 'At school I feel safe when ...'. ☆
- Read texts and talk about friendships. Take photographs of each student with a new class friend and display all photos. Ask students to identify what they like about their new friend.
- Discuss classroom routines and ask students to pictorially represent different times in the day. Sequence these representations and label them with everyday vocabulary associated with time. ☆
- Ask students about rules: what they think a rule is; what they see as the purpose of rules. Have students suggest rules needed for the classroom. List, illustrate and display classroom rules. Use categories focusing on safety, cooperation, care and individual rights. Talk about what happens when rules are not followed and individual rights are not respected.
- Visit the playground and discuss the use and care of the school's equipment and grounds.
- Ask students to identify ways of caring for and using the places, features, facilities, equipment and resources they use.
- Discuss ways of looking after the school grounds, eg caring for existing plant and animal life, recycling waste such as grass clippings and lunch scraps.

Learning Sequence 2: Who's in the Classroom?

- Have students paint/draw self-portraits and display these as part of a class mural.
- Ask students to bring a favourite object, toy or book to school, or to select one from the classroom. Provide opportunities for each student to talk about what they have chosen and why.
- Discuss care and responsibility for other living things in the classroom, eg plants, pets.
- Sing songs and teach expressions that involve a non-Standard English language that the students relate to in some way, eg a community language or a language spoken by someone in the classroom or in the school.
- Talk about who goes to the school, including other family members, students who live in the local area, students who belong to the same sporting, social or religious group. Talk about these groups, including where they meet and what they do.
- Talk about languages spoken at home. Build students' field knowledge of languages spoken by other class members, eg Arabic, Mandarin, Cantonese, Aboriginal English.
- Provide discussion times when students can share information about their likes and dislikes, their families, their out-of-school activities, travelling to school, things they enjoy at school, what they hope to learn at school. Pictorially record and display some categories of similarity and difference. Display statements such as 'All/Some/Many/Few students ...'.
- Discuss why students come to school, how they get there and what they bring with them.
- Discuss how this year (at school) compares with the year before (eg at home, at preschool).
- Use spoken, visual and written texts that show other students coming to school in other places, cultures and times.
- Jointly construct and display a concept map of words that students use to describe school or things they do at school.
- Discuss events and holidays celebrated by students and provide opportunities for students to learn about special events celebrated by families and individuals, eg birthdays, anniversaries.
- Read and view texts about various schools and about students who have different school experiences.
- Visit another school in the local area. Invite visitors to the school and have students take them on tours.
- Invite students' older relatives and friends to visit the classroom and talk about what school life was like. Ask students to compare these experiences with their own.
- Provide opportunities for students to reflect on earlier school or preschool experiences and to discuss what they have learned. Ask them what they think are the good things about being at school and how they could make things better for themselves, for others and for the school. ☆

Learning Sequence 3: Places at School

- Have students identify places, resources and equipment in the classroom and discuss each, where it is located and its purpose. Have them complete illustrations of these. ☆
- Discuss care of the classroom, its resources and equipment.
- Ask students to discuss similarities and differences between the classroom and other places, including rooms in their homes and other rooms in the school.
- Encourage students to use construction materials to make 3D models representing features within the classroom.
- Provide regular opportunities for students to explore the school and its surroundings, visiting different areas each time. Discuss each area's features, location and function, who uses it and who works there. Take photographs and display them. Refer to them often. Point out visible symbols that relate to Australia, eg the national and/or Aboriginal flag, or symbols that relate to the school, eg the school emblem or crest.

Learning Sequence 4: Who Helps Me at School?

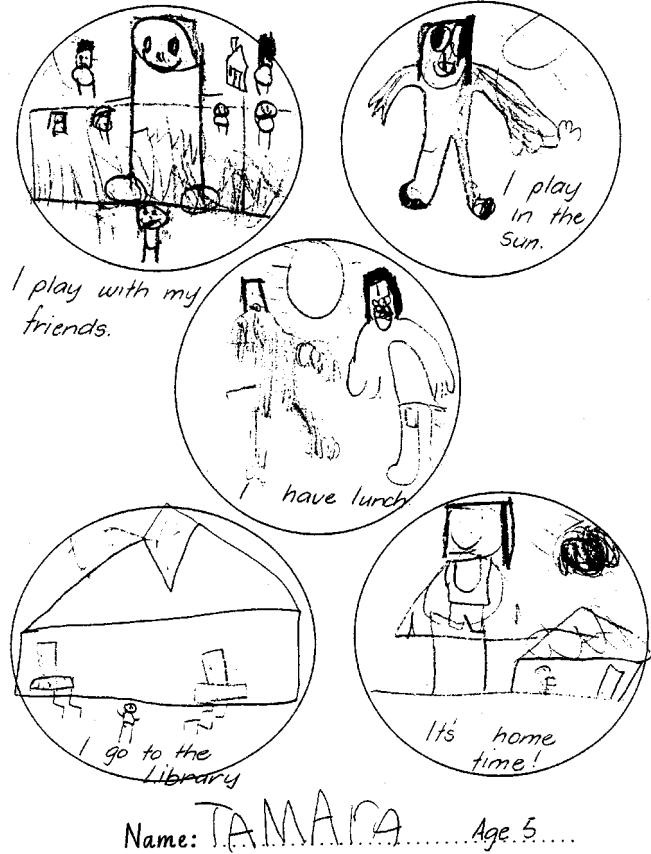
- Invite people into the classroom who can talk to the students about where they work and what they do.
- Discuss the roles of a teacher and other people in the school. Ask students to consider what a teacher's day might be like. How do teachers help students? ☆
- Discuss people who visit the school, eg school nurse, police, performing groups. Make a class book of school visitors, showing what they do. Add pages after each visit.

