Curriculum and assessment overview

Model A

Models for curriculum and assessment

The planning models demonstrate a variety of approaches that schools can use to:

- identify the *Essential Learnings* to be targeted in units of work
- identify the assessable elements and suggested assessment evidence
- align curriculum within and across junctures.

The models could be used in a variety of ways, e.g. to plan curriculum intent for a three-year period, or to record the curriculum that was implemented through negotiation with students. Consider using by KLA, or through an integrated (or connected) approach.

The attached document presents one example of how the models could be used. Other examples, as well as blank templates, are available from the QSA website <www.qsa.qld.edu.au>.

Other planning and auditing resources

The QSA website <www.qsa.qld.edu.au> has a range of resources to help schools plan and audit their curriculum.

APEL is a QSA developed software application to help teachers audit their curriculum and plan units of work using the *Essential Learnings*.

Juncture work plan templates enable detailed auditing of curriculum plans and identification of specific teaching, learning and assessment across a juncture.

About this example

The attached example presents a curriculum and assessment overview for Years 1, 2 and 3 for the following key learning areas (KLAs): Studies of Society Environment, Science, Health and Physical Education, The Arts and Technology. (English and Mathematics programs have been planned and would be taught separately.) For each unit, the overview lists:

- the inquiry topic or context for learning
- the *Essential Learnings* including:
  - Knowledge and Understanding organisers and key concepts
  - Ways of working
- aspects of literacy, numeracy and information and communication technologies
- the assessable elements and modes for gathering assessment evidence.

The example presents a range and balance of assessments, planned to gather evidence of the assessable elements for each KLA each semester.

Supporting resources

Units of work

Units of work are being developed to support the curriculum and assessment planning models. These units have been planned to cater for diverse learning styles and feature:

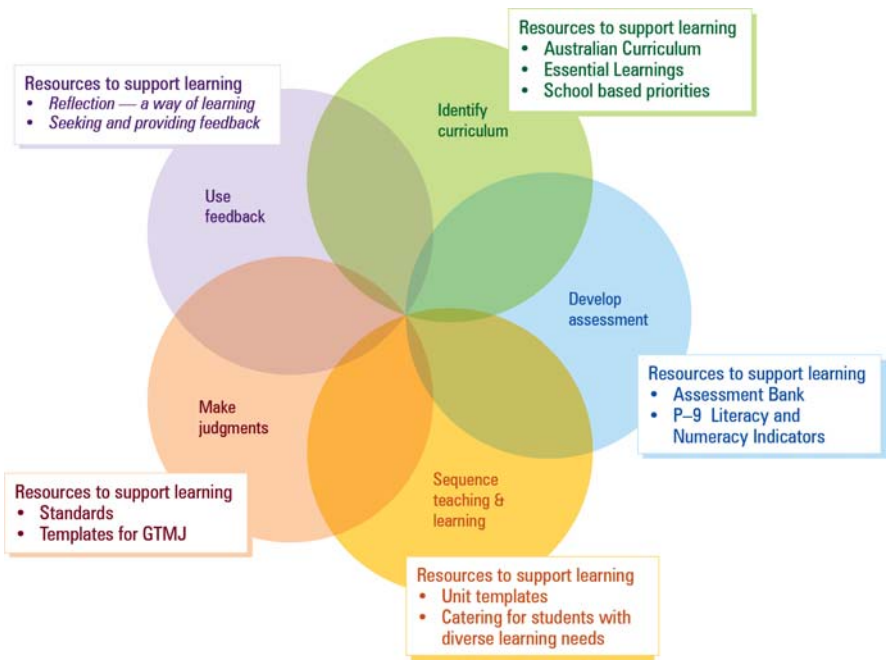
- balanced coverage of *Essential Learnings* across the KLAs
- Indigenous perspectives
- deep learning opportunities
- teaching and learning sequences
- assessment focused on the assessable elements specific to the KLAs, Knowledge and understandings and Ways of working
- opportunities for feedback
- lists of resources.
- The units will be available to download from the QSA website <www.qsa.qld.edu.au>.

Planning resources

The following diagram shows the key processes to consider when planning units of work. The supporting resources noted in the diagram are available from the QSA website <www.qsa.qld.edu.au>.

The five processes can be used in any sequence, but all should be considered.

Five processes that guide planning



Source: QSA 2008, *Building Student Success: A guide to the Queensland Curriculum, Assessment and Reporting Framework*.

