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

Year 1 Curriculum and assessment overview: Model A

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1 Active learning processes</strong></td>
<td><strong>Year 1 Active learning processes</strong></td>
</tr>
<tr>
<td>Social and environmental inquiry</td>
<td>Social and environmental inquiry</td>
</tr>
<tr>
<td>Children build knowledge, understanding and skills to:</td>
<td>Children build knowledge, understanding and skills to:</td>
</tr>
<tr>
<td>- investigate their sense of self as a member of different communities including home, school and broader cultural groups</td>
<td>- explore the stories and communities that Indigenous people make to their communities.</td>
</tr>
<tr>
<td>- participate in the development of social rules and suggest roles and responsibilities for maintaining these rules.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment evidence</strong></td>
<td><strong>Assessment evidence</strong></td>
</tr>
<tr>
<td>Journal, teacher–student interview</td>
<td>Dream journal, checklist</td>
</tr>
<tr>
<td>Numeracy — Number, Patterns and algebra</td>
<td>Numeracy — Number, Measurement</td>
</tr>
<tr>
<td>Literacy — Reading and viewing, Writing and designing</td>
<td>Literacy — Reading and viewing</td>
</tr>
<tr>
<td>ICT — Inquiring, Communicating, Ethics and issues, Operating</td>
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</tr>
<tr>
<td><strong>Year 1 Social and personal learning</strong></td>
<td><strong>Year 1 Social and personal learning</strong></td>
</tr>
<tr>
<td>Sense of self and others</td>
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</tr>
<tr>
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</tr>
<tr>
<td>- participate in the development of social rules and suggest roles and responsibilities for maintaining these rules</td>
<td>- create and shape arts works (dance, drama, media, music and visual art), experimenting with arts elements to express ideas, feelings and experiences</td>
</tr>
<tr>
<td>- persevere with new learning experiences</td>
<td>- present arts works to familiar audiences.</td>
</tr>
<tr>
<td>- identify and discuss values associated with being fair and behaving with respect.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment evidence</strong></td>
<td><strong>Assessment evidence</strong></td>
</tr>
<tr>
<td>Anecdotal record; interpersonal interview</td>
<td>Dream journal, checklist</td>
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<tr>
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<td>Numeracy — Number, Measurement</td>
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<tr>
<td><strong>Year 1 Active learning strategies</strong></td>
<td><strong>Year 1 Active learning strategies</strong></td>
</tr>
<tr>
<td><strong>Imagining and responding</strong></td>
<td><strong>Imagining and responding</strong></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>The activities and learning for this KLA start towards the end of first term and continue into the next term.</td>
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</tr>
</tbody>
</table>
## Ways of working

### Knowledge & understanding

Science as a human endeavor

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
2. identify and collect
3. use identified tools
4. draw conclusions
5. communicate scientific ideas
6. follow guidelines to
7. reflect on and
8. .

### 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

### 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
2. create and shape
3. practice art works
4. present art works
5. follow guidelines to
6. reflect on learning

## Technology

### Knowledge & understanding

Technology as a human endeavor

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. generate design ideas
2. create and shape
3. practice art works
4. present art works
5. follow guidelines to
6. reflect on learning

## Year 1 Curriculum and assessment overview: Model A

### Term 3

#### Inquiry topic — What’s made in China?

- Children build knowledge, understanding and skills to:
  - create and shape art works (dance, drama, media, music and visual art), experimenting with art elements to express ideas, feelings and experiences
  - present art works to familiar audiences.

#### Inquiry topic — What’s made in China?

- Children build knowledge, understanding and skills to:
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#### Inquiry topic — Farms to the table

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

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### Inquiry topic — Farms to the table

- The activities and learning for this KLA flow across the semester.
### Ways of working

**Knowledge & Understanding**

1. **Science as a human endeavour**
   - Science is part of everyday activities and experiences.
   - Earth and beyond
   - Changes in the observable environment influence life.

2. **Health**
   - Health is multidimensional and influenced by everyday activities and environments.
   - Physical activity
   - Fundamental movement skills and foundations of physical activity.
   - Personal development
   - Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

3. **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.

### Inquiry topic — Knowledge & Understanding

1. **Science**
   - Ways of working: pose questions for... plan simple investigations... communicate social and... share ideas, and plan... participate in group... reflect on and identify...

2. **Health**
   - Ways of working: pose and refine... identify and collect data...
   - Ways of reflecting: make judgments about...
   - Ways of drawing conclusions...
   - Ways of communicating scientific ideas...
   - Reflect on new...

3. **Visual art**
   - Ways of working: propose and refine...
   - Ways of reflecting: identify and collect...
   - Ways of drawing conclusions...
   - Ways of proposing and implementing...
   - Ways of applying...
   - Ways of following guidelines to apply...
   - Reflect and identify...
   - Reflect on learning...

