

Middle childhood: Society and Environment/Place and Space – Students understand that the interaction people have with places in which they live, is shaped by the location, patterns and processes associated with natural and built features.

Social science discipline focus: Geography

Year 4

- the major natural and built features of the world

Year 5

- the patterns that constitute a region: physical (eg climate, vegetation, natural resources)

Developmental progression of broad understandings:

Features of Places

Year 4-5

That the natural and built environment varies according to its location

- that Australia contains a range of landforms (eg deserts, rivers, mountains)
- that natural and built features combine to form a landscape (eg elements might include living: plants and animals; non-living: rock formations, houses, roads, waterways)

That natural and human processes alter the environment

- the visible built features that impact on natural features on Earth (eg the clearing of native bushland for a new housing estate will destroy animal habitats; roads and bridges will change the land and possibly the river)
- that spatial patterns are described using terms such as location, distance, direction* (Mathematics)

Typical sequence of skills:

(Refer to Investigation Communication and Participation [ICP] for generic inquiry skills)

Year 4

Year 5

Planning

- the basic elements of a map and how to add other elements* (Mathematics) (eg title, symbols, colour, direction, grids)

Conducting

- how to use an index (eg atlas, nonfiction)
- to use knowledge of special
- to construct simple large-scale maps of familiar areas such as the

reference books (eg atlas, street directory, dictionary, telephone directory, encyclopaedia) to identify materials which may provide needed information

- how to create model maps, student

prepared maps, maps of the community, street directories, atlas maps

- how to locate places on a map and/or a street directory using an alpha-numeric grid* (Mathematics)
- to identify reference points on a globe or map (eg North/South Poles, Equator, Tropics of Capricorn/Cancer, Arctic/Antarctic Circles)
- to develop and use personally chosen map legends and symbols on outline maps

Processing and Translating

- how to interpret symbols such as dots, lines and colours as needed
- ways to interpret photographs (eg by looking at the relationships such as those between the type and quantity of clothing and probable weather, climate or season of the year)
- how to select the information that best suits the proposed form of communication

Applying and Communicating Findings

- how to construct formats to communicate findings* (ICT) (eg geographical maps, webs, matrixes)
- how to review understandings at the end of the investigation

classroom, neighbourhood, roughly to scale

- to locate places on a map and a street directory using an alphanumeric grid or other grid systems* (Mathematics) (eg Aa, A1)
- to identify reference points on a globe or map and identify the main parallels of latitude and label them in degrees (eg North/South Poles, Equator, Tropics of Capricorn/Cancer, Arctic/Antarctic Circles)
- to recognise northern/southern hemispheres in relation to the Equator
- to use latitude and longitude coordinates to locate places and Features
- to use special map symbols as needed (eg direction sign, water and land areas, cities, roads, railways)
- to identify country, state, national and international boundary lines
- to use a scale on maps of smaller areas such as $1\text{ cm} = 10\text{ m}^*$ (Mathematics)

- to interpret map legends such as colour keys for elevation, rainfall, altitude, vegetation, food production, language and population
- to translate information in various ways* (Mathematics) (eg transform a sketch map to a formal map to scale)

- to use forms appropriate to purpose
- to communicate findings in a variety of ways* (ICT) (eg oral reports, ICT, graphs, models, written reports)
- ways to identify the implications of findings

Middle childhood: Society and Environment/Culture-Students understand that people form groups because of their shared understandings of the world and, in turn, they are influenced by the particular culture so formed

Social science discipline focus: Sociology/Anthropology/History

Year 4

Year 5

- the common elements of celebrations and diverse customs and traditions within cultural groups

Typical sequence of skills:

(Refer to Investigation Communication and Participation [ICP] for generic inquiry skills)

Planning

Year 4-5

- what cultural protocols and conventions should be followed when investigating (eg manners, etiquette appropriate to the person, situation, culture)
- to emphasise culturally appropriate conduct when talking to people, listening and responding to guest speakers

