By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others’ opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.


elements of texts such as angle classification and measuring, and investigating the effects of reversible and irreversible changes in natural events. They describe and predict the effect of environmental changes on inferences. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.


elements of texts such as coordinate graphing, constructing nets of prisms and pyramids, and investigating the relationships between the length and area. They interpret timetables. They describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.


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**TERM 1**

**UNIT 1:** WHAT MAKES US AUSTRALIAN?

**Inquiry questions:**
- How did Australia become a nation?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**Links to English Units 5 & 6**

**HISTORY UNIT 2:** MIGRATING TO AUSTRALIA

**Inquiry questions:**
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to Australia?

**In this unit students:**
- Recognise key events in Australia’s economic and social development.
- Appreciate how Australians came to live and work together.
- Compare the factors which contributed to people migrating to Australia.
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**

**TERM 2**

**UNIT 3:** THE MEANING OF PLACE AND SPACE

**Inquiry questions:**
- How did Australian society change throughout the twentieth century?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**

**UNIT 4:** THE MEANING OF PLACE AND SPACE

**Inquiry questions:**
- How did Australian society change throughout the twentieth century?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**

**TERM 3**

**UNIT 5:** THE MEANING OF PLACE AND SPACE

**Inquiry questions:**
- How did Australian society change throughout the twentieth century?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**

**TERM 4**

**UNIT 6:** THE MEANING OF PLACE AND SPACE

**Inquiry questions:**
- How did Australian society change throughout the twentieth century?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**

**TERM 5**

**UNIT 7:** THE MEANING OF PLACE AND SPACE

**Inquiry questions:**
- How did Australian society change throughout the twentieth century?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**

**TERM 6**

**UNIT 8:** THE MEANING OF PLACE AND SPACE

**Inquiry questions:**
- How did Australian society change throughout the twentieth century?
- How did Australian society change throughout the twentieth century?

**In this unit students:**
- Investigate Australia’s path to Federation from the late 1800s to 1901.
- Investigate Australia’s political systems and political relationships in groups.
- Investigate the experiences of Australian democracy and citizenship from the late 1800s to 1901.
- Appreciate how world events affected the development of Australian society during this time.
- Compare the factors which contributed to people migrating to Australia.
- Appreciate how Australians came to live and work together.
- Identify the reasons behind migration stories.
- Explore the significance of individual narratives from oral and written histories.

**LINKS TO SCIENCE “OUR CHANGING WORLD”**
### HPE YR 6

**Team Work**

**PERSONAL DEVELOPMENT**

Beliefs, behaviours and social and environmental factors influence relationships and self-managed development.

**PD1:** Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture e.g. dressing and other behaviors to achieve an image or to conform with or rebel against expectations.

**PD2:** Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive identity and self-esteem.

**PD3:** Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources e.g. family and friends can help students manage the transitions from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.

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**CULTURE AND IDENTITY**

**Communities contain cultures and groups that contribute to diversity and influence cohesion.**

**CI 1:** Material and non-material elements influence the personal identity and sense of belonging of groups e.g. material elements of culture include symbols, values, beliefs, traditions and heritages.

**CI 2:** Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media e.g. the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.

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**CULTURE AND IDENTITY**

Communities contain cultures and groups that contribute to diversity and influence cohesion.

**CI 3:** Aboriginal peoples and Torres Strait Islander people's diverse social organization, languages and lifestyles all reflect the importance of "country" - land, sea and places e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.

**CI 4:** Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius (land belonging to no-one); ear disease and hearing problems; education access and completion.

**CI 5:** Accessing Indigenous knowledge involves protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

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**CULTURE AND IDENTITY**

Communities contain cultures and groups that contribute to diversity and influence cohesion.

**CI 6:** Aboriginal peoples and Torres Strait Islander people's diverse social organization, languages and lifestyles all reflect the importance of "country" - land, sea and places e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.

**CI 7:** Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius (land belonging to no-one); ear disease and hearing problems; education access and completion.

**CI 8:** Accessing Indigenous knowledge involves protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

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**CULTURE AND IDENTITY**

Communities contain cultures and groups that contribute to diversity and influence cohesion.

**CI 9:** Aboriginal peoples and Torres Strait Islander people's diverse social organization, languages and lifestyles all reflect the importance of "country" - land, sea and places e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.

**CI 10:** Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius (land belonging to no-one); ear disease and hearing problems; education access and completion.

**CI 11:** Accessing Indigenous knowledge involves protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

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**CULTURE AND IDENTITY**

Communities contain cultures and groups that contribute to diversity and influence cohesion.

**CI 12:** Aboriginal peoples and Torres Strait Islander people's diverse social organization, languages and lifestyles all reflect the importance of "country" - land, sea and places e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.

**CI 13:** Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius (land belonging to no-one); ear disease and hearing problems; education access and completion.

**CI 14:** Accessing Indigenous knowledge involves protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.