

**inquisitive**

**MAPPING INQUISITIVE**

**HSIE Units**

**TO NSW SAMPLE UNITS**



# See exactly how Inquisitive's NSW Units align with NSW Department of Education Units



This document clearly maps Inquisitive's NSW 2024 syllabus-aligned units to the NSW Department of Education's sample units. Saving you valuable planning time, supporting confident programming and helping you deliver the content you need, it's designed for real classroom use.

Inquisitive's complete units provide you with detailed checkpoint questions in each lesson that assess each content point and an A-E Rubric that supports the assessment of students' knowledge and understanding.

**Mapped units will continue to be updated as they are released.**

[View HSIE Units for the New NSW Syllabus](#)

# High-Quality, Ready-to-Teach Programs for the New NSW Syllabus

- 1 Comprehensive coverage of the new NSW Syllabus.
- 2 Embedded literacy and high-impact teaching strategies.
- 3 Learning that genuinely engages students.
- 4 Complete units, not just lesson plans.
- 5 Exceptional value as a whole school resource.

Formative and  
summative  
Assessments and  
Rubrics

| Rubric: Caring for Country                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How do Aboriginal Peoples use their Cultural Knowledge and Practices to care for Country? HS3-ACH-01 describes Aboriginal Knowledge and Practices that care for Country and the importance of Aboriginal Languages revival                               |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                                                |
| Formative Assessment                                                                                                                                                                                                                                     | A Extensive                                                                                                                                                                                                                                                                                                    | B Thorough                                                                                                                                                                                                                      | C Sound                                                                                                                                                                                      | D Basic                                                                                                                                                                                                     | E Elementary                                                                                                                                                                                                                   |
| <b>Knowledge and Understanding</b><br>Supporting independent teacher judgments.<br># Checkpoint Activities                                                                                                                                               | Extensive knowledge and understanding, with a high level of competence in the processes and skills and can apply in new situations.                                                                                                                                                                            | Thorough knowledge and understanding, with a good level of competence in the processes and skills and can apply in new situations.                                                                                              | Sound knowledge and understanding, with an adequate level of competence in the processes and skills.                                                                                         | Basic knowledge and understanding, with a limited level of competence in the processes and skills.                                                                                                          | Elementary knowledge and understanding, with very limited competence in a range of the processes and skills.                                                                                                                   |
| <b>Learning Intention: Explain how Cultural obligations to Country help continue Aboriginal Cultures.</b>                                                                                                                                                | Demonstrates extensive knowledge and understanding by explaining how Cultural obligations to Country help continue Aboriginal Cultures, using examples from the lesson to show the significant connection between people, place, history and Country.                                                          | Demonstrates thorough knowledge and understanding by explaining how Cultural obligations to Country help continue Aboriginal Cultures, using examples from the lesson and how we can help.                                      | Demonstrates sound knowledge and understanding by explaining how Cultural obligations to Country help continue Aboriginal Cultures.                                                          | Demonstrates basic knowledge and understanding by identifying how Cultural obligations to Country help continue Aboriginal Cultures.                                                                        | Demonstrates elementary knowledge and understanding by identifying how Cultural obligations to Country help continue Aboriginal Cultures, with comprehensive support.                                                          |
| <b>Activity 7</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                                                |
| <b>Lesson 3: How are landscapes mapped and shared?</b><br><b>Learning Intention: Explain how Aboriginal Cultural works, such as songlines, share knowledge through Oral traditions and show maps of the landscape.</b>                                   | Demonstrates extensive knowledge and understanding by explaining how Aboriginal Cultural works, such as songlines, share knowledge about Country and map the landscape, connecting Culture, Country and obligations, using examples from the lesson.                                                           | Demonstrates thorough knowledge and understanding by explaining how Aboriginal Cultural works, such as songlines, share knowledge about Country and map the landscape, using examples from the lesson.                          | Demonstrates sound knowledge and understanding by explaining how Aboriginal Cultural works, such as songlines, share knowledge about Country and map the landscape.                          | Demonstrates basic knowledge and understanding by identifying how Aboriginal Cultural works, such as songlines, share knowledge about Country and map the landscape, with support.                          | Demonstrates elementary knowledge and understanding by identifying how Aboriginal Cultural works, such as songlines, share knowledge about Country and map the landscape, with comprehensive support.                          |
| <b>Activity 8</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                                                |
| <b>Lesson 4: How do Aboriginal and Torres Strait Islander Peoples use Country?</b><br><b>Learning Intention: Explain how Aboriginal and Torres Strait Islander Peoples use Cultural Knowledge of fire to organise, manage and interact with Country.</b> | Demonstrates extensive knowledge and understanding by explaining how Aboriginal and Torres Strait Islander Peoples use Cultural Knowledge of fire to organise, manage and interact with Country, using examples from the lesson and explaining how Cultural Knowledge of fire can help repair damaged Country. | Demonstrates thorough knowledge and understanding by explaining how Aboriginal and Torres Strait Islander Peoples use Cultural Knowledge of fire to organise, manage and interact with Country, using examples from the lesson. | Demonstrates sound knowledge and understanding by explaining how Aboriginal and Torres Strait Islander Peoples use Cultural Knowledge of fire to organise, manage and interact with Country. | Demonstrates basic knowledge and understanding by identifying how Aboriginal and Torres Strait Islander Peoples use Cultural Knowledge of fire to organise, manage and interact with Country, with support. | Demonstrates elementary knowledge and understanding by identifying how Aboriginal and Torres Strait Islander Peoples use Cultural Knowledge of fire to organise, manage and interact with Country, with comprehensive support. |
| <b>Activity 7</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                                                                                                                                                             |                                                                                                                                                                                                                                |

**How does Knowledge of Country protect our most important places?**

**Get Started**

Introduction

Outcomes Covered

NSW

Show Outcome Descriptions

**Outcome**  
HS3-GEO-01 examines global citizenship and how people organise, protect and sustainably use the environment, using geographical information

**Content Point**  
Explain how Aboriginal and Torres Strait Islander Communities use seasonal calendars to organise and manage Country and Place

**Learning Intention**  
Students are learning to:

- Describe how local Knowledge of Country influence Aboriginal Peoples' management of environments and World Heritage areas.

Give us Feedback

Settings

Download

3 Part 1 of 2 Assign

A **yarning circle** is a special way of connecting and learning together. Watch the video to see how yarning circles are a safe place to share.

Video

Digital slides with embedded videos,  
interactives and eBooks

Full units including interactive lesson  
slides, teaching notes and student access

## GEOGRAPHY - UNIT 1 - TRADITIONAL CUSTODIANS OF COUNTRY

### Outcomes Covered

HSE-GEO-01: identifies and locates places people connect with, using geographical information

HSE-ACH-01: identifies ways that Aboriginal Peoples connect with Country, Culture and Community

| INQUISITIVE CORRESPONDING LESSONS |                                                                      | NSW DEPARTMENT SAMPLE UNITS                                                                                                       |                                                                                                                                                                           |
|-----------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                                 | CONTENT                                                                                                                           | UNIT AND LESSON                                                                                                                                                           |
| 1                                 | <a href="#">What Country?</a>                                        | Identify the Traditional Custodians and Aboriginal Country where the school is located, using images.                             | <b>Unit 1, Lesson 6</b> - Country<br><b>Unit 1, Lesson 7</b> - Traditional Custodians<br><b>Unit 1, Lesson 13</b> - Acknowledgement of Country<br><b>Unit 2, Lesson 4</b> |
| 2                                 | <a href="#">Learning About Country</a>                               | Describe natural features of land, water and sky Country by engaging with Aboriginal Dreaming Stories and Languages.              | <b>Unit 1, Lesson 1</b> - What is land?<br><b>Unit 1, Lesson 8</b> - Connecting with Country<br><b>Unit 2, Lesson 9</b> - Aboriginal Language Groups                      |
| 3                                 | <a href="#">Land Country</a>                                         | Describe natural features of land Country and identify terms Aboriginal Peoples may use to refer to the Country they connect to.  | <b>Unit 1, Lesson 9</b> - Describing land Country                                                                                                                         |
| 4                                 | <a href="#">Water Country</a>                                        | Describe natural features of water Country and identify terms Aboriginal Peoples may use to refer to the Country they connect to. | <b>Unit 1, Lesson 10</b> - Describing water Country                                                                                                                       |
| 5                                 | <a href="#">Sky Country</a>                                          | Describe natural features of sky Country and identify terms Aboriginal Peoples may use to refer to the Country they connect to.   | <b>Unit 1, Lesson 11</b> - Describing sky Country                                                                                                                         |
| 6                                 | <a href="#">Learning Showcase: Traditional Custodians of Country</a> | Apply knowledge to make and label a sculpture of Country.                                                                         |                                                                                                                                                                           |