Student Work Sample

Context

Following a discussion on what they thought were the good things about being at school, students developed a series of independent responses to an incomplete sentence: 'I am happy at school when ...'. This is Tamara's response.

- identifies activities that occur in specific places (ENES1)
- describes the group that individuals belong to (CUES1)
- participates in activities that ensure that they are happy, healthy and safe (SSES1)
- demonstrates ways in which they can take responsibility for meeting their own needs (ENES1)



Where to from Here?

To understand their feelings and to extend their verbal skills, have students explain why they enjoy these things at school. Ask them to compare their responses with others' to identify similarities and differences.

Student Work Sample

Context

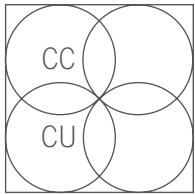
During exploration of the school grounds, students observed features of their environment. They worked in groups to make a 3D representation of the school, taking special note of the size, shape and position of built features and the topography of the environment. This group chose to use Duplo and the sand tray for their model and asked the teacher to label particular places. The group presented the model to the whole class, describing its features and explaining what happens in each place depicted.

- identifies activities that occur in specific places (ENES1)
- uses and makes 3D models of environmental features (ENES1)
- names and talks about places and features in their home, school and immediate environment (ENES1)
- demonstrates an awareness of flat and sloping places (ENES1)

Where to from Here?

Ask students to list the purpose, people, equipment and activities associated with each building. Encourage them to relocate any buildings or areas that have been misplaced. Draw attention to the location of places in relation to each other. The model(s) may be kept as a reference during the remainder of the unit.





This Is Me!

This unit provides opportunities to explore students' lives and special characteristics. The unit focuses on students' backgrounds, past experiences and memories, and on important people in their lives. It provides them with opportunities to compare themselves with others in their class and with people from different places and times.

Unit Duration *Approximately 6–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- their own and others' characteristics, desires and abilities
- family languages
- their own class and family group
- special events that they celebrate
- family origins, including countries of origin
- events shared with class members and with family
- past and present changes in their lives
- changes to people and places in their neighbourhood
- family, school, local, national and global events.

Implications for Learning *In this unit, students have opportunities to:*

- listen to texts about the lives of other people, including children and families in other places and times
- participate in activities that encourage cultural awareness
- reflect on shared characteristics that reveal their humanity, eg emotions and feelings, likes and dislikes
- label aspects of culture in some way, including language differences of class members and others in the neighbourhood
- recount and share past events in their lives that they consider to be significant
- make connections between their own memories of events and other students' recounts of the same events
- share familiar family stories with the class
- bring photographs/items from home that relate to their lives
- discuss photographs, paintings, drawings and pictures from the past, looking for evidence of a former time, and relate them to their own lives and experiences
- sequence photographs, drawings or pictures that show changes in people and ways of doing things
- present information to others, in various ways, about events and stages in their lives and in the lives of relatives and friends
- predict future events
- listen to texts about change — both literary and factual.

Literacy Notes

This unit provides opportunities for students to explore factual descriptions, procedures, procedural recounts and narratives. The HSIE teaching strategies/practices in this unit include viewing and labelling pictures and photographs, using visiting speakers and displaying artefacts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Mathematics: 3D models, printing and tracing around 3D shapes, comparing groups pictorially, names of days, sorting groups.

Personal Development, Health and Physical Education: Personal characteristics, positive relationships, individual choices. The 'I Am Special' unit suggests some related learning experiences.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Texts about children and family groups in different cultures, places and times, eg *Whoever You Are* by Mem Fox.

A home corner with material that will encourage students to role-play different family situations.

Photographs and pictures showing children of various ages and their lives and homes, including children who are younger than the children in the class.

Relatives of the students who can bring in photographs of themselves at various stages in their lives, eg as infants, as students, in later life.

Baby-sized dolls and clothes for students to dress.

