



# Norris Bank P.S Integrated Units

	Foundation	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<b>Health and Civic and Citizenship</b>			
T1Odd	<p><b>Being Healthy Safe and Active</b>            Recognise how they are growing and changing. <a href="#">(VCHPEP058)</a>            Identify and describe the different emotions people experience. Identify actions that help them be healthy, safe and physically active. <a href="#">(VCHPEP059)</a>            Identify different settings where they can be active and how to move and play safely. <a href="#">(VCHPEP059)</a> Describe how their body responds to movement.</p> <p><b>Civic and Citizenship: Citizenship, Diversity and Identity</b> Investigate different cultural groups within their peer group.  <b>Laws and Citizens</b>            Features of Laws and Rules.            Needs to laws.</p>	<p><b>Interacting with Myself and Others Positively</b>            Describe changes that occur as they grow older. <a href="#">(VCHPEP072)</a>            Understand how emotional responses impact on others' feelings. <a href="#">(VCHPEP076)</a>            Demonstrate positive ways to interact with others. Describe ways to include others to make them feel that they belong. <a href="#">(VCHPEP075)</a> Select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. <a href="#">(VCHPEP073)</a></p> <p><b>Civic and Citizenship: Government and Democracy Laws and Citizens</b>            Features of Laws and Rules.            Needs to laws.</p>	<p><b>Understanding Myself and how to Interact Positively with Others</b>            Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe. <a href="#">(VCHPEP090)</a>            Investigate how emotional responses vary in family situations and in friendship groups. <a href="#">(VCHPEP093)</a>            Examine how success, challenge and failure strengthen personal identities. <a href="#">(VCHPEP088)</a>            Explore strategies to manage physical, social and emotional change. <a href="#">(VCHPEP089)</a>            Investigate how emotional responses vary and understand how to interact positively with others in different situations</p>	<p><b>Understanding my Changing Self and Influences.</b></p> <p>Practise skills to establish and manage relationships <a href="#">(VCHPEP109)</a></p> <p>Students investigate developmental changes and transitions. <a href="#">(VCHPEP106)</a></p> <p>Understand the influences people and places have on personal identities. <a href="#">(VCHPEP105)</a></p> <p>Recognise the influence of emotions on behaviours and discuss factors that influence how people interact. <a href="#">(VCHPEP109)</a></p> <p>Recognise how media and</p>

			<p>including in physical activities. <a href="#">(VCHPEP092)</a></p> <p><b><u>Civic and Citizenship:</u></b> <b><u>Government and Democracy</u></b> <b>Laws and Citizens</b></p>	<p>important people in the community influence personal attitudes, beliefs, decisions and behaviours. <a href="#">(VCHPEP112)</a></p> <p><b><u>Civic and Citizenship:</u></b></p>
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			<p>Explain the roles of local government and some familiar services provided at the local level. <a href="#">(VCCCG003)</a></p> <p>Identify how and why decisions are made democratically in communities. <a href="#">(VCCCG002)</a></p> <p>Explain how and why people make rules. <a href="#">(VCCCL004)</a></p>	<p><b><u>Government and Democracy</u></b> <b><u>Laws and Citizens</u></b></p> <p>Discuss the values, principles and institutions that underpin. Australia's democratic forms of government and explain how this system is influenced by the Westminster system <a href="#">(VCCCG008)</a> Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system. <a href="#">(VCCCG009)</a></p> <p>Explain how state/territory and federal laws are initiated and passed through parliament. <a href="#">(VCCCL012)</a></p>
	<b>Health and Civic and Citizenship</b>			

<p>T1 Even</p>	<p><b>Being Healthy Safe and Active</b></p> <p>Recognise how they are growing and changing. <a href="#">(VCHPEP058)</a></p> <p>Identify and describe the different emotions people experience. Identify actions that help them be healthy, safe and physically active. <a href="#">(VCHPEP059)</a></p>	<p><b>Healthy Me and My Community</b></p> <p>Examine messages related to health decisions. <a href="#">(VCHPEP077)</a></p> <p>Describe how to help keep themselves and others healthy, safe and physically active. <a href="#">(VCHPEP074)</a> Identify areas where they can be active and how the body reacts to different physical activities. <a href="#">(VCHPEP079)</a></p>	<p><b>Health Influences and Being Healthy</b></p> <p>Interpret health messages and discuss the influences on healthy and safe choices. <a href="#">(VCHPEP094)</a></p> <p>Understand the benefits of being fit and physically active. <a href="#">(VCHPEP092)</a> Describe the connections they have to their community and how these can promote health and wellbeing. <a href="#">(VCHPEP095)</a></p>	<p><b>My Whole Healthy Self and My Community</b></p> <p>Describe their own and others' contributions to health, physical activity, safety and wellbeing. <a href="#">(VCHPEP108)</a></p> <p>Describe the key features of health related fitness and the significance of physical activity participation to</p>
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# Norris Bank P.S Integrated Units