## GEOGRAPHY - UNIT 2 - LOCATING PLACES

### Outcomes Covered

HSE-GEO-01: identifies and locates places people connect with, using geographical information

| INQUISITIVE CORRESPONDING LESSONS |                                                               | NSW DEPARTMENT SAMPLE UNITS                                                                                                     |                                                                                                                                                                                                                         |
|-----------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                          | CONTENT                                                                                                                         | UNIT AND LESSON                                                                                                                                                                                                         |
| 1                                 | <a href="#">Finding Land and Water on Maps</a>                | Locate land, water and Australia using world maps, globes and images.                                                           | <b>Unit 1, Lesson 2</b> - Identifying Land and Water<br><b>Unit 1, Lesson 3</b> - Maps and Globes                                                                                                                       |
| 2                                 | <a href="#">Coastal and Inland Places</a>                     | Describe natural and human features of coastal and inland places in Australia using Tier 2 and Tier 3 vocabulary.               | <b>Unit 1, Lesson 4</b> - Natural Features<br><b>Unit 1, Lesson 5</b> - Coastal and Inland<br><b>Unit 1, Lesson 15</b> - Human Features of Coastal Places<br><b>Unit 1, Lesson 16</b> - Human Features of Inland Places |
| 3                                 | <a href="#">Observing and Recording Familiar Places</a>       | Observe and record natural and human features of familiar places and present findings in data displays.                         | <b>Unit 1, Lesson 14</b> - Observing and Recording                                                                                                                                                                      |
| 4                                 | <a href="#">First Nations Ways of Connecting with Country</a> | Recognise that Aboriginal and Torres Strait Islander Peoples connect to the features of Country and Place in a variety of ways. | <b>Unit 1, Lesson 8</b> - Connecting with Country<br><b>Unit 2, Lesson 12</b> - Caring for Country                                                                                                                      |
| 5                                 | <a href="#">Learning Showcase: Locating Places</a>            | Apply learning from across the unit to create a map of a special place.                                                         |                                                                                                                                                                                                                         |

## GEOGRAPHY - UNIT 3 - PEOPLE ARE CONNECTED

### Outcomes Covered

HSE-GEO-01: identifies and locates places people connect with, using geographical information

| INQUISITIVE CORRESPONDING LESSONS |                                                               | NSW DEPARTMENT SAMPLE UNITS                                                                                                                         |                                                                                                                                              |
|-----------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                          | CONTENT                                                                                                                                             | UNIT AND LESSON                                                                                                                              |
| 1                                 | <a href="#">My World of Special Places</a>                    | Identify personal connections to places and describe why some places are special.                                                                   | <b>Unit 2, Lesson 1</b> - Connections<br><b>Unit 2, Lesson 2</b> - Special People                                                            |
| 2                                 | <a href="#">My People, My Groups</a>                          | Describe own connections to groups e.g. family, sport, language or dialect, religious.                                                              | <b>Unit 2, Lesson 3</b> - Group Connections                                                                                                  |
| 3                                 | <a href="#">Our Class Connections</a>                         | Collect and represent data about connections people have with places and groups.                                                                    | <b>Unit 2, Lesson 13</b> - Community Groups<br><b>Unit 2, Lesson 14</b> - Community Groups 2                                                 |
| 4                                 | <a href="#">Little Helpers, Big Care</a>                      | Identify and describe how people care for places, such as by following rules, gardening, recycling, planting natives and caring for native animals. | <b>Unit 2, Lesson 3</b> - Caring for Places<br><b>Unit 2, Lesson 6</b> - Caring for Our School<br><b>Unit 2, Lesson 7</b> - Community Places |
| 5                                 | <a href="#">Learning Showcase: Planning Our Big Adventure</a> | Apply learning from across the unit to plan an adventure that shows connections to places and groups and ways to care for them.                     | <b>Unit 2, Lesson 8</b> - Caring for the Community                                                                                           |

## HISTORY - UNIT 1 - CONNECTED TO COUNTRY

### Outcomes Covered

HSE-ACH-01: identifies ways that Aboriginal Peoples connect with Country, Culture and Community.

| INQUISITIVE CORRESPONDING LESSONS |                                                                   | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                          |                                                                                                          |
|-----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                              | CONTENT                                                                                                                                                                              | UNIT AND LESSON                                                                                          |
| 1                                 | <a href="#">Welcome to Country</a>                                | Identify the importance of, and differences between, a Welcome to Country and an Acknowledgement of Country, using prepositional phrases to indicate time or place.                  | <b>Unit 1, Lesson 12</b> - Welcome to Country<br><b>Unit 1, Lesson 13</b> - Acknowledgement of Country   |
| 2                                 | <a href="#">Connection to Country: Past and Present Ways</a>      | Identify ways local Aboriginal Peoples connect to Country through Dreaming Stories, objects and Oral Histories, using prepositional phrases and time connectives to sequence events. | <b>Unit 2, Lesson 9</b> - Aboriginal Language Groups<br><b>Unit 2, Lesson 10</b> - Connecting to Country |
| 3                                 | <a href="#">Cultural Objects and the Past</a>                     | Engage with Cultural objects to identify what they tell us about the past in the present.                                                                                            | <b>Unit 2, Lesson 11</b> - Local connections to Country                                                  |
| 4                                 | <a href="#">Learning Showcase: Exhibition of Cultural Objects</a> | Apply learning from across the unit to create an exhibition that shares the stories of Aboriginal and Torres Strait Islander Cultural objects and what they tell us about the past.  |                                                                                                          |

## HISTORY - UNIT 2 - CHANGES OVER TIME

### Outcomes Covered

HSE-HIS-01: identifies information about daily life and transport in the past, using stories, images and objects.

| INQUISITIVE CORRESPONDING LESSONS |                                                 | NSW DEPARTMENT SAMPLE UNITS                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                            | CONTENT                                                                                                                                        | UNIT AND LESSON                                                                                                                                                                                                                                                                                                                                                     |
| 1                                 | <a href="#">Our Personal Pasts</a>              | Recount memorable past events by sharing stories, images or objects, and sequence personal events and objects in order using time connectives. | <b>Unit 3, Lesson 1</b> - The Past<br><b>Unit 3, Lesson 2</b> - My Memorable Past<br><b>Unit 3, Lesson 3</b> - Celebrations and Events<br><b>Unit 3, Lesson 4</b> - School or Community Events<br><b>Unit 3, Lesson 5</b> - Sequencing Personal Events<br><b>Unit 3, Lesson 6</b> - Sequencing Personal Objects<br><b>Unit 3, Lesson 16</b> - Stories from the Past |
| 2                                 | <a href="#">Changes to Daily Life Over Time</a> | Compare features of daily life in the past and present using stories, images and objects.                                                      | <b>Unit 3, Lesson 10</b> - Daily Life in the Past                                                                                                                                                                                                                                                                                                                   |
| 3                                 | <a href="#">History of Toys and Games</a>       | Compare toys and games from the past and present using stories, images and objects.                                                            | <b>Unit 3, Lesson 11</b> - Toys and Games                                                                                                                                                                                                                                                                                                                           |
| 4                                 | <a href="#">History of Groceries and Food</a>   | Compare groceries and food from the past and present using stories, images and objects.                                                        | <b>Unit 3, Lesson 14</b> - What We Eat                                                                                                                                                                                                                                                                                                                              |
| 5                                 | <a href="#">History of School</a>               | Compare school life in the past and present using stories, images and objects.                                                                 | <b>Unit 3, Lesson 15</b> - Comparing Daily Life                                                                                                                                                                                                                                                                                                                     |
| 6                                 | <a href="#">Changes to Transport Over Time</a>  | Describe how transport has changed over time using stories, images and objects.                                                                | <b>Unit 3, Lesson 13</b> - Transport to School                                                                                                                                                                                                                                                                                                                      |
| 7                                 | <a href="#">First Nations Watercraft</a>        | Describe Aboriginal Peoples' use of bark canoes and Torres Strait Islander Peoples' use of dugout canoes, using stories and objects.           |                                                                                                                                                                                                                                                                                                                                                                     |