Queensland Government

Queensland Studies Authority

Queensland Studies Authority

Year 1 Curriculum and assessment overview: Model A

Term 1

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — Me and my family	**Inquiry topic — Properties of material**	**Inquiry topic — Me and my family**	**Inquiry topic — Faces in clay***	**The activities and learning for this KLA start towards the end of first term and continue into the next term.**
Knowledge & understanding *Place and space* Local natural, social and built environments are defined by specific features and can be sustained by certain activities. *Culture and identity* Local communities have different groups with shared values and common interests. **Ways of working** 1 pose questions for… 2 plan simple investigations… 5 draw conclusions and … 6 communicate social and… 8 participate in group… 10 reflect on new learning…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Natural and processed materials* Materials have different properties and undergo different changes. **Ways of working** 1 pose and refine… 4 make judgments about… 5 use identified tools… 6 draw conclusions… 7 communicate scientific ideas… 8 follow guidelines to… 9 reflect on and…	**Knowledge & understanding** *Health* Health is multidimensional and influenced by everyday actions and environments. *Physical activity* Fundamental movement skills are foundations of physical activity. *Personal development* Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development. **Ways of working** 1 pose and refine… 2 identify and collect… 3 draw conclusions… 4 propose and implement… 5 apply fundamental… 6 create and perform… 7 apply personal... 8 follow guidelines to... 9 reflect and identify… 10 reflect on learning…	**Knowledge & understanding** *Visual art* Visual art involves using visual arts elements, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects. **Ways of working** 1 select ideas for… 2 create and shape arts 3 practise arts works 5 follow guidelines 6 respond to arts works… 7 reflect on learning to…	
Year 1 Active learning processes *Social and environmental inquiry* Children build knowledge, understanding and skills to: • investigate their sense of self as a member of different communities including home, school and broader cultural groups • participate in the development of social rules and suggest roles and responsibilities for maintaining these rules.	**Year 1 Active learning processes** *Scientific inquiry* Children build knowledge, understanding and skills to: • plan and conduct investigations, collect data, record or report on observations • discuss and investigate phenomena related to living things, energy and its effect, the earth and observable environment, and the ways materials may or may not change • reflect on observations and discuss why things happen, and consider other points of view.	**Year 1 Social and personal learning** *Sense of self and others* Children build knowledge, understanding and skills to: • participate in the development of social rules and suggest roles and responsibilities for maintaining these rules • resolve conflicts in peaceful ways • persevere with new learning experiences • identify and discuss values associated with being fair and behaving with respect.	**Year 1 Active learning strategies** *Imagining and responding* Children build knowledge, understanding and skills to: • create and shape arts works (dance, drama, media, music and visual art), experimenting with arts elements to express ideas, feelings and experiences • present arts works to familiar audiences.	
Assessment evidence — Journal, teacher–student interview **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Match and sequence organiser, observational record **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Anecdotal record; interpersonal and social skill profile **Assessment elements —** K&U | investigating | implementing and applying | reflecting	**Assessment evidence —** Visual journals, 2D and 3D portrait **Assessable elements —** K&U | creating | presenting | reflecting	
Numeracy — Number; Patterns and algebra **Literacy —** Reading and viewing; Writing and designing	**Numeracy —** Chance and data; Patterns and algebra **Literacy —** Writing and designing	**Numeracy —** Not evident in this unit **Literacy —** Reading and viewing; Writing and designing	**Numeracy —** Patterns and algebra not evident in this unit **Literacy —** Writing and designing; Reading and viewing	
ICT — Inquiring; Communicating; Ethics and issues; Operating **Modes —** Internet, software	**ICT —** Creating; Communicating; Operating **Modes —** Learning objects, internet	**ICT —** Inquiring; Communicating; Ethics and issues; Operating **Modes —** Internet	**ICT —** Creating; Communicating; Operating **Modes —** Graphics program	

Term 2

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — I have a dream	**Inquiry topic –– Our moon**		**Inquiry topic — I have a dream**	**Inquiry topic — I have a dream**
Knowledge & understanding *Place and space* Local natural, social and built environments are defined by specific features and can be sustained by certain activities. *Culture and identity* Local communities have different groups with shared values and common interests. **Ways of working** 1 pose questions for… 4 make judgments about… 5 draw conclusions and… 6 communicate social and… 7 share ideas and plan… 10 reflect on new learning…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Earth and beyond* Changes in the observable environment influence life. **Ways of working** 1 pose and refine… 3 identify and collect… 4 make judgments about… 5 use identified tools… 6 draw conclusions… 7 communicate scientific ideas… 10 reflect on learning…	**The activities and learning for this KLA flow across the semester.**	**Knowledge & understanding** *Visual art* Visual art involves using visual arts elements, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects. **Ways of working** 1 select and develop ideas… 2 create and shape… 3 practise art works… 4 present arts works… 5 follow guidelines to… 7 reflect on learning…	**Knowledge & understanding** *Technology as a human endeavour* Technology is part of our everyday lives and activities. *Information material and systems* Resources are used to make products for particular purposes and contexts. **Ways of working** 1 identify and analyse… 2 generate design ideas… 3 communicate the details… 4 select resources… 5 plan production procedures… 6 make products to… 10 reflect on learning…
Year 1 Active learning processes *Social and environmental inquiry* Children build knowledge, understanding and skills: • to explore the stories and contributions that Indigenous people make to their communities.	**Year 1 Active learning processes** *Scientific inquiry* Children build knowledge, understanding and skills to: • pose questions about the natural and physical world • plan and conduct investigations, collect data, record or report on observations • reflect on observations and discuss why things happen and consider other points of view.		**Year 1 Active learning processes** *Imagining and responding* Children build knowledge, understanding and skills to: • create and shape arts works (dance, drama, media, music and visual art), experimenting with arts elements to express ideas, feelings and experiences • present arts works to familiar audiences.	**Year 1 Active learning processes** *Investigating technology* Children build knowledge, understanding and skills to: • investigate appropriate resources to meet design needs • make products to respond to personal or group needs.
Assessment evidence — Dream journal, checklist **Assessable elements —** K&U | investigating | reflecting	**Assessment evidence —** Visual journal, mini science investigation **Assessable elements —** K&U | investigating | communicating		**Assessment evidence —** Photo story, static display **Assessable elements —** K&U | creating | presenting | responding | reflecting	**Assessment evidence —** Dream pillow **Assessable elements —** K&U | investigating and designing | producing | reflecting
Numeracy — Number; Measurement **Literacy —** Reading and viewing; Writing and designing	**Numeracy —** Number **Literacy —** Reading and viewing		**Numeracy —** Not evident in this unit **Literacy —** Reading and viewing	**Numeracy —** Measurement; Number **Literacy —** Reading and viewing
ICT — Inquiring; Creating; Communicating; Ethics and issues; Operating **Modes —** Presentation software, concept mapping tool	**ICT —** Inquiring; Communicating; Operating **Modes —** Internet		**ICT —** Not a focus in this unit	**ICT —** Not a focus in this unit