### Inquiry topic — Services in our community

1. **Science**
   - Ways of working: select ideas for...
   - Ways of reflecting: create and shape arts practices arts works...
   - Ways of following guidelines...
   - Ways of responding to arts works...
   - Reflect on learning to...

*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 1

<table>
<thead>
<tr>
<th>Inquiry topic — Features of local environment</th>
<th>Inquiry topic — Machines</th>
<th>Inquiry topic — Features of local environment</th>
<th>Inquiry topic — Features of local environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; understanding — Place and space</td>
<td>Science as a human endeavour</td>
<td>Knowledge &amp; understanding — Health</td>
<td>Knowledge &amp; understanding — Features of local environment</td>
</tr>
<tr>
<td>Local natural, social and built environments are defined by specific features and can be sustained by certain activities.</td>
<td>Science is part of everyday activities and experiences.</td>
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<td>Features are part of everyday activities and experiences.</td>
</tr>
<tr>
<td>Political &amp; economic systems</td>
<td>Energy and change</td>
<td>Physical activity</td>
<td>Energy and change</td>
</tr>
<tr>
<td>Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.</td>
<td>Energy can be used for different purposes.</td>
<td>Fundamental movement skills are foundations of physical activity.</td>
<td>Energy can be used for different purposes.</td>
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### 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. **pose questions for...**
3. **plan simple investigations...**
4. **identify and collect...**
5. **use identified tools...**
6. **draw conclusions...**
7. **communicate scientific ideas...**
8. **follow guidelines to...**
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.

**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. **plan activities and...**
3. **identify and collect...**
4. **make judgments about...**
5. **draw conclusions...**
6. **communicate conclusions...**
7. **follow guidelines to...**
8. **reflect on and...**

#### 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.

Ways of working
1. **pose questions for...**
2. **make judgments about...**
3. **draw conclusions and...**
4. **share ideas...**
5. **reflect on and...**

#### Inquiry topic — How is energy used in our environment?**

**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...**
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  - 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...**
4. **draw conclusions and...**
5. **share ideas...**
6. **participate in group...**
7. **reflect on learning...**

#### Inquiry topic — How did Aboriginal and Torres Strait Islander peoples live before European colonisation?**

**Knowledge & understanding**

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

Ways of working
1. **pose and refine...**
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6. **communicate scientific ideas...**
7. **follow guidelines to...**
8. **reflect on and...**

**Note:**
The activities and learning for this KLA start towards the end of Term 1 and continue into the next.
### Inquiry topic — Our planet: our responsibility

<table>
<thead>
<tr>
<th>Term 4</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Place and space</td>
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<table>
<thead>
<tr>
<th>Assessment evidence — Investigation report</th>
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</thead>
<tbody>
<tr>
<td>Assessable elements — K&amp;U</td>
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<td>Numeracy — Chance and data; Measurement; Literacy — Writing and designing; Reading and viewing</td>
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<td>Modes — Internet, word processing software</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The activities and learning for this KLA flow across the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; understanding</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Dance involves using the human body to express ideas, considering different audiences and particular purposes through dance elements in movement phases.</td>
</tr>
<tr>
<td>Visual art</td>
</tr>
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<td>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.</td>
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</tbody>
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<tr>
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<td>1 pose and refine...</td>
</tr>
<tr>
<td>2 identify and collect...</td>
</tr>
<tr>
<td>3 draw conclusions and...</td>
</tr>
<tr>
<td>4 apply personal development...</td>
</tr>
</tbody>
</table>

| 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. |

<table>
<thead>
<tr>
<th>Ways of working</th>
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<tbody>
<tr>
<td>1 select ideas for...</td>
</tr>
<tr>
<td>2 create and shape arts...</td>
</tr>
<tr>
<td>3 practise arts works...</td>
</tr>
<tr>
<td>4 present arts works...</td>
</tr>
<tr>
<td>5 follow guidelines to apply...</td>
</tr>
<tr>
<td>6 respond to arts works...</td>
</tr>
<tr>
<td>7 reflect on learning...</td>
</tr>
</tbody>
</table>

| Knowledge & understanding |
| Technology as a human endeavor |
| Technology is part of our everyday lives and activities. |
| Information and systems |
| Resources are used to make products for particular purposes and contexts. |

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>2 create and shape...</td>
</tr>
<tr>
<td>3 communicate the...</td>
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<td>4 present...</td>
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<td>5 follow...</td>
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<tr>
<td>6 make...</td>
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<tr>
<td>7 reflect on learning...</td>
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<tr>
<td>8 evaluate products to...</td>
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<tr>
<td>9 adopt...</td>
</tr>
<tr>
<td>10 apply...</td>
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</tbody>
</table>