## GEOGRAPHY - UNIT 1 - RESPONSIBILITY TO COUNTRY

### Outcomes Covered

HS1-ACH-01: describes interactions between Aboriginal Peoples and Country

HS1-GEO-01: describes ways people connect to and care for places, water environments and each other, using geographical information

### RESPONSIBILITY TO COUNTRY (DEPARTMENT UNITS 1-6)

| INQUISITIVE CORRESPONDING LESSONS |                                                              | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                                        |                                                                                                                            |
|-----------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                         | CONTENT                                                                                                                                                                                                            | UNIT AND LESSON                                                                                                            |
| 1                                 | <a href="#">Respect for Country</a>                          | Explore respect for and connection to Country through yarning circles, Aboriginal and Torres Strait Islander artworks and the story My Country, and take a sensory nature walk to connect with natural features.   | <b>Unit 8, Lesson 1</b> - caring for Country                                                                               |
| 2                                 | <a href="#">Showing Country</a>                              | Explore how Country is shown and shared through stories, art, dance and music, using the kangaroo totem and the Dreaming Story How the Kangaroo Got Its Pouch.                                                     | <b>Unit 8, Lesson 2</b> - Knowledge of land, water and sky Country<br><b>Unit 8, Lesson 3</b> - Dreaming Stories           |
| 3                                 | <a href="#">Ways to Care</a>                                 | Sort animals into land, water and sky Country, research Indigenous Ranger groups, and map and describe features of the school grounds to explain how Country is cared for every day.                               | <b>Unit 8, Lesson 2</b> - Knowledge of land, water and sky Country<br><b>Unit 8, Lesson 5</b> - Indigenous Ranger Programs |
| 4                                 | <a href="#">Caring with Our Hearts</a>                       | Explore The Lost Girl and The Grandmother Tree to understand how Aboriginal and Torres Strait Islander Peoples care for Country physically, culturally and spiritually, and reflect on a place of personal care.   | <b>Unit 8, Lesson 4</b> - Valuing Country                                                                                  |
| 5                                 | <a href="#">Learning Showcase: Responsibility to Country</a> | Apply learning from across the unit to plan a junior ranger field trip to a natural feature in the playground, mapping and describing it and explaining how to care for it physically, culturally and spiritually. | <b>Unit 8, Lesson 6</b> - local water Country                                                                              |

**YEAR 2 - GEOGRAPHY - UNIT 1- AUSTRALIA'S WATER ENVIRONMENT (DEPARTMENT LESSONS 7-16)**

| INQUISITIVE CORRESPONDING LESSONS |                                                                | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                                           |                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                           | CONTENT                                                                                                                                                                                                               | UNIT AND LESSON                                                                                                                                                                                                     |
| 1                                 | <a href="#">Exploring Australia's Rivers, Lakes and Oceans</a> | Observe and describe the natural and human features of rivers, lakes, beaches and estuaries by collecting and tallying data, and explore the Walgalu Water Story to learn how Aboriginal Peoples value water Country. | <b>Unit 8, Lesson 3</b> - Dreaming Stories<br><b>Unit 8, Lesson 4</b> - Valuing Country                                                                                                                             |
| 2                                 | <a href="#">Freshwater or Saltwater?</a>                       | Locate and describe freshwater and saltwater bodies in Australia using images, infographics and maps, distinguishing them by their features and surroundings.                                                         | <b>Unit 8, Lessons 8</b> - Fresh Water is Collected For Use<br><b>Unit 8, Lesson 9</b> - From Dam to Tap                                                                                                            |
| 3                                 | <a href="#">The Wonder of the Great Barrier Reef</a>           | Describe the unique features of the Great Barrier Reef using geographical vocabulary, and explore how Indigenous Rangers care for this sea Country.                                                                   | <b>Unit 8, Lesson 5</b> - Indigenous Ranger Programs                                                                                                                                                                |
| 4                                 | <a href="#">How Do People Use Water Environments?</a>          | Compare how people use water environments for work, play and daily life by posing questions, collecting data and sorting uses by type of water environment.                                                           | <b>Unit 8, Lesson 7</b> - Recreation and Leisure<br><b>Unit 8, Lesson 10</b> - How Australians Use Fresh Water                                                                                                      |
| 5                                 | <a href="#">Caring for Water Environments</a>                  | Identify wise and wasteful water use, survey classmates and learn how Aboriginal communities care for billabongs, then design responsible water-use actions and a water-saving poster.                                | <b>Unit 8, Lesson 11</b> - Water Use at Home<br><b>Unit 8, Lesson 12</b> - Comparing Household Water Use (partial)<br><b>Unit 8, Lesson 13</b> - Using Water Sustainably<br><b>Unit 8, Lesson 16</b> - Water Savers |
| 6                                 | <a href="#">Learning Showcase</a>                              | Apply learning from across the unit to research an Australian waterway and create a pamphlet describing its features and how people use and care for it.                                                              | <b>Unit 8, Optional consolidation</b> - Poster presentation                                                                                                                                                         |

## HISTORY - UNIT 1 - ABORIGINAL PEOPLES' CULTURES AND HISTORIES

### Outcomes Covered

HS1-ACH-01: describes interactions between Aboriginal Peoples and Country

HS1-HIS-01: describes the ancient past and changes in communication over time, using stories, images, objects and sites as evidence

HS1-GEO-01: describes ways people connect to and care for places, water environments and each other, using geographical information

### INQUISITIVE CORRESPONDING LESSONS

### NSW DEPARTMENT SAMPLE UNITS

| LESSON | NAME                                             | CONTENT                                                                                                                                                                                                   | UNIT AND LESSON                                                                                                                                        |
|--------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <a href="#">Dreaming Stories</a>                 | Explore how Dreaming Stories, including Tiddalik the Frog and Baiame's Ngunnhu, explain Country, sorting features into sky, land and water Country and writing compound sentences to share understanding. | <b>Unit 3, Lesson 1</b> - Country (Sky/Land/Water)<br><b>Unit 3, Lesson 5</b> - Brewarrina Fish Traps<br><b>Unit 3, Lesson 7</b> - Little Thingabillas |
| 2      | <a href="#">Objects as Evidence</a>              | Investigate what objects from Country can teach us about the past, focusing on the dilly bag and the knowledge passed between generations, and write compound sentences to describe it.                   | <b>Unit 3 Lesson 8</b> - Aboriginal Objects As Evidence<br><b>Unit 3, Lesson 9</b> - Everyday Living Objects                                           |
| 3      | <a href="#">Food Sites</a>                       | Examine how Aboriginal Peoples found food on Country using objects such as the boomerang, coolamon and fish trap, and explore how the Budj Bim eel traps show sustainable care for waterways.             | <b>Unit 3, Lesson 9</b> - Everyday Living Objects<br><b>Unit 3, Lesson 10</b> - Objects Used on Country<br><b>Unit 3, Lesson 12</b> - Fish Traps       |
| 4      | <a href="#">Reading the Land</a>                 | Explore how Aboriginal Peoples read and share knowledge of Country through Dreaming Stories, middens, rock paintings, music, animals and ceremonies, and represent this understanding in a drawing.       | <b>Unit 3, Lesson 13</b> - Rock Art Sites<br><b>Unit 3, Lesson 15</b> - Midden Sites                                                                   |
| 5      | <a href="#">Showcase: Keeping Culture Strong</a> | Apply learning from across the unit to create a piece for a Country Connections Gallery, explaining it with and/but/so sentences and sharing it in a Gallery Walk.                                        | <b>Unit 3, Lesson 16</b> - Keeping Culture Strong<br><b>Unit 3, Optional Consolidation</b> - Activities 1-4                                            |