* An example unit plan for this topic is available from the QSA website <www.qsa.qld.edu.au> Prep-Year 9 > Essential Learnings & Standards (Years 1-9) > Implementing the Essential Learnings & Standards > Planning - Using the Essential Learnings & Standards.

Year 1 Curriculum and assessment overview: Model A

Term 3

SOSE

Inquiry topic — What's made in China?

Knowledge & understanding

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

Political and economic systems
Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.

Ways of working

2 plan simple investigations…
3 identify and collect…
4 make judgments about…
6 communicate social and…
7 share ideas and plan…
9 reflect on and identify…

Year 1 Active learning processes

Social and environmental inquiry
Children build knowledge, understanding and skills to:

- investigate their sense of self as a member of different communities including home, school and broader cultural groups
- participate in the development of social rules and suggest roles and responsibilities for maintaining these rules.

Assessment evidence — Sorting display, historic timeline
Assessable elements — K&U | communicating | investigating | participating | reflecting

Numeracy — Number
Literacy — Speaking and listening; Writing and designing

ICT — Inquiring; Creating; Communicating; Ethics and issues; Operating
Modes — Inquiring

Science

Inquiry topic — What is energy?

Knowledge & understanding

Science as a human endeavour
Science is part of everyday activities and experiences.

Earth and beyond
Changes in the observable environment influence life.

Ways of working

1 pose and refine…
3 identify and collect…
5 use identified tools…
6 draw conclusions…
7 communicate scientific ideas…
8 follow guidelines to…
9 reflect on and…

Year 1 Active learning processes

Scientific inquiry
Children build knowledge, understanding and skills to:

- plan and conduct investigations, collect data, record or report on observations
- discuss and investigate phenomena related to living things, energy and its effect, the earth and observable environment, and the ways materials may or may not change
- reflect on observations and discuss why things happen, and consider other points of view.

Assessment evidence — Modified fair test
Assessable elements — K&U | investigating | communicating | reflecting

Numeracy — Number; Measurement
Literacy — Reading and viewing; Writing and designing

ICT — Inquiring; Creating; Communicating; Ethics and issues; Operating
Modes — Digital measuring devices

HPE

Inquiry topic — Healthy communities

Knowledge & understanding

Health
Health is multidimensional and influenced by everyday actions and environments.

Physical activity
Fundamental movement skills are foundations of physical activity.

Personal development
Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

Ways of working

1 pose and refine…
2 identify and collect…
3 draw conclusions…
4 propose and implement…
5 apply fundamental…
6 create and perform…
7 apply personal...
8 follow guidelines to apply...
9 reflect and identify…
10 reflect on learning…

Year 1 Social and personal learning

Sense of self and others
Children build knowledge, understanding and skills to:

- participate in the development of social rules and suggest roles and responsibilities for maintaining these rules resolve conflicts in peaceful ways
- persevere with new learning experiences
- identify and discuss values associated with being fair and behaving with respect.

Assessment evidence — Group planning, anecdotal notes, observation, oral presentation
Assessment elements — K&U | investigating | implementing and applying | reflecting

Numeracy — Speaking and listening
Literacy — Not evident in this unit

ICT — Inquiring; Operating
Modes — Digital timers and scales, GPS software

The Arts

Inquiry topic — What's made in China?

Knowledge & understanding

Drama
Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

Ways of working

1 select and develop ideas…
2 create and shape…
3 practise art works…
4 present arts works…
5 follow guidelines to apply…
7 reflect on learning…

Year 1 Active learning processes

Imagining and responding
Children build knowledge, understanding and skills to:

- create and shape arts works (dance, drama, media, music and visual art), experimenting with arts elements to express ideas, feelings and experiences
- present arts works to familiar audiences.