Visitors who can talk about their family or their childhood; a parent, with a baby, who can show how a baby is bathed or fed.

Board of Studies publications such as *Aboriginal Literacy Kit* and *Big Mob Books for little fullas*.

This Is Me!

Outcomes and Indicators

CUES1

Communicates some common characteristics that all people share, as well as some of the differences.

- *talks about the characteristics that we all share*
- *identifies and describes their own characteristics*
- *identifies their own desires and abilities, and reasons for these*
- *describes the groups that individuals belong to, including the family group, friendship groups*
- *talks about their own worth as an individual*
- *compares their own characteristics with others*
- *talks about other children in Australia and in other countries*
- *contributes to class discussions about special events and holidays important to them, including events they celebrate with their family and those they share with their class.*

CCES1

Describes events or retells stories that demonstrate their own heritage and the heritage of others.

- *recounts events and situations involving themselves and others*
- *recalls aspects of their family heritage, including countries their relatives came from, valued family possessions and religious practices*
- *listens to and talks about stories of other families and their heritage, including countries of origin*
- *links people to events in their own life, both past and present*
- *identifies and refers to relatives and people in their neighbourhood who are relevant to their life and community*
- *refers to current family, school, local, national and global events*
- *sequences events and stages in their own life and in the lives of others*
- *talks about then and now*
- *describes changes in their life, in their family and in other families*
- *communicates information about change*
- *reflects on events in their life and what their life could be like in the future*
- *uses everyday vocabulary associated with understanding time and change.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: How Do I Compare with Others?

- Read and jointly view texts about children and families. Provide opportunities to discuss the characteristics that people share and how people are different. Talk about the relationships in the texts and how they compare with those in students' families.
- Organise a class mural of hand and foot tracings.
- Pictorially record students' hair or eye colours, birth dates, favourite colours, foods or activities. Have students make observations and list these around the display.
- Provide opportunities for students to discuss what makes them happy or sad and draw pictures. Group the sad and happy pictures and talk about the similarities and differences.
- Provide opportunities for students to talk about how they are the same as their friends and how they are different. Suggest that they consider physical characteristics, personal qualities and abilities, and preferences for food, colour, clothing and interests.
- Have each student complete a book or a collection of artworks, drawings and other sources of information about themselves. Students could include a self-portrait, their name, a fingerprint, a current photograph, a baby or preschool photograph, their birth date and place of birth, a drawing or photograph of their family group, home or friend, and their favourite foods, colours, games, clothes or interests.
- Use a full-length mirror or individual mirrors so students can study their physical characteristics and talk to someone else about the things they notice about themselves.
- Blindfold students and ask them to feel and describe another's face. Ask blindfolded students to identify classroom members. Discuss whether, and how, students were able to identify a person by feeling their face.
- Ask students to close their eyes and identify mystery speakers. Discuss the distinguishing features of voices throughout this activity. (Games: Kangaroo Skippy Roo, Postman's Knock.)

- Prepare an audio tape of students talking about themselves. Ask class members to identify the voices.
- Select small groups of students to stand behind a screen, only revealing their feet or hands, and ask other students to identify them.
- Ask students to examine their own finger, hand and foot prints using a magnifying glass, and those of other students. Discuss whether any of the prints are similar. Ask students to make pictures from their prints.
- Have students complete self-portraits and describe their special characteristics. The descriptions can be written independently or scribed, and displayed with the portraits. ☆
- Organise a full-length tracing of each student's body, which can be painted and decorated and displayed with their name underneath.

Learning Sequence 2: My Family Group

- Read texts and show pictures of families and family life. Talk about who can be a member of a family and what family members do for each other.
- Ask students to bring photographs or draw picture of their family, or family symbols, and display these.
- Provide a collection of pictures and read texts that show how families can differ in size, age and composition.
- Provide activities where the students can represent their family in various ways, eg through images and/or text. Provide opportunities for students to discuss their own family, including family members, household tasks and what adult members do for children. ☆
- Ask students to talk about people who are not related to them but who are special in their lives and discuss why they are special.
- Provide a play area or space and materials where students can explore different family situations such as meal times, going out, household tasks and general care of family members.
- Discuss family situations where the students may feel unhappy, worried or angry. Provide opportunities for students to draw pictures about how they feel and jointly construct descriptions of some of the situations discussed. Talk about ways of changing how we feel, and appropriate ways of dealing with feelings.

Learning Sequence 3: How We Have Grown and Changed?