## GEOGRAPHY - UNIT 2 - BEING AN ACTIVE CITIZEN

### Outcomes Covered

HS1-GEO-01: describes ways people connect to and care for places, water environments and each other, using geographical information

HS1-ACH-01: describes interactions between Aboriginal Peoples and Country

### INQUISITIVE CORRESPONDING LESSONS

### NSW DEPARTMENT SAMPLE UNITS

| LESSON | NAME                                                       | CONTENT                                                                                                                                                                              | UNIT AND LESSON                                                                                                                                                   |
|--------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <a href="#">Citizens and Surveys</a>                       | Research how firefighters, police and nurses help others in the community, conducting surveys and representing results as tally charts and picture graphs.                           | <b>Unit 4, Lesson 10</b> - Firefighters In Our Community<br><b>Unit 4, Lesson 11</b> - Police Help Others<br><b>Unit 4, Lesson 12</b> - Nurses help others        |
| 2      | <a href="#">Participating Locally</a>                      | Participate in caring for shared places in the school or local community through fieldwork observation and hands-on actions such as tidying, watering and weeding.                   | <b>Unit 4, Lesson 13</b> - School Community Care<br><b>Unit 4, Lesson 14</b> - Participating In Our School                                                        |
| 3      | <a href="#">What do Symbols and Emblems Represent?</a>     | Describe local, state and national symbols and emblems, including NSW's floral and animal emblems and the Australian Coat of Arms, and the people, places and groups they represent. | <b>Unit 4, Lesson 7</b> - Symbols In Our Community<br><b>Unit 4, Lesson 8</b> - State Symbols And Emblems<br><b>Unit 4, Lesson 9</b> - National Symbols And Flags |
| 4      | <a href="#">Celebrations and Identity</a>                  | Identify how community, cultural, religious and social celebrations and commemorations contribute to a shared sense of identity, comparing Lunar New Year and Anzac Day.             | <b>Unit 4, Lesson 1</b> - Community Celebrations<br><b>Unit 4, Lesson 2</b> - National Celebrations<br><b>Unit 4, Lesson 3</b> - Cultural Celebrations            |
| 5      | <a href="#">Community Benefits</a>                         | Explain the social, environmental and personal benefits of participating in communities, drawing on the work of volunteers and volunteer organisations.                              | <b>Unit 4, Lesson 15</b> - Recognising Community Volunteers<br><b>Unit 4, Lesson 16</b> - Supporting Volunteer Groups                                             |
| 6      | <a href="#">Learning Showcase: Being An Active Citizen</a> | Apply learning from across the unit to create an Active Citizen Cape and write a paragraph explaining what it means to be an active citizen.                                         | <b>Unit 4, Optional Consolidation</b> - Activities 1-4                                                                                                            |

## HISTORY - UNIT 1 - COMMUNICATION CHANGES

### Outcomes Covered

HS1-ACH-01: describes interactions between Aboriginal Peoples and Country

HS1-HIS-01: describes the ancient past and changes in communication over time, using stories, images, objects and sites as evidence

### INQUISITIVE CORRESPONDING LESSONS

### NSW DEPARTMENT SAMPLE UNITS

| LESSON | NAME                                                  | CONTENT                                                                                                                                                                                | UNIT AND LESSON                                                                                                                                                                                                                                     |
|--------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <a href="#">Communication in the Past and Present</a> | Define communication and sort it into oral, written and non-verbal forms, then compare past and present communication objects using compound sentences.                                | <b>Unit 5, Lesson 1</b> - What Is Communication?<br><b>Unit 5, Lesson 2</b> - Communication in the Present                                                                                                                                          |
| 2      | <a href="#">How Communication Changes</a>             | Compare past and present communication using objects, sites and stories as evidence, and interview an older person to describe how communication has changed in their lifetime.        | <b>Unit 5, Lesson 3</b> - Storytelling<br><b>Unit 5, Lesson 4</b> - Change in a Lifetime<br><b>Unit 5, Lesson 10</b> - Postal Services<br><b>Unit 5, Lesson 12</b> - The Telephone                                                                  |
| 3      | <a href="#">Signs, Symbols and Songlines</a>          | Explore how Aboriginal Peoples share stories and information through message sticks, rock art, smoke signals, song and dance, and write a paragraph explaining these methods.          | <b>Unit 5, Lesson 5</b> - Communication Over Time<br><b>Unit 5, Lesson 6</b> - Stories on Country                                                                                                                                                   |
| 4      | <a href="#">Australia and the World</a>               | Investigate how communication between Australia and the world has changed, from mail and the telegraph to undersea cables and the internet, and sequence these changes in a paragraph. | <b>Unit 5, Lesson 10</b> - Postal Services<br><b>Unit 5, Lesson 11</b> - Communication Cables<br><b>Unit 5, Lesson 13</b> - Australia's Connection Through Radio and Television<br><b>Unit 5, Lesson 14</b> - Impact of Communication on Technology |
| 5      | <a href="#">Communication Through the Ages</a>        | Explore how people communicated in the ancient past, including clay tablets, the alphabet and early writing tools, and how the printing press and radio changed communication.         | <b>Unit 5, Lesson 7</b> - Ancient Communication<br><b>Unit 5, Lesson 8</b> - Past Written Communication                                                                                                                                             |

| INQUISITIVE CORRESPONDING LESSONS |                                                          | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                               |                                                                                                                                                                  |
|-----------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                     | CONTENT                                                                                                                                                                                   | UNIT AND LESSON                                                                                                                                                  |
| 6                                 | <a href="#">Learning Showcase: Communication Changes</a> | Apply learning from across the unit to create a past-middle-present timeline that includes an Aboriginal communication method, and write an explanation of why communication has changed. | <b>Unit 5, Lesson 15</b> - Communication Through Time<br><b>Unit 5, Lesson 16</b> - Writing About Communication Changes<br><b>Unit 5, Optional Consolidation</b> |

## HISTORY - UNIT 2 - THE ANCIENT PAST - GREECE AND ROME

### Outcomes Covered

HS1-HIS-01: describes the ancient past and changes in communication over time, using stories, images, objects and sites as evidence

| INQUISITIVE CORRESPONDING LESSONS |                                                  | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                        |                                                                                          |
|-----------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                             | CONTENT                                                                                                                                                                                            | UNIT AND LESSON                                                                          |
| 1                                 | <a href="#">Mapping the Ancient Past</a>         | Locate Greece and Rome on a world map and sort images into present, past and ancient to build an understanding of the ancient past.                                                                | <b>Unit 2, Lesson 1</b> - The Ancient Past                                               |
| 2                                 | <a href="#">Stories from Ancient Greece</a>      | Explore stories from ancient Greece, including Athena and the Olive Tree, Poseidon and the Sea, and the first Olympic Games, as sources about the past, and recount events using time connectives. | <b>Unit 2, Lesson 6</b> - Ancient Olympics<br><b>Unit 2, Lesson 12</b> - Neptune         |
| 3                                 | <a href="#">Stories from Ancient Rome</a>        | Explore Roman myths, including Romulus and Remus, Neptune and Aeneas, and compare Greek and Roman stories about similar gods.                                                                      | <b>Unit 2, Lesson 12</b> - Neptune                                                       |
| 4                                 | <a href="#">Every Story Has a Place</a>          | Compare Mount Olympus with the Seven Hills of Rome, locate Greece and Rome on a map and globe, and explore how landforms shaped how people lived and the stories they told.                        | <b>Unit 2, Lesson 4</b> - Parthenon<br><b>Unit 2, Lesson 5</b> - Colosseum               |
| 5                                 | <a href="#">Uncovering Clues from the Past</a>   | Distinguish between objects and sites as evidence of the past, sorting examples into each category and comparing an ancient Greek coin with a Roman coin.                                          | <b>Unit 6, Lesson 2</b> - Archaeologists                                                 |
| 6                                 | <a href="#">Ancient Buildings Still Standing</a> | Identify features of the Parthenon and the Colosseum, compare them to modern buildings, and explore Roman baths and aqueducts as evidence of daily life.                                           | <b>Unit 2, Lesson 4</b> - Parthenon<br><b>Unit 6, Lesson 8</b> - Ancient Past Structures |