Assessment evidence — Group mime, reflective sheet
Assessable elements — K&U | creating | presenting

Numeracy — Speaking and listening
Literacy — Not evident in this unit

ICT — Not required in this unit

Technology

Inquiry topic — What's made in China?

Knowledge & understanding

Technology as a human endeavour
Technology is part of our everyday lives and activities.

Information material and systems
Resources are used to make products for particular purposes and contexts.

Ways of working

2 generate design ideas that match requirements…
3 communicate the details…
4 select resources…
6 make products to match…
7 follow guidelines to apply…
9 reflect on uses…

Year 1 Active learning processes

Investigating technology
Children build knowledge, understanding and skills to:

- investigate appropriate resources to meet design needs
- design and communicate ideas through play, drawings or concrete materials
- reflect on the use of technology in everyday life including the use of technology by Indigenous Australians and different cultural groups.

Assessment evidence — 3D timeline
Assessable elements — K&U | investigating and designing | producing | reflecting

Numeracy — Number; Measurement
Literacy — Reading and viewing; Writing and designing

ICT — Creating; Communicating; Operating
Modes – Concept mapping software

Term 4

SOSE

Inquiry topic — Farms to the table

Knowledge & understanding

Place and space
Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

Time, continuity and change
Changes and continuities are identified through events, people's contributions and the stories of local communities.

Ways of working

1 pose questions for…
2 plan investigations…
3 identify and collect…
4 make judgments about…
5 draw and justify…
6 communicate social and…
8 participate in group discussion…
10 reflect on learning…

Year 1 Active learning processes

Social and environmental inquiry
Children build knowledge, understanding and skills to:

- investigate their sense of self as a member of different communities including home, school and broader cultural groups
- participate in the development of social rules and suggest roles and responsibilities for maintaining these rules.

Assessment evidence — Letter, factual recount, observational record
Assessable elements — K&U | investigating | communicating

Numeracy — Not evident in this unit
Literacy — Reading and viewing; Speaking and listening

ICT — Inquiring; Communicating; Ethics and issues; Operating
Modes — Internet

Science

Inquiry topic –– Rain, wind and sun

Knowledge & understanding

Science as a human endeavour
Science is part of everyday activities and experiences.

Life and living
Needs, features and functions of living things are related and change over time.

Ways of working

2 plan activities and…
3 identify and collect…
4 make judgments about…
5 use identified tools…
6 draw conclusions…
7 communicate scientific ideas…
10 reflect on learning…

Year 1 Active learning processes

Scientific inquiry
Children build knowledge, understanding and skills to:

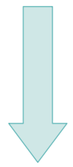
- discuss and investigate phenomena related to living things, energy and its effect, the earth and observable environment, and the ways materials may or may not change
- reflect on observations and discuss why things happen, and consider other points of view.

Assessment evidence — Weather investigation, mini experiments
Assessable elements — K&U | investigating | communicating | reflecting

Numeracy — Number; Measurement; Patterns and algebra;
Literacy — Writing and designing

ICT — Operating; Communicating; Creating
Modes — Digital measuring devices

The activities and learning for this KLA flow across the semester.



The Arts

Inquiry topic — Farms to the table

Knowledge & understanding

Dance
Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phases.

Ways of working

1 select and develop…
2 create and shape…
3 practise art works…
4 present arts works…
5 follow guidelines to apply…
6 respond to arts works…
7 reflect on learning…

Year 1 Active learning processes

Imagining and responding
Children build knowledge, understanding and skills to:

- create and shape arts works (dance, drama, media, music and visual art), experimenting with arts elements to express ideas, feelings and experiences
- present arts works to familiar audiences.

Assessment evidence — Dance, Reflection interview
Assessable elements — K&U | creating | presenting

Numeracy — Not evident in this unit
Literacy — Speaking and listening

ICT — Not required in this unit

The activities and learning for this KLA flow across the semester.