- Discuss the physical changes that have occurred to the students since they were babies. Read stories about children of various ages, and provide pictures. Consider the stages that students have gone through, such as developing from crawling to walking. Compare what they can do now with what they could do before they started school, eg ball skills, bicycle riding and other skills that allow independence.
- Ask students to collect magazine pictures and make charts showing 'Things We Did as Babies', 'Things We Do Now', 'Things We Might Do in the Future'. ☆
- Ask students to bring in photographs or related objects from their infancy and discuss how they have changed. Consider appearance, activities and clothes worn. Play guessing games where students observe a photograph and have to guess who it shows.
- Invite a parent to show how to bath or feed a baby. Encourage students to ask questions about how a baby differs from children of their own age.
- Have an 'It's Too Small Day' and ask students to bring in clothes that are now too small for them. Display the clothes and ask students to guess the ages at which they were worn. Provide baby-sized dolls and clothes so that students can dress them and understand the extent to which they have changed.
- Jointly view visual texts such as pictures, videos and photographs and read texts about adults and older children. Discuss the differences between the students and these older people.
- Organise for the class to observe older children involved in school activities, eg fitness activities, designing and making tasks. Ask what these older children can do now that they couldn't do when they were younger. Ask the students to think of reasons why they are unable to do some of the things that the older students can do.
- Ask students to bring in photographs or drawings of older family members as babies, as students and as adults, and discuss the changes. Ask students to sequence a group of pictures chronologically. ☆

Learning Sequence 4: Our Lives Now and Then

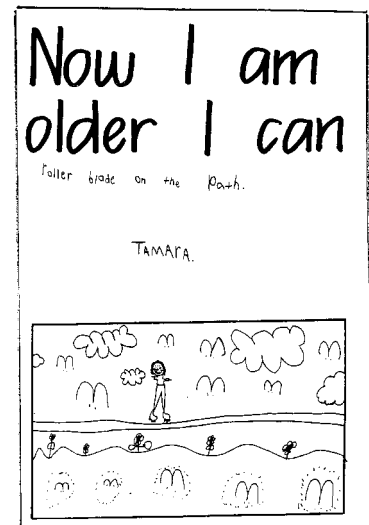
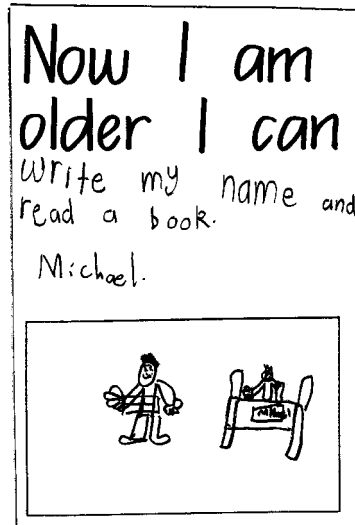
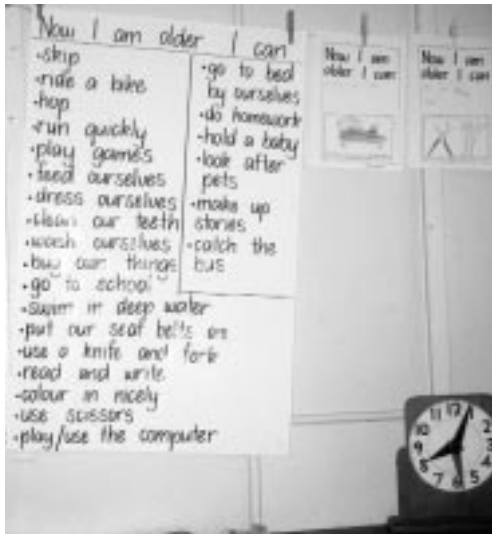
- Ask students' families to share information about their cultural backgrounds, including countries/locations of origin of family members and other aspects of family heritage such as religious practices, traditions and significant events or people. Invite family members or friends of students to visit the classroom and share aspects of their culture and background. Display artefacts and personal objects in the classroom and refer to them often.
- Provide regular opportunities for students to talk about their lives, including the happy, exciting, sad or upsetting things that have happened. Ask them what they remember about people in their lives and why they remember particular people. Arrange for them to develop artworks about remembered experiences and people. ☆
- Provide opportunities for students to discuss and illustrate school and family events that have occurred, are occurring, and will possibly occur. Talk about the events that all students share and those that individuals or families celebrate. ☆

Student Work Sample

Context

The students brainstormed things they could do 'now they were older'. The teacher scribed these onto a class chart. Students were each given a sheet and asked to complete the sentence 'Now I am older I can ...', then drew an illustration to accompany it. These were displayed.

- *talks about then and now (CCES1)*
- *describes changes in life, changes in their family and changes in other families (CCES1)*
- *communicates information about change (CCES1)*
- *identifies and describes their own characteristics (CUES1)*
- *recounts events and situations involving themselves and others (CCES1)*



Where to from Here?

Using their individual responses, have students mime the things they can now do. Ask their peers to guess what is being portrayed.