Identify different settings where they can be active and how to move and play safely. ([VCHPEP059](#)) Describe how their body responds to movement.

**Civic and Citizenship:**

**Citizenship, Diversity and Identity**

Investigate different cultural groups within their peer group.

**Laws and Citizens**

Features of Laws and Rules.

Needs to laws.

Explore actions that help make the classroom a healthy, safe and active place. ([VCHPEP078](#)) Recognise situations and opportunities to promote their own health, safety and wellbeing.

**(VCHPEP074)**

**Civic and Citizenship:**

**Citizenship, Diversity and Identity**

Discuss different cultural groups and social groups they are part of. ([VCCCC006](#))

Investigate celebrations that are unique to their culture

Apply strategies for working cooperatively and apply rules fairly. Identify and practise strategies to promote health, safety and wellbeing. ([VCHPEP091](#)) Select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. ([VCHPEP096](#))

**Civic and Citizenship:**

**Citizenship, Diversity and Identity**

Investigate why and how people participate within communities and cultural and social groups.

**(VCCCC006)**

Describe the different cultural, religious and/or social groups to which they and others in the community may belong.

**(VCCCC007)**

health and wellbeing.

**(VCHPEP112)**

Access and interpret health information. ([VCHPEP108](#))

Explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. ([VCHPEP107](#))

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours

**(VCHPEP111)**

**Civic and Citizenship:**

**Citizenship, Diversity and Identity**

Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society.

**(VCCCC014)**

Examine the concept of global citizenship.

**(VCCCC017)**

**Harmony Day – March 21<sup>st</sup>**



# Norris Bank P.S Integrated Units

	<b>Chemical Science and Economics and Business</b>			
T2 Odd	<b>Changes</b>	<b>Changes</b>	<b>Changing Matter</b>	<b>Matter Properties</b>
	<p><b><u>Chemical Science</u></b> Objects are made of different materials and have a purpose.</p> <p><b><u>Biological Science:</u></b> Living things can be plants or animals. (<a href="#">VCSSU032</a>) Living things change as they go.</p>	<p><b><u>Chemical Science:</u></b> Objects are made of materials that have observable properties. (<a href="#">VCSSU044</a>)</p> <p>Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes. (<a href="#">VCSSU045</a>)</p>	<p><b><u>Chemical Science:</u></b> A change of state between solid and liquid can be caused by adding or removing heat. (<a href="#">VCSSU059</a>)</p> <p>Natural and processed materials have a range of physical properties; these properties can influence their use. (<a href="#">VCSSU060</a>)</p>	<p><b><u>Chemical Science:</u></b> Solids, liquids and gases behave in different ways and have observable properties that help to classify them. (<a href="#">VCSSU076</a>)</p> <p>Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting. (<a href="#">VCSSU077</a>)</p>
	<b>Biological Science and Economics and Business</b>			

<p>T2 Even</p>	<p style="text-align: center;"><b>Changes</b></p> <p><b>Biological Science:</b>  <b>Minibeasts</b> Living things can be plants or animals. (<a href="#">VCSSU032</a>)          Living things change as they go.</p> <p><b>Or:</b>  <b>Chemical Science: Changes to Matter.</b>          Objects are made of different materials and have a purpose.</p>	<p style="text-align: center;"><b>Changing Living Things and What They Need</b></p> <p><b>Biological Science:</b>          Living things grow, change and have offspring similar to themselves. (<a href="#">VCSSU043</a>)          Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met. (<a href="#">VCSSU042</a>)</p>	<p style="text-align: center;"><b>Living and Non Living Things and Life Cycles</b></p> <p><b>Biological Science:</b>          Living things can be grouped on the basis of observable features and can be distinguished from non-living things, (<a href="#">VCSSU057</a>)          Different living things have different life cycles and depend on each other and the environment to survive. (<a href="#">VCSSU058</a>)</p>	<p style="text-align: center;"><b>Living Things and Adaptations</b></p> <p><b>Biological Science:</b>          Living things have structural features and adaptations that help them to survive in their environment. (<a href="#">VCSSU074</a>)          The growth and survival of living things are affected by the physical conditions of their environment. (<a href="#">VCSSU075</a>)</p>
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# Norris Bank P.S Integrated Units

