



Curriculum Overview

Year 6



In Term 1, we will be learning about the following topics in each curriculum area:

English:

Engaging with and responding to literature

Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances.

Students read, view and comprehend past and contemporary literary texts, exploring how literary devices, for example, narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.

Through texts, students explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events.

Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience. They engage in shared and independent writing to respond to literary texts, and use features of these texts as models to create their own work.

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane
- build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers
- use combinations of transformations to create tessellating patterns
- conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings.

This learning area will be taught, assessed and reported on.

Science: Making Changes

In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences:

History: Australia as a Nation

Inquiry questions:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia and why did they come?

In this unit, students:

- will investigate the formation of an Australian Federation.
- will study the origins of our system of national government and learn about the key figures and reasons for uniting as a nation.
- will critically analyse the different attitudes towards federation at the time and research the development of our constitution.

- analyse primary and secondary sources, to identify the key elements of our system of government and investigate its origins.
- will describe and explain the struggles for rights and freedoms in Australia in the 20th Century.
- will examine Australian human rights, past and present, including the status and rights of Aboriginal and Torres Strait Islander Peoples and children.
- will explain how Australian society has changed throughout the 20th Century for these groups and investigate the significance of the Mabo Decision.
- will develop their understanding of migration and its impact on the development of Australia as a nation.
- will research the Australian government policies of migration in the 20th century and how this contributed to changes in the Australian population.
- will study the stories of people who migrated to Australia and the reasons they migrated.
- will compare the push and pull factors that contribute to a person's decision to migrate.
- will explore individual narratives using primary sources including interviewing and recording oral histories.
- will connect stories of migration to their own families.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE):

Students explain how effective communication, protective behaviours, and help-seeking strategies are essential for keeping themselves and others safe both online and offline. They recognise unsafe situations, practise seeking, giving or denying consent, and develop situational awareness.

Through a range of real-life scenarios, students practise how to respond to challenges safely and with confidence.

Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

This learning area will be taught, assessed and reported on.

Technologies- Digital Literacy:

To continue to develop important digital literacy skills to enable students to engage with the curriculum using digital technology.

This learning area will be taught, assessed and reported on.

Languages- Japanese:

Can I PLEASE go to Japan?

Students research an area of Japan that they would like to visit.

Students will:

- engage in a range of lessons around the language of Japan
- learn the scaffolded language of I want and the verbs that they will need to use that
- review and expand on descriptions and descriptive words

This learning area will be taught, assessed and reported on.