Student Work Sample

Context

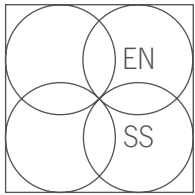
The students explored characteristics they shared with others and characteristics that made them special. As a result of their discussion, they created a mural including handprints, self-portraits, pictures of people, places and things that made them happy and a statement describing their special features.

- *talks about the characteristics we all share (CUES1)*
- *identifies and describes their own characteristics (CUES1)*
- *compares their own characteristics with others' (CUES1)*

Where to from Here?

Encourage students to look for characteristics other than physical features. Discuss the features that they share with family members. These characteristics might include behaviours, facial expressions, ways of saying things, and likes and dislikes. Have students share this information in small groups.





Places We Know

This unit provides opportunities for students to explore the immediate environment, which will include the school or classroom. They focus on the differences between familiar features and places, and between the activities that occur there. They make decisions about the care of these features and places.

Unit Duration *Approximately 6–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- features and places in the immediate environment
- the natural and built features of their immediate environment and of areas they have visited
- places and environments that are clean and safe
- care of natural things in the immediate environment
- experiences and interactions with their immediate environment and with areas they have visited.

Implications for Learning *In this unit, students have opportunities to:*

- locate, observe and gather information about their immediate environment, including the home, classroom and school, through frequent contact and experience
- identify ways of distinguishing the classroom from other familiar places
- examine information about their immediate environment by viewing a variety of materials, by listening to guest speakers, and to each other, and sharing this information
- make 3D models of familiar features and draw maps
- listen to others' experiences of place, including through observations, recounts and literary descriptions
- talk about, make decisions about, and accept and fulfil responsibilities about caring for their home, classroom and school environments.

Literacy Notes

This unit provides opportunities for students to explore observations, narratives, descriptions and procedures.

The HSIE teaching strategies/practices in this unit include mapping, developing charts and constructing 3D models.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environment strand. The 'Look around You', 'Let's Communicate' and 'Kids Care' units provide some related suggested learning experiences.

Mathematics: 3D models, printing and tracing around 3D shapes, comparing groups pictorially, position.

Creative and Practical Arts: Songs, singing games, dance, rhymes, artwork, exploring visual forms and objects, perceiving qualities and relationships in the environment, investigating other people's artworks, exploring different media and art materials.

Personal Development, Health and Physical Education: Individual choices, safe practices.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Spoken and visual texts about natural and built features. Picture books about special places.

Photographs, pictures and 3D models of local features and places.

Walks/excursions to immediate environments around the school and neighbouring streets, to observe both natural and built environments.

Places We Know

Outcomes and Indicators

ENES1

Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

- *identifies activities that occur in specific places*
- *talks about the features and location of their home*
- *matches features in photographs, pictures, books and models to those seen in their environment*
- *demonstrates an awareness of flat and sloping places*
- *uses and makes 3D models of environmental features*
- *names and talks about places and features in their home, school and local area*
- *describes places that they view as special*
- *uses a variety of senses to gather information about their environment*
- *uses everyday vocabulary associated with understanding location, position and place, eg up, down, over, under, near, far*
- *demonstrates ways in which they can care for their home, classroom, school and local community*
- *demonstrates an awareness that the world extends beyond their immediate environment.*

SSES1

Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

- *identifies their own needs and the needs of others*
- *demonstrates ways in which they can take responsibility for meeting their own needs*
- *makes connections between personal and class needs and people who meet these needs, including peers and adults in the school.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Special Places

- Read or tell narratives about special places, eg ‘The Three Little Pigs’, ‘Goldilocks and the Three Bears’. Discuss why the places were important to the characters. Discuss which places are important to students, especially rooms, houses, buildings or land, and ask how they would feel if somebody came along and used these places in the wrong way or actually destroyed them.
- Discuss special places and how the students feel about them. Ask students to discuss, with friends, their favourite places at home, at school and in their local area. Ask students to tell the class about a special place: What makes it special? How can it be kept special? Does it change? Do you share it with anyone? How do you care for it? ☆
- Have students draw or paint special places in the classroom. Walk around the school and find special places there. Ask questions such as: Where is this special place? What is it? What is it like? How did it get like that?
- Read texts and jointly view pictures that show classrooms and schools in various communities throughout the world. Talk about the similarities and differences between students’ special places and similar places in other areas.
- Organise for students to explore their immediate environment, including the neighbouring streets or the periphery of the school. Encourage them to use positional and geographic terminology such as hill, street, corner, up, down, in front of, near, far. Ask them to observe the different shapes of buildings, and the features of buildings such as roofs, fences, walls, paths, windows and how they can vary. Organise for students to draw what they see. ☆
- Have students trace around the bases of 3D models — eg boxes of different shapes and sizes, including milk cartons and matchboxes — to make a plan of buildings and streets. Relate the streets they have made to neighbouring streets they have observed. If there are no streets, use round shapes and ask them to represent trees, dams and other features that relate to their immediate environment.
- Show students different types of maps, including street directories. Talk about how they are used and point out some of the symbols.
- Ask students to map out the route from their classroom to another school building or from their home to the school, or to map imaginary places they have heard about in narratives. ☆

Learning Sequence 2: How Do We Use the Places We Know?