	<p><b><u>Economics and Business</u></b> Shops and money</p>	<p><b><u>Economics and Business</u></b> <b>Resource Allocation and Making Choices</b> <b>Consumer and Financial Literacy</b> Shops and money</p>	<p><b><u>Economics and Business</u></b> <b>Resource Allocation and Making Choices</b> Needs and wants. Essentials for life. Need for a family budgets.</p> <p><b>Consumer and Financial Literacy</b> Choice for buying something. Consumer advertising strategies.</p>	<p><b><u>Economics and Business</u></b> <b>Resource Allocation and Making Choices</b> Describe the difference between needs and wants and explain why choices need to be made. <a href="#">(VCEBR001)</a> Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs. <a href="#">(VCEBR002)</a> <b>Consumer and Financial Literacy</b> Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices. <a href="#">(VCEBC004)</a> Consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment. <a href="#">(VCEBC005)</a></p>
T2 Even	<b>Whole School Excursion to the Zoo</b>			
	<b>Earth Science and Humanities - Geography</b>			
T3 Odd	<p><b><u>Earth Science:</u></b> Weather and Seasons.</p>	<p><b><u>Earth Science:</u></b> Observable changes occur in the sky and landscape; daily and seasonal</p>	<p><b><u>Earth Science:</u></b></p>	<p><b><u>Earth Science:</u></b> Earth is part of a system of planets orbiting around a star (the Sun) <a href="#">(VCSSU079)</a></p>



# Norris Bank P.S Integrated Units

The weather influences our decisions about what to wear and the things we do. Severe weather phenomena such as droughts, floods and cyclones have serious impacts on communities.

Horticulture, farming, fishing and tourism are highly dependent on weather.

**OR:**

**Physical Science**

The universe, and everything in it, is continuously moving and changing. Movement and change are concepts that we need to understand to make sense of the world around us. They are linked to concepts of energy and force.

changes affect everyday life.

[\(VCSSU046\)](#)

Earth's resources are used in a variety of ways

[\(VCSSU047\)](#)

**Geography:**

Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia.

[\(VCGGK063\)](#)

Connections of people in Australia to other places in Australia and across the world.

[\(VCGGK065\)](#)

Represent data and the location of places and their features by constructing tables, plans and labelled maps.

[\(VCGGC061\)](#)

Identify how people are connected to different places.

[\(VCGGC059\)](#)

Earth's rotation on its axis causes regular changes, including night and day.

[\(VCSSU061\)](#)

Earth's surface changes over time as a result of natural processes and human activity.

[\(VCSSU062\)](#)

**Geography:**

Identify and describe the characteristics of places in different locations at a range of scales.

[\(VCGGC071\)](#)

Representation of Australia as states and territories, and

Australia's major natural and human characteristics.

[\(VCGGK079\)](#)

Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point.

[\(VCGGC075\)](#)

Location of major countries of Africa and South America in relation to Australia and their

Sudden geological changes or extreme weather conditions can affect Earth's surface.

[\(VCSSU078\)](#)

**Geography:**

*AS: Students' mental maps of the world are further developed through learning the locations of the major countries in the Asia region, Europe and North America.* EG.

Describe and explain the diverse characteristics of places in different locations from local to global scales.

[\(VCGGC085\)](#)

Location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the

influence of people on the environmental characteristics of places in at least two countries from both continents.

[\(VCGGK091\)](#)



			major characteristics including the types of vegetation and native animals in at least two countries for both continents. (VCGGK077)	
T3 Odd	<b>Norris Bank Concert</b>			



# Norris Bank P.S Integrated Units

	<b>Physical Science and Design and Technology</b>
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### T3 Even

**Earth Science:**

Weather and Seasons.

The weather influences our decisions about what to wear and the things we do. Severe weather phenomena such as droughts, floods and cyclones have serious impacts on communities.

Horticulture, farming, fishing and tourism are highly dependent on weather.