Processing and Translating

Year 4

Year 5

- ways to distinguish between fact and fiction
- how to interpret a variety of sources (eg text, personal interviews, photographs and diagrams)

- how to recognise where there are information gaps
- ways to present information (eg for a particular audience)

Applying and Communicating Findings

- to communicate findings in a variety of forms* (ICT) (eg oral reports, graphs, models, digital media, written reports, timelines, ICT)
- that the findings of others may have a different perspective

- that findings from investigations can lead to the need for further investigation
- that findings may include different perspectives

Middle childhood: Society and Environment/Investigation, Communication and Participation

– Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

Developmental progression of sequenced inquiry skills:

Year 4

Planning: Preparing for an investigation

- ways to reflect on current understandings of a topic (eg group brainstorming, shared concept maps)
- how to design a range of questions suited to the purpose of the investigation (eg who, what, where, when, why, how?)
- how to gather information from a range of sources
- to build knowledge of how ICT can be effectively used for inquiry* (ICT)
- how to plan using teacher-directed format/s
- how to use planning protocols (eg teacher-guided)

Conducting: How to locate sources, organise and select information

- how to predict whether a source of information is likely to be useful for a particular investigation
- to find information (eg using key words, letters on an encyclopaedia volume, index)
- how to locate information within a source (eg subheadings)
- to use a specific web page to find information* (ICT)
- how to use ICT to represent ideas and create responses to problems and tasks* (ICT) (eg digital presentation, graphs)
- how to identify the main idea of the source or section of a source
- how to use a series of photographs to identify processes and/or the main idea(s)

Year 5

- to reflect on current understandings of a topic (eg KWL chart)
- how to identify factors to be considered
- to design a range of questions suited to the purpose of the investigation (eg using focus questions)
- to make predictions
- ways to gather information from sources
- how to search, select and organise information and/or data using ICT* (ICT)
- to plan using teacher-directed format/s
- how to develop a code of conduct to follow when investigating

- to use parts of a book (eg table of contents, indexes, glossaries)
- how to gather relevant information from newspapers, magazines, websites
- to extract simple information from a variety of websites* (ICT)
- to use ICT to represent ideas and create responses to problems and tasks* (ICT)
- to identify the main idea and supporting ideas
- to use a series of photographs to identify processes and/or the main idea(s)
- to collect information using simple surveys and interviews
- how to identify perspectives in informational text

- how to collect information using simple surveys and interviews
- how to determine different points of view in different sources
- how to transfer information from one context to another (eg key words/phrases)
- how to use specified formats for recording

- to transfer information from one context to another (eg persuasion map, spider map)
- to use specified formats for recording

Processing and Translating: How to process and translate information and develop critical thinking

- how to interpret particular sources (eg maps, diagrams)
- to distinguish between fact and fiction (eg media messages)
- how to extract information from a variety of simple tables
- how to interpret data presented in tables and graphs (eg by making simple comparisons, selecting data relevant to a given purpose or problem)
- how to describe information
- how to use recording formats
- how to present information
- how to acknowledge information sources (eg listing titles and authors of sources used)
- to respect the views of others

- how to interpret a variety of sources (eg text, maps, photographs and diagrams)
- to extract information from a variety of tables
- to interpret data presented in tables and graphs
- how to develop the use of inferencing skills
- how to review information
- to use recording formats
- ways to present information (eg for a particular audience)
- how to acknowledge information sources (eg references)

Applying and Communicating Findings: How to apply and communicate findings by reflecting on, applying and sharing information with an audience

- how to translate information in a variety of ways
- how to communicate and/or act on findings in different ways
- how findings show personal perspective (eg interests, likes/dislikes, background, gender)

- to communicate findings in a variety of forms (eg oral reports, graphs, models, digital media, written reports, timelines, ICT presentations)
- to communicate and/or act on findings in different ways
- that the findings of others may have a different perspective