- When looking at visual texts such as pictures and photographs, point out natural and built features that students could relate to in some way, such as hills, shops, fire stations, religious buildings/spiritual sites, and beaches. Talk about the range of possible activities that could occur in or around each feature. ☆
- Provide opportunities for students to observe roads and streets and who uses them. They could count how many cars go by in a certain time and draw pictures of what they see. Ask them to speculate on where people are going. Talk about what people may have done before there were roads.
- Provide opportunities to observe flat, sloping and curved places, as well as signs on roads. Point out cliffs, embankments, bridges, tunnels, walls, waterfalls, roof lines and fences in pictures and photographs and also when students are walking around school areas, parks, streets and fields. Point out how we can use slopes for fun and how we can get up a slope by using stairs, lifts and escalators. Point out the dangers of slopes and why we should stay away from high places and holes.
- Organise for students to find examples of flat and sloping places in magazines and complete class charts.
- Provide opportunities for students to use sand and plasticine or play dough to make their own flat and sloping areas. ☆
- Jointly observe the different types of houses in the immediate environment. Talk about the materials that have been used to build different houses. Ask the students to talk about what their houses are made of. Discuss why people live in houses.
- Ask students to observe other aspects of their environment, such as the clouds and the sky, and talk about how these aspects can tell us about the weather. Point out evidence of changing seasons such as leaves turning, flowering plants, seasonal farming activities, bird migrations. Students can complete drawings and paintings about the weather and the seasons.
- Discuss, and make rules about, safety at school and at home. Talk about road safety and playing safely in parks and in the bush. Jointly construct procedures for safety, eg at school, at home, around roads.

Learning Sequence 3: What Can We Do to Care for the Places We Know?

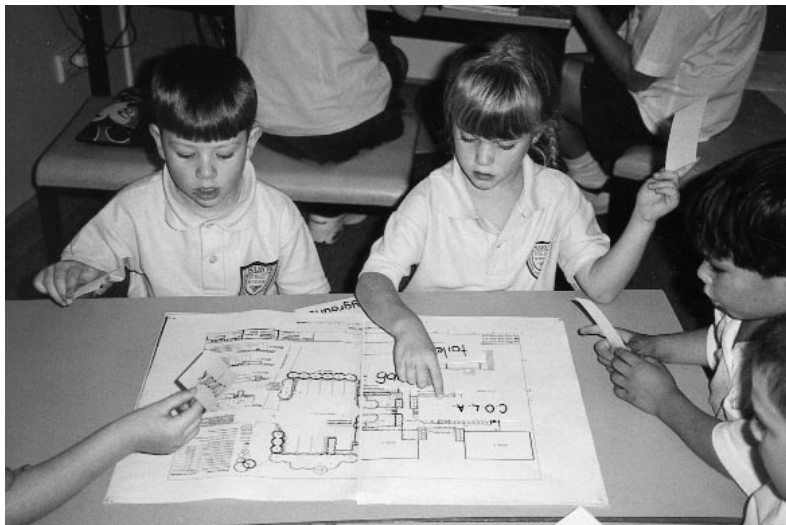
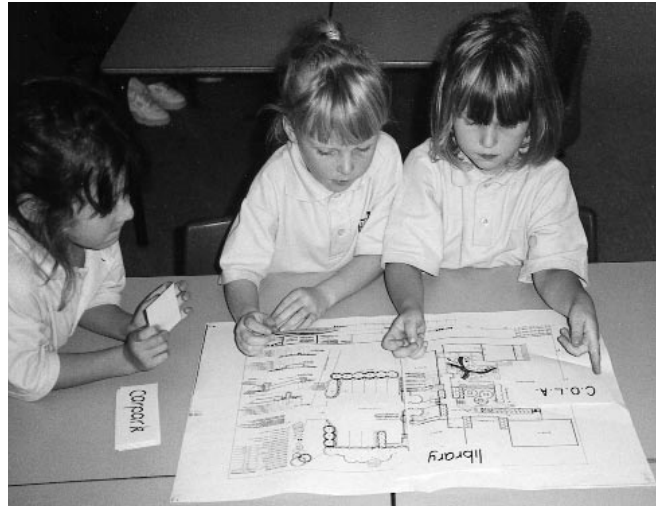
- Go on an excursion to a special place such as a part of the school playground, the local park or a small area of bush. Talk about ways to care for such a place. Organise a 'cleaning bee' with parents where everyone can help to pick up litter, care for the plants and discuss an ongoing plan for continuing care of the special place.
- Talk about ways in which students can care for their home, classroom, school and special places. Discuss why they have a responsibility to help with care and what their roles are or could be. Ask students to draw pictures of themselves caring for special places. ☆

Student Work Sample

Context

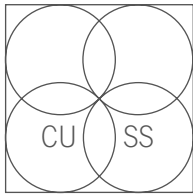
Following various 3D mapping and modelling experiences, students in groups labelled plans of the school, using the names of familiar locations.