Year 2 Curriculum and assessment overview: Model A

Term 1

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — Rules, roles and responsibilities	**Inquiry topic — Space**	**Inquiry topic — Rules, roles and responsibilities**	**Inquiry topic — Faces in clay***	**The activities and learning for this KLA start towards the end of first term and continue into the next.**
Knowledge & understanding *Time, continuity and change* Changes and continuities are identified through events, people's contributions and the stories of local communities. *Political and economic systems* Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. **Ways of working** 1 pose questions for… 2 plan simple investigations… 6 communicate social and… 7 share ideas, and plan… 8 participate in group… 9 reflect on and identify…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Earth and beyond* Changes in the observable environment influence life. **Ways of working** 3 identify and collect data… 4 make judgments about… 6 draw conclusions… 7 communicate scientific ideas… 10 reflect on new…	**Knowledge & understanding** *Health* Health is multidimensional and influenced by everyday actions and environments. *Physical activity* Fundamental movement skills are foundations of physical activity. *Personal development* Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development. **Ways of working** 1 pose and refine… 2 identify and collect… 3 draw conclusions… 4 propose and implement… 5 apply fundamental… 6 create and perform… 7 apply personal... 8 follow guidelines to apply... 9 reflect and identify… 10 reflect on learning…	**Knowledge & understanding** *Visual art* Visual art involves using visual arts elements, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects. *Ways of working* 1 select ideas for…. 2 create and shape arts 3 practise arts works… 5 follow guidelines … 6 respond to arts works… 7 reflect on learning to…	
Assessment evidence — Journal **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Match and sequence organiser **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Group work, fitness, skills development activities, journal, peer and self-reflections **Assessment focus —** K&U | investigating | implementing and applying | reflecting	**Assessment evidence —** Visual journals, 2D and 3D portraits in clay **Assessable elements —** K&U | creating | presenting | reflecting	
Numeracy — Number; Patterns and algebra **Literacy —** Reading and viewing; Writing and designing	**Numeracy —** Chance and data; Patterns and algebra **Literacy —** Writing and designing	**Numeracy —** Number; Patterns and algebra **Literacy —** Not evident in this unit	**Numeracy —** Not evident in this unit **Literacy —** Writing and designing; Reading and viewing	
ICT — Inquiring; Communicating; Operating **Modes —** Software, internet	**ICT —** Creating; Communicating; Operating **Modes —** Learning objects, internet	**ICT —** Operating; Communicating; Creating; Ethics and issues **Modes —** Digital systems and devices — stopwatches and GPS, database program graphs	**ICT —** Creating; Communicating; Operating **Modes —** Graphics program	

Term 2

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — Groups in our community	**Inquiry topic –– What makes an insect an insect?**		**Inquiry topic — Services in our community**	**Inquiry topic — Groups in our community**
Knowledge & understanding *Place and space* Local natural, social and built environments are defined by specific features and can be sustained by certain activities. *Culture and identity* Local communities have different groups with shared values and common interests. **Ways of working** 1 pose questions for… 2 plan simple investigations… 4 make judgments about… 6 communicate social and… 7 share ideas, and plan… 10 reflect on new learning…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Life and living* Needs, features and functions of living things are related and change over time. **Ways of working** 1 pose and refine… 3 identify and collect… 4 make judgments about… 7 communicate scientific ideas… 9 reflect on and…	**The activities and learning for this KLA flow across the semester.**	**Knowledge & understanding** *Visual art* Visual art involves using visual arts elements, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects. **Ways of working** 1 select and develop… 2 create and shape… 3 practise art works… 4 present arts works… 7 reflect on learning…	**Knowledge & understanding** *Technology as a human endeavour* Technology is part of our everyday lives and activities. *Information material and systems* Resources are used to make products for particular purposes and contexts. **Ways of working** 1 identify and analyse… 2 generate design ideas… 3 communicate the details… 4 select resources… 5 plan production procedures… 6 make products to match… 7 identify and apply safe… 9 reflect on uses…
Assessment evidence — Learning log **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Investigation folio, knowledge test **Assessable elements —** K&U | investigating | communicating | reflecting		**Assessment evidence —** Poster, collage 2D/3D **Assessable elements —** K&U | creating | presenting | reflecting	**Assessment evidence —** Building prototype **Assessable elements —** K&U | investigating and designing | producing | reflecting
Numeracy — Not evident in this unit **Literacy —** Reading and viewing; Writing and designing	**Numeracy —** Number **Literacy —** Reading and viewing		**Numeracy —** Not evident in this unit **Literacy —** Reading and viewing	**Numeracy —** Measurement; Number **Literacy —** Reading and viewing
ICT — Inquiring; Creating; Communicating; Ethics and issues; Operating **Modes —** Internet, software	**ICT —** Inquiring; Communicating; Operating **Modes —** Digital measuring devices, information searches, presentation of data in graphs			

* An example unit plan for this topic is available from the QSA website <www.qsa.qld.edu.au> Prep-Year 9 > Essential Learnings & Standards (Years 1-9) > Implementing the Essential Learnings & Standards > Planning - Using the Essential Learnings & Standards.

