



Unit of Inquiry Parent Overview

Grade: 6

Duration: UOI 1 Term 1 & 2, UOI 2 Term 2

UOI 1: How We Organise Ourselves - An inquiry into systems, structures and networks through approaches to livelihoods and trade practices and their intended and unintended consequences.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Innovation brings solutions.	An inquiry into: <ul style="list-style-type: none"> The effects of environmental changes on living things Business, consumer and financial decisions Businesses, goods and services 	<ul style="list-style-type: none"> Connection Function 	<ul style="list-style-type: none"> Inquirers Communicators

UOI 2: Where We Are In Place And Time - An inquiry into histories and orientation in place space and time through: periods, events and artefacts.

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Individuals, groups and events shape society.	An inquiry into: <ul style="list-style-type: none"> Key people, groups and events that led to Australia's development as a nation The rights and status of early Australians and First Nations people Individuals' and groups' paths to accessing rights and representation 	<ul style="list-style-type: none"> Change Causation 	<ul style="list-style-type: none"> Thinkers Risk Takers

Summative Assessment Tasks

Tasks UOI 1

HASS – Economics and Business: Market Day

Students work to develop and market a product or service for a 'Market Day'. Students are required to complete a number of tasks including: draw up a simple business plan; create an advertising poster for the product; complete a scaffolded balance sheet; write a reflection to discuss allocation of resources and trade-offs.

Science – Biological Sciences: Effects of environmental change on living things

Students will predict and describe the effects of environmental change on people's ability to complete tasks.

Tasks UOI 2

HASS – History

Part A – Organise and take notes from provided information about a significant Australian. Using the information collected, students create a timeline, choosing significant milestones from their individual's life.

Part B – Compare events and experiences of First Nations and land owners during Wave Hill Walk off.

Part C – Examine sources to determine their origin and purpose and identify different perspectives.

Learning Areas Covered Term 1 & 2

Learning Experiences: Learning experiences will be transdisciplinary in nature when content allows. Teachers will attempt to integrate subject areas when designing learning experiences.

Maths

Students will solve problems using the properties of prime, composite and square numbers. They will use all 4 operations with decimals. They will use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices. They interpret and use timetables. They use the formula for the area of a rectangle to solve problems. They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics.

HASS – Business and Economics

Students will conduct market research to design and create a product to meet the requirements of an identified audience.

HASS – History

Students will read and write about significant people who have shaped Australia's society. They will examine primary and secondary sources to learn about different people and groups in our history, and events that shaped their lives.

English

Students will explore the structure of biographical profiles. They will rehearse language features specific to this genre, including correct tense, noun groups, sentence structure/types, writers' position and formal tone.

Science

Students describe and predict the effect of environmental changes on individual living things. They will collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.

Digital Technologies

Students will identify their digital footprint and recognise its permanence. They will show how digital systems represent data.

Music

In music this term, children will be learning about the music of Australia - both Indigenous and Federation/Folk music. We will look at the role music plays in both Indigenous culture and also the many different cultures that have come to Australia since Federation.

Suggested Parent Involvement UOI 1

Practise number facts for faster recall.
Notice and discuss things in our environment that can affect how we are able to focus, work and relax.

Suggested Parent Involvement UOI 2

Practise number facts for faster recall.
Visit the library and investigate pivotal points in Australian history.
Discuss – what makes a person significant? Are all famous Australians also significant?