- *talks about features and their location (ENES1)*
- *matches features in photographs, pictures, books and models to those seen in their environment (ENES1)*
- *names and talks about places and features in their home, school and immediate environment (ENES1)*
- *uses everyday vocabulary associated with location, position and place (ENES1)*



Where to from Here?

Have students copy words from the labels on the large map onto their own smaller version. They could then draw a route on the smaller map showing a pathway around the school. In pairs, they could try to interpret one another's map and follow the given path.



Meeting Needs

This unit provides opportunities for students to explore their immediate needs — food, shelter, clothing and love. The unit focuses on how these needs are met by people and resources, as well as students' responsibilities in meeting these needs.

Unit Duration *Approximately 6–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- personal and class needs and how they are met
- the use of money
- people who have met their needs in the past
- roles, rights and responsibilities in the classroom and at home
- the structure of students' families
- groups that individuals belong to
- products that they use and where they come from.

Implications for Learning *In this unit, students have opportunities to:*

- gather information about their own needs and the needs of other students, and ways in which these needs are met
- listen to texts, both spoken and read aloud, about the needs of people in other communities
- talk about other groups they belong to, and what needs these groups meet
- make connections between their own family and other families
- organise resources for different activities — collecting them beforehand, putting them away, not wasting them
- become aware of who is at school and what they do, including teachers, office staff, parent helpers, volunteers and others who help the school to function.

Literacy Notes

This unit provides opportunities for students to explore descriptions, procedures, information reports and explanations.

The HSIE teaching strategies/practices in this unit include displays, jointly constructed matrices, flow charts and role-plays.

Links with Other Key Learning Areas

English: The structure and grammatical features of the text types students create and interpret (see above).

Science and Technology: Content from the Products and Services strand. The 'What's for Lunch' unit provides some related suggested learning experiences.

Creative and Practical Arts: Songs about food, singing games, dance, rhymes, artwork, exploring visual forms and objects, perceiving qualities and relationships in the environment.

Mathematics: Jointly graphing pet ownership data.

Personal Development, Health and Physical Education: Personal characteristics, positive relationships, individual choices, child protection.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Texts and other resources that refer to basic needs — food, shelter, clothing and love.

Hands-on activities and corners of the classroom where students can experience wearing different clothes and can role-play shopping.

Students' pets, or photographs of pets.

Meeting Needs

Outcomes and Indicators

SSES1

Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

- *identifies their own needs and the needs of others*
- *demonstrates ways in which they can take responsibility for meeting their own needs*
- *makes connections between personal and class needs and people who meet these needs, including peers and adults in the school*
- *talks about the origins of products used*
- *explains how to use money and participates in activities involving the use of money.*

CUES1

Communicates some common characteristics that all people share, as well as some of the differences.

- *compares their own characteristics with those of others*
- *identifies and gathers information about aspects of the cultural backgrounds of students in the class or school.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Our Needs

- Discuss care of pets. If possible, have some students bring their pets to school and talk about what they need in terms of food and protection, and what we need to do to keep them healthy. Ask students to paint or draw pictures and to complete spoken and jointly constructed descriptions of pets, and procedures for caring for pets. Ask students to compare their pets' needs with their own needs and to look for similarities. Discuss responsibilities of pet owners, using local council guidelines. ☆
- Ask students to look through magazines and select pictures that show what people need in order to live. Discuss the pictures and have students categorise them into what we need and what we would like.
- Discuss what happens when people do not have enough to eat or drink, have nowhere to sleep or have no clothing to keep warm.
- Provide opportunities for students to dress up toys (including dolls) and look after their 'needs' by feeding them, keeping them warm and sheltered and giving them love.
- Ask students to think about what they would take if they were going camping for a few days: which things would they need when away from home, and which things could they do without? Ask students to draw/write what they would take and why. ☆
- Read and jointly view texts about basic needs and how different children have their needs met in different ways. Consider children from different communities and different parts of the world. Note different homes, foods and clothing. Avoid cultural stereotyping.
- Discuss when people might meet as a group, eg family, friends, sport, church. Ask students if they belong to any group and to bring in an item for discussion and display (uniform, trophy, photograph). Students write about and/or draw the group. What need does each group meet? Discuss similarities and differences between groups.

Learning Sequence 2: We Need Food!