Year 2 Curriculum and assessment overview: Model A

Term 3

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — Features of local environment	**Inquiry topic — Machines**	**Inquiry topic — Features of local environment**	**Inquiry topic — Features of local environment**	**Inquiry topic — Features of local environment**
Knowledge & understanding *Place and space* Local natural, social and built environments are defined by specific features and can be sustained by certain activities. *Political and economic systems* Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. **Ways of working** 2 plan simple investigations… 3 identify and collect… 6 communicate social and… 7 share ideas, and plan … 8 participate in group … 9 reflect on and identify…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Energy and change* Energy can be used for different purposes. *Natural and processed materials* Materials have different properties and undergo different changes. **Ways of working** 2 plan activities and… 3 identify and collect… 4 make judgments about… 5 select identified tools… 6 draw conclusions… 7 communicate scientific ideas… 10 reflect on new…	**Knowledge & understanding** *Health* Health is multidimensional and influenced by everyday actions and environments. *Physical activity* Fundamental movement skills are foundations of physical activity. *Personal development* Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development. **Ways of working** 1 pose and refine … 2 identify and collect … 3 draw conclusions and make decisions… 4 propose and implement simple plans… 5 apply fundamental and simple specialised movement skills… 6 create and perform movement sequences… 7 apply personal development skills ... 8 follow guidelines to apply... 10 reflect on learning…	**Knowledge & understanding** *Drama* Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events. **Ways of working** 1 select and develop ideas… 2 create and shape… 4 present art works…	**Knowledge & understanding** *Technology as a human endeavour* Technology is part of our everyday lives and activities. *Information material and systems* Resources are used to make products for particular purposes and contexts. **Ways of working** 1 identify and analyse… 2 generate design ideas… 3 communicate the details… 4 select resources… 5 plan production procedures… 6 make products to match… 10 reflect on learning…
Assessment evidence — Group oral, factual recall quiz **Assessable elements —** K&U | investigating | communicating | participating | reflecting	**Assessment evidence —** Modified fair test, mini investigations **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Group planning, interpersonal skills, journal, oral presentation **Assessable elements —** K&U | investigating | implementing and applying | reflecting	**Assessment evidence —** Group dramatic mime **Assessable elements —** K&U | creating | presenting	**Assessment evidence —** 3D timeline **Assessable elements —** K&U | investigating and designing | producing | reflecting
Numeracy — Not evident in this unit **Literacy —** Speaking and listening; Writing and designing	**Numeracy —** Number; Measurement **Literacy —** Reading and viewing; Writing and designing	**Numeracy —** Not evident in this unit **Literacy —** Writing and designing	**Numeracy —** Not evident in this unit **Literacy —** Speaking and listening	**Numeracy —** Measurement; Number **Literacy —** Reading and viewing; Writing and designing
ICT — Inquiring; Creating; Communicating; Ethics and issues; Operating	**ICT —** Inquiring; Creating; Communicating; Ethics and issues; Operating	**ICT —** Inquiring; Ethics and issues; Operating **Modes —** Digital timers and scales, GPS software	**ICT —** Not evident in this unit	**ICT —** Creating; Communicating; Operating **Modes —** Concept mapping software

Term 4

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — People who help us	**Inquiry topic –– Under the sea**		**Inquiry topic — People who help us**	
Knowledge & understanding *Political and economic systems* Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. *Culture and identity* Local communities have different groups with shared values and common interests. **Ways of working** 1 pose questions for… 4 make judgments about… 5 draw conclusions and… 6 communicate social and… 7 share ideas, and plan… 8 participate in group… 10 reflect on new learning…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Life and living* Needs, features and functions of living things are related and change over time. **Ways of working** 1 pose and refine… 2 plan activities and… 4 make judgments about… 5 select identified tools… 7 communicate scientific ideas… 9 reflect on and…	**The activities and learning for this KLA flow across the semester.**	**Knowledge & understanding** *Dance* Dance involves using the human body to express ideas, considering different audiences and particular purposes through dance elements in movement phases. **Ways of working** 1 select and develop… 2 create and shape… 3 practise art works… 4 present arts works… 5 follow guidelines …	**The activities and learning for this KLA flow across the semester.**
Assessment evidence — Journal, mini quiz **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Investigation report, journal **Assessable elements —** K&U | investigating | communicating | reflecting		**Assessment evidence —** Create and perform a dance **Assessable elements —** K&U | creating | presenting	
Numeracy — Not evident in this unit **Literacy —** Reading and viewing, Speaking and listening	**Numeracy —** Number; Measurement; Patterns and algebra **Literacy —** Writing and designing		**Numeracy —** Not evident in this unit **Literacy —** Speaking and listening	
ICT — Inquiring; Communicating; Ethics and issues; Operating **Modes —** Internet, software, web quest	**ICT —** Creating; Communicating; Ethics and issues; Operating **Modes —** Internet, software		**ICT —** Inquiring; Ethics and issues; Operating **Modes —** Digital video camera	

