Unit of Inquiry Parent Overview

Grade: 6

Duration: UOI 4 Term 3, UOI 5 Terms 3 and 4

UOI 4: Who We Are: Exhibition

Central Idea	Lines of Inquiry	Specified Concepts	Learner Profile Attributes
Thinking beyond ourselves transforms us.	Students develop own lines of inquiry.	Form Function Causation Change Connection Perspective Reflection	Caring Knowledgeable Thinker Risk-Taker Open-minded Balanced Principled Communicators

UOI 5: Where We Are In Place And Time

Central Idea	Lines of Inquiry	Key Concepts	Learner Profile Attributes
Interconnections and relationships influence expression.	An inquiry into: How migration and diverse backgrounds shape society How people and groups relate/connect to places How experiences influence perspectives How people share experience and culture through the arts	• Perspective • Connection	• Thinkers • Caring

Summative Assessment Tasks

HASS –

Task A – Students develop inquiry questions to frame their investigation into challenge/issue identified for Exhibition inquiry.

Task B – Students record notes from primary and secondary sources of information.

Task C – Working collaboratively, students use their research to develop an idea to take action to address their identified issue or challenge, based on criteria.

Task D – Students identify stakeholders, examine benefits and trade-offs of different options for action, and make a final choice about which action they will take.

English –

Students will create an informative magazine article about an aspect of their Exhibition topic for an upper primary audience. Students will present their findings to peers and school community members on Exhibition Evening.

HASS –

Part A – Describe similarities and differences between places. Discuss the effects of migration on our community.

Part B – Interpret migration data from maps and graphs to describe the effects of different events on migration.

Part C – Identify significant locations on a map relevant to a migrant's journey from provided information.

Science – Stand Alone

Students will apply knowledge of reversible and irreversible changes of materials to plan and conduct a fair test with safety considerations. Students will record data, identify improvements to method and data and respond to a claim.

Learning Areas Covered

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

Maths

They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule. They create tessellating patterns using combinations of transformations. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.

HASS –

Students explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate mapping and graphing.

English

Writing: They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Reading: Students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Speaking & Listening: They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They listen to discussions, clarifying content and challenging others' ideas.

Science – stand alone

Students compare and classify different types of observable changes to materials. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

Suggested Parent Involvement UOI 4	Suggested Parent Involvement UOI 5
Assist students in finding experts and community members to interview for research. Take a trip to your local library to help students locate books and materials to assist with research.	Explore and share your own family's migration stories. Visit Brisbane's Gallery of Modern Art or the Queensland Museum to explore artifacts that provide information about Australians' migration stories and experiences. Visit the local library to find books that tell the stories of Australia's migrant communities, and the effects of migration on our indigenous communities.