- Read picture books that show food as a basic need for people and animals. Discuss where foods come from. Learn songs and poems about food.
- Ask students to collect pictures of food and make a class mural. Categorise food under the headings 'Food We Need' (healthy) and 'Food We Don't Need' (best eaten in small amounts/occasionally). Discuss people's right to have food.
- Display and organise the cooking of different pasta and noodles. Talk about the cultural differences in food preparation and consumption, noting contrasts with food that students might eat. ☆

Learning Sequence 3: We Need Shelter!

- Discuss: What is a shelter? Why do we need shelters? How do we use them? Talk about what happens when it rains, when it is windy, when the sun is shining, when it is dark, when it is cold. Have students draw pictures of different shelters and categorise them, eg designed to protect from cold, wind, rain, sun.
- Read about, and jointly view pictures of, homes in various environments. Discuss how they might be different from and similar to those of students, and how they shelter people in different ways.
- Discuss shelters for different pets and also for plants and animals in the environment. Find resources that show a variety of shelters. Discuss students' perceptions of people who are homeless.
- Provide opportunities to talk about the care of shelters and the responsibilities involved. Include built and natural shelters. ☆

Learning Sequence 4: We Need Clothes!

- Provide opportunities for students to match clothes with their use in a particular environment, climate or weather condition.
- Have students role-play different situations such as snuggling up in bed, being outside on a freezing day, putting on winter clothes.
- Have a dress-up box with clothes used for different weather and environments, eg scarf, sarong, gloves, raincoat.
- Discuss our right to adequate clothing, considering circumstances where people do not have enough clothes to keep them warm/dry and what can be done to prevent these circumstances from arising.
- Provide opportunities to discuss the care of clothes and the shared responsibilities involved, eg putting clothes away, keeping clothes clean and dry. ☆

Learning Sequence 5: We Need Love!

- Read, talk about and jointly view pictures and videos about the need for love and belonging and having people (and pets) who show care and affection toward us.
- Discuss the pleasure of caring for others, including family, friends and pets. Ask students how it makes them feel to be loved and cared for. What does it feel like when they think people don't care?
- Invite students to discuss, draw and write about times when they have felt cared for and loved, and times when they have felt that nobody cared. Provide support and positive strategies for dealing with these situations. ☆

Learning Sequence 6: Where Does It Come From?

- Discuss and jointly observe shops and the people who work in them. Ask students to draw/paint and write about shops, the people who work in them and the goods and services that can be bought.
- Provide opportunities for students to role-play shopping. Encourage students to provide the resources for a class shop, eg empty packets, containers.
- Ask parents or community members who are involved in providing resources/services that support basic needs to visit and discuss what they do. If appropriate, ask them to show the tools or equipment that they use and the clothes that they wear.
- Visit a farm and/or provide opportunities for students to find out what comes from a farm. Help them to find out what else besides food comes from a farm, eg cotton, wool, timber. Provide opportunities for students to discuss, draw/paint and write about their observations. ☆
- Provide visual sources that show what produce is grown on a farm and what products it becomes.
- Provide opportunities to jointly sequence pictures that show where raw materials such as food, wool, cotton or timber come from and what products they become. Discuss products produced from recycled materials.
- Provide opportunities to discuss the importance of farms and farm workers in providing for our needs, and the responsibilities of farmers towards the environment. Discuss the effects of too much fertiliser, too much grazing or too much tree-clearing.
- Discuss unpaid workers and their roles, including canteen helpers at school and parents who help in the classroom and at school events.
- Encourage students to think of ways that they provide for their own needs. Discuss what they can do for themselves. Ask questions such as: What can you do by yourself? Can you organise food for yourself when you are hungry? Do you help with family jobs? How do you help others?
- Discuss who provides students with love and care. Discuss the roles of family members and friends. Talk about friendships, pets and favourite toys. Imaginary friends could be discussed.

Student Work Sample

Context

Students were asked to discuss, in groups, how they care for their clothes at home. Transcripts were made as each student reported ways in which this happened in their home, explaining shared roles and responsibilities to the whole group.

-
- *demonstrates ways in which they can take responsibility for meeting their own needs (SSES1)*
 - *describes activities that involve shared work processes (SSES1)*

Andrew: I put the clothes in the wash. I put washing powder into the washing machine and then Mum goes and dries them on the clothes line and then Mum folds them and then she puts them into the cupboard.

Chloe: My Mum washes my clothes. She puts the water in the washing machine and then she puts my clothes in, then she puts the washing powder in the washing machine.

Ryan: When I get home I change my clothes. I put them in the wash. I wait a few hours. I hang them on the clothes line.

Where to from Here?

Extend students' understandings about the role taken as part of other home responsibilities, eg cleaning, mowing the lawn, caring for children. Avoid gender stereotyping. Have students consider who fulfils these roles and responsibilities at various times and why/how these roles can change at different times. Have them role-play some of the responsibilities, choosing a variety of roles.