Year 3 Curriculum and assessment overview: Model A

Term 1

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — What does it mean to be an Australian?	**Inquiry topic — What changes happen in our skies?**	**Inquiry topic — What does it mean to be a healthy Australian?**	**Inquiry topic — Faces in clay***	**The activities and learning for this KLA start towards the end of first term and continue into the next.**
Knowledge & understanding *Time, continuity and change* Changes and continuities are identified through events, people's contributions and the stories of local communities. *Culture and identity* Local communities have different groups with shared values and common interests. **Ways of working** 1 pose questions for… 2 plan simple investigations… 4 make judgments about… 5 draw conclusions… 7 share ideas… 9 reflect on and...	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Earth and beyond* Changes in the observable environment influence life. **Ways of working** 1 pose and refine… 3 identify and collect… 5 use identified tools… 6 draw conclusions … 7 communicate scientific ideas… 8 follow guidelines to… 9 reflect on and…	**Knowledge & understanding** *Health* Health is multidimensional and influenced by everyday actions and environments. *Physical activity* Fundamental movement skills are foundations of physical activity. *Personal development* Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development. **Ways of working** 1 pose and refine… 2 identify and collect … 3 draw conclusions and… 4 propose and implement… 5 apply fundamental and… 6 create and perform movement… 7 apply personal development... 8 follow guidelines to apply... 10 reflect on learning…	**Knowledge & understanding** *Visual art* Visual art involves using visual arts elements, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects. *Ways of working* 1 select ideas for…. 2 create and shape arts 3 practise arts works… 5 follow guidelines… 6 respond to arts works… 7 reflect on learning to…	
Assessment evidence — Research and report; graphic organiser **Assessable elements —** K&U | investigating | participating | communicating | reflecting	**Assessment evidence —** Experimental investigations **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Group work, team sport skills, fitness journal, reflection sheets **Assessment focus —** K&U | investigating | implementing and applying | reflecting	**Assessment evidence —** Journals, 2D/3D clay portraits **Assessable elements —** K&U | creating | presenting | reflecting	
Numeracy — Not evident in this unit **Literacy —** Speaking and listening; Writing and designing; Reading and viewing	**Numeracy —** Measurement **Literacy —** Writing and designing	**Numeracy —** Number; Patterns and algebra **Literacy —** Not evident in this unit	**Numeracy —** Not evident in this unit **Literacy —** Writing and designing; Speaking and listening; Reading and viewing	
ICT — Inquiring; Communicating **Modes —** Internet, concept mapping software	**ICT —** Inquiring; Communicating **Modes —** Digital measuring devices — thermometer	**ICT —** Operating; Communicating; Creating; Ethics and issues **Modes —** Digital systems and devices — stopwatches, GPS, database program graphs	**ICT —** Creating; Communicating; Operating **Modes —** Graphics program	

Term 2

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — How did Aboriginal and Torres Strait Islander peoples live before European colonisation?*	**Inquiry topic –– How is energy used in our environment?**	**The activities and learning for this KLA flow across the semester.**	**Inquiry topic — How did Aboriginal and Torres Strait Islander peoples live before European colonisation?***	**Inquiry topic — How did Aboriginal and Torres Strait Islander peoples live before European colonisation?***
Knowledge & understanding *Time, continuity and change* Changes and continuities are identified through events, people's contributions and the stories of local communities. *Culture and identity* Local communities have different groups with shared values and common interests. *Political and economic systems* Communities have developed decision-making systems that include principles and values formed over time. **Ways of working** 1 pose questions for… 2 plan simple investigations 3 identify and collect… 5 draw conclusions and… 7 share ideas… 8 participate in group... 10 reflect on learning…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Natural and processed materials* Materials have different properties and undergo different changes. **Ways of working** 1 pose and refine… 2 plan activities and… 3 identify and collect… 4 make judgments about… 6 draw conclusions… 7 communicate scientific ideas…		**Knowledge & understanding** *Dance* Dance involves using the human body to express ideas, considering different audiences… *Media* Media involves constructing meaning by using media languages … *Visual art* Visual art involves using visual arts elements, processes…. **Ways of working** 1 select ideas for… 2 create and shape arts… 3 practise arts works… 4 present arts works… 5 follow guidelines… 6 respond to arts works… 7 reflect on learning to…	**Knowledge & understanding** *Technology as a human endeavour* Technology is part of our everyday lives and activities. *Information material and systems* Resources are used to make products for particular purposes and contexts. **Ways of working** 1 identify the purpose… 2 generate simple ideas… 3 communicate major features… 4 select resources… 5 plan and sequence main… 6 make products… 7 follows guidelines to apply… 10 reflect on learning…
Assessment evidence — Research journal, reflection log, digital story **Assessable elements —** K&U | investigating | communicating | participating | reflecting	**Assessment evidence —** Investigation report **Assessable elements —** K&U | investigating | communicating		**Assessment evidence —** Boomerang design, dance **Assessable elements —** K&U | creating | presenting | reflecting	**Assessment evidence —** Diorama, artefact or tool **Assessable elements —** K&U | investigating and designing | producing | reflecting
Numeracy — Number; Chance and data **Literacy —** Writing and designing	**Numeracy —** Chance and data; Number **Literacy —** Writing and designing; Reading and viewing		**Numeracy —** Not evident in this unit **Literacy —** Writing and designing	**Numeracy —** Measurement **Literacy —** Reading and viewing
ICT — Inquiring; Creating; Communicating; Ethics and issues **Modes —** Internet, document and presentation software			**ICT —** Communicating **Modes —** Recording devices	**ICT —** Creating; Communicating; Operating **Modes —** Internet, concept mapping software

* An example unit plan for this topic is available from the QSA website <www.qsa.qld.edu.au> Prep-Year 9 > Essential Learnings & Standards (Years 1-9) > Implementing the Essential Learnings & Standards > Planning - Using the Essential Learnings & Standards.