| INQUISITIVE CORRESPONDING LESSONS |                                                                 | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                           |                                                                                                                         |
|-----------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                            | CONTENT                                                                                                                                                               | UNIT AND LESSON                                                                                                         |
| 7                                 | <a href="#">Ancient Objects Give Us Clues</a>                   | Examine ancient Greek and Roman objects, such as a gladiator helmet, amphora, oil lamp and theatre masks, and compare what each reveals about daily life in the past. | <b>Unit 2, Lesson 8</b> - Greek Goddess<br><b>Unit 2, Lesson 11</b> - Pegasus<br><b>Unit 2, Lesson 13</b> - The Planets |
| 8                                 | <a href="#">Myths That Live On</a>                              | Explore how Greek and Roman myths live on today, including in the names of planets, the Pegasus constellation and modern brand names.                                 |                                                                                                                         |
| 9                                 | <a href="#">Learning Showcase: The Ancient World Exhibition</a> | Apply learning from across the unit to curate a museum display featuring a story, an object and a place from ancient Greece or Rome.                                  | <b>Unit 6, Lesson 16</b> - Ancient Household Objects Report                                                             |

## GEOGRAPHY - UNIT 1 - AUSTRALIA'S CLIMATES

### Outcomes Covered

HS2-GEO-01: explains how people care for Australia's environments and participate in Australian society, using geographical information

| INQUISITIVE CORRESPONDING LESSONS |                                                         | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                    | CONTENT                                                                                                                                                                       | UNIT AND LESSON                                                                                                                                                                                                                                                                                                                        |
| 1                                 | <a href="#">World Climate Zones</a>                     | Identify polar, continental, temperate, tropical and dry climate zones of the world in relation to the equator and poles.                                                     | <b>Unit 1, Lesson 1</b> - Equator and Poles<br><b>Unit 1, Lesson 2</b> - Köppen Climate Classification<br><b>Unit 1, Lesson 3</b> - Identifying Climate Zones on Maps                                                                                                                                                                  |
| 2                                 | <a href="#">Australia's Climate Zones</a>               | Identify and compare climate zones in Australia using choropleth maps showing temperature, humidity and vegetation.                                                           | <b>Unit 1, Lesson 4</b> - Climate Zones in Australia<br><b>Unit 1, Lesson 5</b> - Introducing Choropleth Maps<br><b>Unit 1, Lesson 6</b> - Humidity and Vegetation                                                                                                                                                                     |
| 3                                 | <a href="#">Exploring the Earth with Maps and Data</a>  | Locate and compare deserts, forests, mountain ranges, rivers, ocean trenches and volcanoes in Australia and the world using grid maps, relief maps and compass directions.    | <b>Unit 1, Lesson 7</b> - Introducing Grid Maps<br><b>Unit 1, Lesson 8</b> - Introducing Compass Directions<br><b>Unit 1, Lesson 9</b> - Introducing Relief Maps<br><b>Unit 1, Lesson 10</b> - Deserts and Forests<br><b>Unit 1, Lesson 11</b> - Mountain Ranges and Rivers<br><b>Unit 1, Lesson 12</b> - Volcanoes and Ocean Trenches |
| 4                                 | <a href="#">Rainfall in Australia</a>                   | Compare seasonal rainfall in places across Australia and display the data in column graphs.                                                                                   | <b>Unit 1, Lesson 13</b> - Rainfall Across Australia<br><b>Unit 1, Lesson 14</b> - Displaying Rainfall Data<br><b>Unit 1, Lesson 15</b> - Comparing Seasonal Rainfall<br><b>Unit 1, Lesson 16</b> - Rainfall Patterns and Environments                                                                                                 |
| 5                                 | <a href="#">Learning Showcase: Australia's Climates</a> | Apply learning from across the unit to design a house and garden suited to a specific climate zone, showing how people adapt to their environment through sustainable design. |                                                                                                                                                                                                                                                                                                                                        |

## GEOGRAPHY - UNIT 2 - AUSTRALIA'S ENVIRONMENTS

### Outcomes Covered

HS2-GEO-01: explains how people care for Australia's environments and participate in Australian society, using geographical information.

HS2-ACH-01: describes Aboriginal Peoples' obligations to Country, Culture and Community.

| INQUISITIVE CORRESPONDING LESSONS |                                                  | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                      |                                                                                                                                                                                                                                 |
|-----------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                             | CONTENT                                                                                                                                                                                          | UNIT AND LESSON                                                                                                                                                                                                                 |
| 1                                 | <a href="#">Mapping Country</a>                  | Explore how place, Country and community are represented, and how Aboriginal and Torres Strait Islander Peoples use stories, special places and Songlines to map and show connection to Country. | <b>Unit 3 Lesson 1</b> - Mapping Country and Place<br><b>Unit 3 Lesson 2</b> - Terminology and Connection<br><b>Unit 3 Lesson 3</b> - Cultural Exchange Networks<br><b>Unit 3 Lesson 4</b> - Archaeological Evidence            |
| 2                                 | <a href="#">Where Australians Live</a>           | Interpret geographical data and compare environments and climates to explain how natural features influence where people settle.                                                                 | <b>Unit 3 Lesson 7</b> - Interpreting Settlement Patterns<br><b>Unit 3 Lesson 8</b> - Climate and Settlement Patterns                                                                                                           |
| 3                                 | <a href="#">Climate and Settlement</a>           | Explore how different climates affect settlement patterns and daily life, using maps, climate data, stories and images to explain how climate influences where people live.                      | <b>Unit 3 Lesson 9</b> - Climate Data<br><b>Unit 3 Lesson 10</b> - Climate and Human Activities                                                                                                                                 |
| 4                                 | <a href="#">World Environments</a>               | Describe significant environments around the world using geographical language, and explain their importance by identifying their natural, cultural and human features.                          | <b>Unit 3 Lesson 5</b> - Environmental Features<br><b>Unit 3 Lesson 6</b> - Significant World Environments                                                                                                                      |
| 5                                 | <a href="#">Comparing Environments</a>           | Compare the natural and human features of Australia and Indonesia using maps, images, graphs and tables, and explain how climate can influence where people live.                                | <b>Unit 3 Lesson 11</b> - Comparing Country Features<br><b>Unit 3 Lesson 12</b> - Compare Using Evidence<br><b>Unit 3 Lesson 13</b> - Explaining Settlement Patterns<br><b>Unit 3 Lesson 14</b> - Justifying Location Decisions |
| 6                                 | <a href="#">Learning Showcase: Place Matters</a> | Apply learning from across the unit to justify the choice of a place to live, using evidence about environments, climate and settlement patterns.                                                | <b>Unit 3 Lesson 15</b> - My Dream Location<br><b>Unit 3 Lesson 16</b> - Share Your Location                                                                                                                                    |

## HISTORY - UNIT 3 - THE PENAL SETTLEMENT AT SYDNEY COVE - THE FIRST FLEET

### Outcomes Covered

HS2-HIS-01: explains how people lived in the past, how navigation connected the world, and what life was like in the Sydney Cove penal settlement, using sources as evidence

HS2-ACH-01: describes Aboriginal Peoples' obligations to Country, Culture and Community