**OR:**

**Physical Science**

The universe, and everything in it, is continuously moving and changing. Movement and change are concepts that we need to understand to make sense of the world around us. They are linked to concepts of energy and force.

**Physical Science:**

The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape. [\(VCSSU048\)](#) Light and sound are produced by a range of sources and can be sensed. [\(VCSSU049\)](#)

**Design and Technology:**

Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs.

[\(VCDSTS013\)](#)

Visualise, generate, and communicate design ideas through describing, drawing and modelling. Use materials, components, tools, equipment and techniques to produce designed solutions safely. [\(VCDSCD019\)](#)

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment. [\(VCDSCD020\)](#)

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment. [\(VCDSCD021\)](#)

**Physical Science:**

Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object. [\(VCSSU063\)](#) Forces can be exerted by one object on another through direct contact or from a distance.

[VCSSU064](#) **Design and**

**Technology:**

Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs. [\(VCDSTS023\)](#) Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques.

[\(VCDSCD029\)](#)

Select and use materials, components, tools and equipment using safe work practices to produce designed solutions.

[\(VCDSCD030\)](#)

Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the

**Physical Science:**

Light from a source forms shadows and can be absorbed, reflected and refracted. [\(VCSSU080\)](#)

Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy.

[\(VCSSU081\)](#)

**Design and Technology:**

Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use. [\(VCDSTS033\)](#)

Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use. [\(VCDSTC037\)](#)



# Norris Bank P.S Integrated Units

			environment and communities. ( <a href="#">VCDSCD031</a> )	
T3 Even	<b>Norris Bank Expo</b>			
	<b>Humanities - History</b>			

<p>T4 Odd</p>	<p><b><u>Personal and Community History</u></b></p> <p>Who the people in their family are, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared. <a href="#">(VCHHK058)</a></p> <p>How they, their family, friends and communities commemorate past events that are important to them. <a href="#">(VCHHK062)</a></p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. <a href="#">(VCHHK063)</a></p> <p>The significance today of an historical site of cultural or spiritual importance. <a href="#">(VCHHK064)</a></p>	<p><b><u>Personal Histories</u></b></p> <p>Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared. Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. <a href="#">(VCHHK061)</a></p> <p>How they, their family, friends and communities commemorate past events that are important to them. <a href="#">(VCHHK062)</a></p>	<p><b><u>Community, Remembrance and Celebrations</u></b></p> <p>The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area. The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies</p> <p>One significant narrative, myth or celebration from the past</p>	<p><b><u>Australia as a Nation</u></b></p> <p>The significance of key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. <a href="#">(VCL093)</a></p> <p>The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children. <a href="#">(VCHHK094)</a></p> <p>The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated. Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society. <a href="#">(VCHHK095)</a></p>
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# Norris Bank P.S Integrated Units

## Humanities - History

T4 Even

### Personal and Community History

Who the people in their family are, describe where they were born and raised and how they are related to

each other and how their stories are communicated and shared. [\(VCHHK058\)](#)

How they, their family, friends and communities commemorate past events that are important to them.

[\(VCHHK062\)](#)

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. [\(VCHHK063\)](#)

The significance today of an historical site of cultural or spiritual importance.

[\(VCHHK064\)](#)

### Communities Histories

How they, their family, friends and communities commemorate past events that are important to them.

[\(VCHHK062\)](#)

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. [\(VCHHK063\)](#)

The significance today of an historical site of cultural or spiritual importance.

[\(VCHHK064\)](#)

The effect of changing technology on people's lives and their perspectives on the significance of that change. [\(VCHHK065\)](#)

### First Contact

The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives. [\(VCHHK078\)](#)

The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies.

[\(VCHHK079\)](#)

Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival. [\(VCHHK080\)](#)

The nature of contact between Aboriginal and Torres Strait Islander peoples and others. [\(VCHHK081\)](#)

### The Australian Colonies

The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800.

[\(VCHHK088\)](#) The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples. [\(VCHHK089\)](#)

The effects of a significant development or event on a colony. The role that a significant individual or group played in shaping and changing a colony [\(VCHHK090\)](#)

The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony [\(VCHHK091\)](#)

The role that a significant individual or group played in shaping and changing a colony. [\(VCHHK092\)](#)

T4

**P-3 Bundoora Heritage Village**



# Norris Bank P.S Integrated Units