Year 3 Curriculum and assessment overview: Model A

Term 3

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — Our planet: our responsibility	**Inquiry topic — How do living things interact?**	**Inquiry topic — Our planet: our responsibility**	**Inquiry topic — Our planet: our responsibility**	**Inquiry topic — Our planet: our responsibility**
Knowledge & understanding *Place and space* Local natural, social and built environments are defined by specific features and can be sustained by certain activities. *Political and economic systems* Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services. **Ways of working** 1 pose questions for… 2 plan simple investigations 3 identify and collect… 6 communicate social and… 8 participate in group... 10 reflect on learning…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Life and living* Needs, features and functions of living things are related and change over time. **Ways of working** 1 pose and refine… 2 plan activities and… 3 identify and collect… 4 make judgments about… 6 draw conclusions… 7 communicate scientific ideas… 10 reflect on new…	**Knowledge & understanding** *Health* Health is multidimensional and influenced by everyday actions and environments. *Physical activity* Fundamental movement skills are foundations of physical activity. *Personal development* Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development. **Ways of working** 1 pose and refine… 2 collect, organise and… 3 draw conclusions and… 4 propose and implement… 5 apply fundamental and… 6 create and perform movement… 7 apply personal development... 8 identify and apply safe... 10 reflect on learning…	**Knowledge & understanding** *Drama* Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events. **Ways of working** 1 select ideas for… 2 create and shape arts… 3 practise arts works… 4 present arts works… 7 reflect on learning to…	**Knowledge & understanding** *Technology as a human endeavour* Technology is part of our everyday lives and activities. *Information material and systems* Resources are used to make products for particular purposes and contexts. **Ways of working** 2 generate design ideas… 3 communicate the details… 5 plan production procedures… 6 make products to match… 8 evaluate products to
Assessment evidence — Promotional poster or e-brochure, quiz **Assessable elements —** K&U | investigating | participating | reflecting	**Assessment evidence —**Science journal, mini quiz **Assessable elements —** K&U | investigating | communicating | reflecting	**Assessment evidence —** Group task, fitness log, fact sheet, reflection journal **Assessable elements —** K&U | investigating | implementing and applying | reflecting	**Assessment evidence —** Role play, poster **Assessable elements —** K&U | creating | presenting | reflecting	**Assessment evidence —** Recycling mechanism **Assessable elements —** K&U | investigating and designing | producing | reflecting
Numeracy — Number; Chance and data **Literacy —** Writing and designing; Speaking and listening; Reading and viewing	**Numeracy —** Measurement **Literacy —** Writing and designing	**Numeracy —** Chance and data; Measurement; Number **Literacy —** Writing and designing; Reading and viewing	**Numeracy —** Not evident in this unit **Literacy —** Writing and designing; Reading and viewing	**Numeracy —** Measurement; Number **Literacy —** Not evident in this unit
ICT — Inquiring; Creating; Communicating; Ethics and issues; Operating	**ICT —** Inquiring; Communicating; Operating	**ICT —** Inquiring; Operating; Communicating; Ethics and issues **Modes —** Measuring devices — weighing, temperature stopwatch	**ICT —** Inquiring; Communicating; Operating	**ICT —** Inquiring; Communicating; Operating

Term 4

SOSE	Science	HPE	The Arts	Technology
Inquiry topic — Our suburb: our future	**Inquiry topic –– How does processing change natural materials?**		**Inquiry topic — Our suburb: our future**	
Knowledge & understanding *Time, continuity and change* *Changes and continuities are identified through events, people's contributions and the stories of local communities.* *Culture and identity* *Local communities have different groups with shared values and common interests.* *Political and economic systems* *Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.* **Ways of working** 1 pose questions for… 2 plan simple investigations 3 identify and collect… 5 draw conclusions… 6 communicate social and… 7 share ideas…	**Knowledge & understanding** *Science as a human endeavour* Science is part of everyday activities and experiences. *Energy and change* Energy can be used for different purposes. **Ways of working** 1 pose and refine… 3 identify and collect… 6 draw conclusions… 7 communicate scientific ideas… 8 follow guidelines to… 9 reflect on and…	**The activities and learning for this KLA flow across the semester.**	**Knowledge & understanding** *Dance* Dance involves using the human body to express ideas, considering different audiences and particular purposes through dance elements in movement phases. *Visual art* Visual art involves using visual arts elements, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects **Ways of working** 1 select and develop… 2 create and shape… 3 practise arts works… 4 present arts works… 5 follow guidelines to apply… 6 respond to arts works… 7 reflect on learning…	**The activities and learning for this KLA flow across the semester.**
Assessment evidence — Investigation report **Assessable elements —** K&U | investigating | communicating | investigating	**Assessment evidence —** Scientific investigation, journal **Assessable elements —** K&U | investigating | communicating | reflecting		**Assessment evidence —** Mime, 3D collage **Assessable elements —** K&U | creating | presenting | reflecting	
Numeracy — Not evident in this unit **Literacy —** Writing and designing; Speaking and listening	**Numeracy —** Chance and data; Measurement Literacy — Writing and designing		**Numeracy —** Not evident in this unit **Literacy —** Reading and viewing	
ICT — Creating; Communicating; Operating **Modes —** Internet, word processing software	**ICT —** Creating; Communicating; Operating **Modes —** Digital measuring devices		**ICT —** Not evident in this unit	