### INQUISITIVE CORRESPONDING LESSONS

### NSW DEPARTMENT SAMPLE UNITS

| LESSON | NAME                                         | CONTENT                                                                                                                                                                                                  | UNIT AND LESSON                                                                                                                                         |
|--------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <b>Warrane</b><br>(Coming Soon)              | Investigate how the Gadigal, Cammeraygal and Wangal Peoples lived at Warrane (Sydney Cove) before the arrival of the First Fleet, using Google Earth and 1788 maps and artworks.                         | <b>Unit 6, Lesson 1</b> - Life in Warrane                                                                                                               |
| 2      | <b>A New Colony</b><br>(Coming Soon)         | Investigate the causes of British colonisation, including poverty, overcrowded jails and the loss of the American colonies, and justify which mattered most in the decision to colonise New South Wales. | <b>Unit 6, Lesson 2</b> - Life in Britain<br><b>Unit 6, Lesson 3</b> - Britain's overcrowded prisons<br><b>Unit 6, Lesson 4</b> - Why New South Wales?  |
| 3      | <b>Crime and Punishment</b><br>(Coming Soon) | Examine how poverty and crime were treated in 1700s Britain, match crimes to transportation sentences, and use a convict case study to evaluate whether punishments were fair.                           | <b>Unit 6, Lesson 3</b> - Britain's overcrowded prisons<br><b>Unit 6, Lesson 9</b> - The convicts<br><b>Unit 6, Lesson 10</b> - Experiences of convicts |
| 4      | <b>The Voyage Begins</b><br>(Coming Soon)    | Explore why a penal colony was established and research the key figures chosen to carry out the plan, including Arthur Phillip and Reverend Richard Johnson, creating a fact file and profile.           | <b>Unit 6, Lesson 5</b> - The First Fleet                                                                                                               |
| 5      | <b>The Long Voyage</b><br>(Coming Soon)      | Investigate the 11 ships of the First Fleet and use journal excerpts from Arthur Bowes Smyth and John Easty to write a first-person journal entry from a chosen perspective.                             | <b>Unit 6, Lesson 7</b> - The journey<br><b>Unit 6, Lesson 6</b> - First Fleet cargo<br><b>Unit 6, Lesson 11</b> - Marines, officials and crew          |

## HISTORY - UNIT 1 - NAVIGATING: PLACES AND PEOPLE

### Outcomes Covered

HS2-ACH-01: describes Aboriginal Peoples' obligations to Country, Culture and Community

HS2-HIS-01: explains how people lived in the past, how navigation connected the world, and what life was like in the Sydney Cove penal settlement, using sources as evidence

| INQUISITIVE CORRESPONDING LESSONS |                                                               | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                                           |                                                                                                                                                                                   |
|-----------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                          | CONTENT                                                                                                                                                                                                               | UNIT AND LESSON                                                                                                                                                                   |
| 1                                 | <a href="#">Journeys and Wayfinding</a>                       | Compare the motivations for significant journeys of global navigation and investigate how navigators found their way using maps, tools, wayfinding and Songlines, writing cause-and-effect explanations.              | <b>Unit 4, Lesson 1</b> - Connecting With People and Places<br><b>Unit 4, Lesson 2</b> - Traditional Navigation Techniques                                                        |
| 2                                 | <a href="#">Wayfinders Across the Sea</a><br>(Coming Soon)    | Explore how traditional voyaging connected people and places, using rock art and language as evidence of interactions between Macassan voyagers and Yolngu people, and explain the significance of these connections. | <b>Unit 4, Lesson 3</b> - Arnhemland<br><b>Unit 4, Lesson 4</b> - The Macassan<br><b>Unit 4, Lesson 5</b> - Polynesian Wayfinding                                                 |
| 3                                 | <a href="#">Developments in Navigation</a>                    | Explore how navigational instruments developed and helped people travel longer distances, using historical sources and cause-and-effect language to explain how people navigated the world.                           | <b>Unit 4, Lesson 6</b> - Tools of Navigation<br><b>Unit 4, Lesson 7</b> - Navigating the World<br><b>Unit 4, Lesson 8</b> - Navigating the Globe                                 |
| 4                                 | <a href="#">Global Connections to the Great Southern Land</a> | Investigate how early navigators, including Janszoon, Hartog and Tasman, gradually mapped Terra Australis, using historical maps as evidence of how these voyages connected Australia to the world.                   | <b>Unit 4, Lesson 9</b> - Terra Australis - The Great Southern Land<br><b>Unit 4, Lesson 10</b> - Dutch Encounters With Terra Australis<br><b>Unit 4, Lesson 11</b> - Abel Tasman |

| INQUISITIVE CORRESPONDING LESSONS |                                                                 | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                      |                                                                                                                      |
|-----------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                            | CONTENT                                                                                                                                                                                          | UNIT AND LESSON                                                                                                      |
| 5                                 | <a href="#">Cook's Pacific Voyage</a><br>(Coming Soon)          | Investigate Lieutenant James Cook's 1770 voyage and its impact on the Gweagal, Walbunja and Guugu Yimithirr Peoples, using maps, images and oral histories to write cause-and-effect sentences.  | <b>Unit 4, Lesson 12</b> - Voyage of Lieutenant James Cook<br><b>Unit 4, Lesson 13</b> - Aboriginal Peoples and Cook |
| 6                                 | <a href="#">Circumnavigating Australia</a>                      | Investigate how Matthew Flinders and Bungaree worked together to circumnavigate and map Australia, using historical sources to write paragraphs and represent the journey with maps and images.  | <b>Unit 4, Lesson 14</b> - Matthew Flinders and Bungaree<br><b>Unit 4, Lesson 15</b> - circumnavigation of Australia |
| 7                                 | <a href="#">Learning Showcase: Great Journeys of Connection</a> | Apply learning from across the unit to compare the great journeys of global navigation using Venn diagrams, and write a paragraph describing how these voyages connected Australia to the world. | <b>Unit 4, Lesson 16</b> - comparing the great journeys and voyages                                                  |

## GEOGRAPHY - UNIT 1 - ORGANISING AND MANAGING PLACES

### Outcomes Covered

HS3-GEO-01: examines global citizenship and how people organise, protect and sustainably use the environment, using geographical information

### INQUISITIVE CORRESPONDING LESSONS

### NSW DEPARTMENT SAMPLE UNITS

| LESSON | NAME                                 | CONTENT                                                                                                                                                                                      | UNIT AND LESSON                                                                                                                                  |
|--------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <a href="#">Finding Our Place</a>    | Use road maps to locate cities, towns and communities in Australia, identifying urban, rural and remote places by their natural and human features.                                          | <b>Unit 1, Lesson 1</b> - Road Maps                                                                                                              |
| 2      | <a href="#">Connecting Australia</a> | Explain how urban, rural and remote places in Australia are connected through transport infrastructure and freight routes, using freight maps and satellite images to compare services.      | <b>Unit 1, Lesson 2</b> - Transport Infrastructure<br><b>Unit 1, Lesson 4</b> - Places Are Connected                                             |
| 3      | <a href="#">A Bird's Eye View</a>    | Describe how cities and towns in Australia are organised using oblique and vertical aerial images, comparing how a river shaped Grafton's layout and the landscape shaped Canberra's design. | <b>Unit 1, Lesson 5</b> - Organisation Of Grafton<br><b>Unit 1, Lesson 6</b> - The Nation's Capital<br><b>Unit 1, Lesson 7</b> - Beyond Canberra |
| 4      | <a href="#">Geographers at Work</a>  | Collect and record geographical information through maps, images, surveys and fieldwork to research how a real place is organised, and present a research profile.                           | <b>Unit 1, Lesson 8</b> - investigating towns<br><b>Unit 1, Lesson 9</b> - finalising research                                                   |

| INQUISITIVE CORRESPONDING LESSONS |                                     | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                      |                                                                                                                                                                                                                                              |
|-----------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                | CONTENT                                                                                                                                                                          | UNIT AND LESSON                                                                                                                                                                                                                              |
| 5                                 | <a href="#">When Nature Strikes</a> | Research how agencies such as the SES and RFS manage places affected by floods and bushfires, and propose a strategy to manage a local place affected by an environmental event. | <b>Unit 1, Lesson 10</b> - Managing Environmental Events<br><b>Unit 1, Lesson 11</b> - Managing Bushfire Events<br><b>Unit 1, Lesson 12</b> - Environmental Events Research<br><b>Unit 1, Lesson 13</b> - Environmental Events Presentations |
| 6                                 | <a href="#">Learning Showcase</a>   | Apply learning from across the unit to research and present how a real Australian place is located, connected, organised and managed.                                            | <b>Unit 1, Optional consolidation</b> - following Lesson 16                                                                                                                                                                                  |

## HISTORY - UNIT 1 - COLONIES IN AUSTRALIA

### Outcomes Covered

HS3-HIS-01: examines and describes the development of Australian colonies and Australia as a nation, using sources as evidence

HS3-CWT-01: creates written texts to communicate ideas and understanding about people, places and events of the past and the present

| INQUISITIVE CORRESPONDING LESSONS |                                        | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                                       |                                                                                                                                                        |
|-----------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                   | CONTENT                                                                                                                                                                                                           | UNIT AND LESSON                                                                                                                                        |
| 1                                 | <a href="#">Sydney Cove</a>            | Explore conditions in the Sydney colony in the early 1800s to explain why it became necessary to cross the Blue Mountains.                                                                                        | <b>Unit 2, Lesson 1</b> - Sydney Colony                                                                                                                |
| 2                                 | <a href="#">Crossing the Mountains</a> | Draw on sources to explain why Blaxland, Use sources to explain why Blaxland, Wentworth and Lawson crossed the Blue Mountains in 1813, and the consequences for the colony, free settlers and Aboriginal Peoples. | <b>Unit 2, Lesson 9</b> - Aboriginal Language Groups<br><b>Unit 2, Lesson 10</b> - Connecting to Country                                               |
| 3                                 | <a href="#">Expansion</a>              | Map the expansion of British colonies in Australia from 1825 to 1850, and represent further expansion to 1868 on a timeline.                                                                                      | <b>Unit 2, Lesson 6</b> - Expansion to 1850<br><b>Unit 2, Lesson 11</b> - Further Expansion                                                            |
| 4                                 | <a href="#">Colonial Women</a>         | Explain how women shaped the development of the Australian colonies through their contributions to communication, farming and business.                                                                           | <b>Unit 2, Lesson 7</b> - Colonial Women                                                                                                               |
| 5                                 | <a href="#">Migration</a>              | Recount stories of migrants and free settlers in the Australian colonies from 1825 to 1860, and explain their contributions to the colony's development.                                                          | <b>Unit 2, Lesson 8</b> - Early Migration<br><b>Unit 2, Lesson 9</b> - Early Migration Stories<br><b>Unit 2, Lesson 10</b> - Significant Contributions |

| INQUISITIVE CORRESPONDING LESSONS |                                                          | NSW DEPARTMENT SAMPLE UNITS                                                                                                 |                                                                                                                                                                             |
|-----------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                     | CONTENT                                                                                                                     | UNIT AND LESSON                                                                                                                                                             |
| 6                                 | <a href="#">Gold Rush</a>                                | Research how the discovery of gold changed the population, infrastructure and appearance of colonial Australia.             | <b>Unit 2, Lesson 12</b> - Gold Rush<br><b>Unit 2, Lesson 13</b> - Gold Rush Migration<br><b>Unit 2, Lesson 14</b> - Bushrangers<br><b>Unit 2, Lesson 15</b> - Perspectives |
| 7                                 | <a href="#">Learning Showcase: Colonies in Australia</a> | Apply learning from across the unit to complete a culminating task that shows how people established colonies in Australia. | <b>Unit 2, Lesson 16</b> - Newspaper Headlines                                                                                                                              |

## HISTORY - UNIT 2 - THE DIVERSE LANGUAGES OF ABORIGINAL PEOPLES

### Outcomes Covered

HS3-ACH-01 describes Aboriginal Knowledges and Practices that care for Country and the importance of Aboriginal Languages revival

HS3-CWT-01 creates written texts to communicate ideas and understanding about people, places and events of the past and the present

| INQUISITIVE CORRESPONDING LESSONS |                                                                   | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                       |                                                                                                                                                                  |
|-----------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                              | CONTENT                                                                                                                                                           | UNIT AND LESSON                                                                                                                                                  |
| 1                                 | <a href="#">A Time of Change</a>                                  | Explore how European settlement brought change to the lives of Aboriginal Peoples and their connection to Language and Culture.                                   | <b>Unit 6, Lesson 6</b> - Disruption to Language Part 1                                                                                                          |
| 2                                 | <a href="#">First Nations Languages</a>                           | Investigate Aboriginal Languages in the local area and across NSW, and make connections to the meanings and origins of words used in Standard Australian English. | <b>Unit 6, Lesson 1</b> - Aboriginal Languages                                                                                                                   |
| 3                                 | <a href="#">Oral Traditions</a>                                   | Explore how Aboriginal Peoples pass on knowledge through Oral Traditions of song, dance and story.                                                                | <b>Unit 6, Lesson 2</b> - Oral Traditions                                                                                                                        |
| 4                                 | <a href="#">Early Interactions and Records of Language</a>        | Explore how Aboriginal Peoples pass on knowledge through Oral Traditions of song, dance and story.                                                                | <b>Unit 6, Lesson 3</b> - Early Interactions<br><b>Unit 6, Lesson 4</b> - Documenting Aboriginal Languages<br><b>Unit 6, Lesson 5</b> - William Dawes' Notebooks |
| 5                                 | <a href="#">Disruptions to Languages</a>                          | Describe the ways Aboriginal Peoples' Languages and Oral Traditions of song, dance and story were disrupted by European settlement.                               | <b>Unit 6, Lesson 6</b> - Disruption to Language Part 1<br><b>Unit 6, Lesson 7</b> - Disruption to Language Part 2                                               |
| 6                                 | <a href="#">Revitalising and Maintaining Aboriginal Languages</a> | Describe the role of Aboriginal Knowledge Holders in revitalising and maintaining Aboriginal Languages, and explore how languages continue to evolve.             | <b>Unit 6, Lesson 8</b> - Language Revitalisation<br><b>Unit 6, Lesson 9</b> - Knowledge Holders<br><b>Unit 6, Lesson 10</b> - Languages Evolve                  |

| INQUISITIVE CORRESPONDING LESSONS |                                                             | NSW DEPARTMENT SAMPLE UNITS                                                                                                                |                                                                                                                                                      |
|-----------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                        | CONTENT                                                                                                                                    | UNIT AND LESSON                                                                                                                                      |
| 7                                 | <a href="#">Re-establishing Aboriginal Placenames</a>       | Explain the significance of re-establishing Aboriginal placenames, including through dual naming, for the Histories of Aboriginal Peoples. | <b>Unit 6, Lesson 11</b> - Placenames<br><b>Unit 6, Lesson 12</b> - Dual Naming<br><b>Unit 6, Lesson 13</b> - Re-establishing Traditional placenames |
| 8                                 | <a href="#">Celebration of Languages and Cultures Today</a> | Explain how Aboriginal Peoples celebrate and share Aboriginal Languages and Cultural Practices today.                                      | <b>Unit 6, Lesson 14</b> - Contemporary Initiatives<br><b>Unit 6, Lesson 15</b> - Festivals and Celebrations                                         |
| 9                                 | <a href="#">Learning Showcase</a>                           | Apply learning from across the unit to write an argument about the importance of revitalising Aboriginal Languages.                        | <b>Unit 6, Lesson 16</b> - Personal and Objective Arguments                                                                                          |

## GEOGRAPHY - UNIT 1 - OUR CHANGING GLOBAL ENVIRONMENTS

### Outcomes Covered

HS3-GEO-01: examines global citizenship and how people organise, protect and sustainably use the environment, using geographical information

### INQUISITIVE CORRESPONDING LESSONS

### NSW DEPARTMENT SAMPLE UNITS

| LESSON | NAME                                           | CONTENT                                                                                                                                                                                    | UNIT AND LESSON                                                                                                                                                                                                                                  |
|--------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <a href="#">Latitude and Climate Zones</a>     | Investigate how latitude, Earth's tilt and other factors influence global climate patterns, using maps and climate classifications to explain connections between location and climate.    | <b>Unit 4, Lesson 1</b> - Tropic and Polar Environments<br><b>Unit 4, Lesson 2</b> - The Tropic of Cancer and Capricorn<br><b>Unit 4, Lesson 3</b> - The Arctic and Antarctic Circles                                                            |
| 2      | <a href="#">Climate's Impact on Our World</a>  | Use choropleth maps, climate graphs and other geographical information to draw conclusions about how climate influences vegetation and shapes landscapes in Australia and the world.       | <b>Unit 4, Lesson 4</b> - Climate and Vegetation Zones<br><b>Unit 4, Lesson 5</b> - Climate and Vegetation Relationships<br><b>Unit 4, Lesson 6</b> - Drawing Conclusions About Climate and Vegetation                                           |
| 3      | <a href="#">Resources from the Environment</a> | Investigate how environmental conditions influence the food and materials produced in different places, and explain how people rely on the environment for the resources they need.        | <b>Unit 4, Lesson 7</b> - People Rely on the Environment for Food and Materials<br><b>Unit 4, Lesson 8</b> - Researching How People Rely on the Environment<br><b>Unit 4, Lesson 9</b> - Explaining How People Rely on the Environment           |
| 4      | <a href="#">Human Impacts on Environments</a>  | Examine how human actions reshape environments around the world, using maps, satellite images and other evidence to explain environmental changes and their impacts.                       | <b>Unit 4, Lesson 10</b> - Changes to Environments<br><b>Unit 4, Lesson 11</b> - Changes to the Amazon Rainforest<br><b>Unit 4, Lesson 12</b> - Human Activity in Antarctica                                                                     |
| 5      | <a href="#">Learning Showcases</a>             | Apply learning from across the unit to investigate a global environment, using geographical evidence to explain how location, climate, vegetation and human activity interact to shape it. | <b>Unit 4, Lesson 13</b> - Introducing Geographical Research<br><b>Unit 4, Lesson 14</b> - Geographical Research Part 1<br><b>Unit 4, Lesson 15</b> - Geographical Research Part 2<br><b>Unit 4, Lesson 16</b> - Creating Research Presentations |

## GEOGRAPHY - UNIT 2 - WORLD HERITAGE AND SUSTAINABLE FUTURES

### Outcomes Covered

HS3-GEO-01 examines global citizenship and how people organise, protect and sustainably use the environment, using geographical information

HS3-ACH-01 describes Aboriginal Knowledges and Practices that care for Country

| INQUISITIVE CORRESPONDING LESSONS |                                                                       | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                  |                                                                                                                                                                                                                                                               |
|-----------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                                  | CONTENT                                                                                                                                                                                      | UNIT AND LESSON                                                                                                                                                                                                                                               |
| 1                                 | <b>Why are places worth protecting?</b><br>(Coming Soon)              | Explore the concept of World Heritage, investigating why places are significant, why people value them and how they are protected through preservation and conservation.                     | <b>Unit 5, Lesson 1</b> - World Heritage                                                                                                                                                                                                                      |
| 2                                 | <b>How do people value places differently?</b><br>(Coming Soon)       | Investigate the natural and cultural criteria for World Heritage listing, and examine why communities, Traditional Owners and others recognise places as significant.                        | <b>Unit 5, Lesson 2</b> - Cultural and Natural Heritage<br><b>Unit 5, Lesson 3</b> - World Heritage Sites in Australia                                                                                                                                        |
| 3                                 | <b>How do people and places shape each other?</b><br>(Coming Soon)    | Investigate the relationship between people and places through Australian World Heritage case studies, examining how cultures, environments and human actions shape one another.             | <b>Unit 5, Lesson 4</b> - Budj Bim Cultural Landscape<br><b>Unit 5, Lesson 5</b> - Uluru-Kata Tjuta National Park<br><b>Unit 5, Lesson 6</b> - Great Barrier Reef<br><b>Unit 5, Lesson 7</b> - Research Task<br><b>Unit 5, Lesson 8</b> - Presenting Research |
| 4                                 | <b>Why are some important places at risk?</b><br>(Coming Soon)        | Investigate why some World Heritage sites are at risk, examining environmental and human threats and their impact on globally significant places.                                            | <b>Unit 5, Lesson 9</b> - World Heritage sites in Danger                                                                                                                                                                                                      |
| 5                                 | <b>How do Indigenous Peoples care for the Earth?</b><br>(Coming Soon) | Compare sustainable practices used by Aboriginal and Torres Strait Islander Peoples and Indigenous Peoples around the world, exploring the shared values that guide caring for environments. | <b>Unit 5, Lesson 10</b> - Totems and Sustainability<br><b>Unit 5, Lesson 11</b> - Sustainable Agricultural Practices<br><b>Unit 5, Lesson 12</b> - Small Actions. Big Impact                                                                                 |

| INQUISITIVE CORRESPONDING LESSONS |                                                                     | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                    |                                                                                                                                                                                                                       |
|-----------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                                | CONTENT                                                                                                                                                                                        | UNIT AND LESSON                                                                                                                                                                                                       |
| 6                                 | How can today's actions protect tomorrow's future?<br>(Coming Soon) | Apply learning from across the unit to design and present a local action plan that uses geographical information and sustainable practices to address an environmental issue in the community. | <b>Unit 5, Lesson 13</b> - Case for Change<br><b>Unit 5, Lesson 14</b> - Options for Action<br><b>Unit 5, Lesson 15</b> - Proposals for Sustainable Action<br><b>Unit 5, Lesson 16</b> - Reflecting on Sustainability |

## HISTORY - UNIT 1 - AUSTRALIA AS A NATION

### Outcomes Covered

HS3-HIS-01: examines and describes the development of Australian colonies and Australia as a nation, using sources as evidence

HS3-CWT-01: creates written texts to communicate ideas and understanding about people, places and events of the past and the present

| INQUISITIVE CORRESPONDING LESSONS |                                                                    | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                                     |                                                                                                                           |
|-----------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                               | CONTENT                                                                                                                                                                                         | UNIT AND LESSON                                                                                                           |
| 1                                 | <a href="#">Better Together</a>                                    | Examine the factors that influenced Australia's transition from separate British colonies to a united nation, using historical sources and creating written texts to communicate understanding. | <b>Unit 3, Lesson 1</b> - Colonies to Commonwealth                                                                        |
| 2                                 | <a href="#">The Road to 1901</a>                                   | Examine the key events that led to the Federation of Australia and what happened as a result.                                                                                                   | <b>Unit 3, Lesson 2</b> - Father of Federation<br><b>Unit 3, Lesson 5</b> - Federation Day Celebrations                   |
| 3                                 | <a href="#">The Voices of 1901</a>                                 | Research the roles and significance of the key historical figures who led Australia to becoming a nation.                                                                                       | <b>Unit 3, Lesson 3</b> - Researching Significant People<br><b>Unit 3, Lesson 4</b> - Describing the People of Federation |
| 4                                 | <a href="#">The Australian Constitution: The Nation's Rulebook</a> | Examine the purpose of Australia's Constitution by investigating its origins, influence and ongoing significance in shaping Australia as a democratic nation.                                   | <b>Unit 3, Lesson 6</b> - The Australian Constitution<br><b>Unit 3, Lesson 7</b> - Explaining the Australian Constitution |

| INQUISITIVE CORRESPONDING LESSONS |                                                       | NSW DEPARTMENT SAMPLE UNITS                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                                  | CONTENT                                                                                                                                                                    | UNIT AND LESSON                                                                                                                                                                                                                                                                                                                |
| 5                                 | <a href="#">Identity in Symbols</a>                   | Examine how symbols and emblems reflect and shape Australian national identity, and how they have changed over time.                                                       | <b>Unit 3, Lesson 8</b> - Symbols of Australian identity<br><b>Unit 3, Lesson 9</b> - Australia's identity and flags<br><b>Unit 3, Lesson 10</b> - Australia's national anthem and currency<br><b>Unit 3, Lesson 11</b> - Describing Australia's changing identity                                                             |
| 6                                 | <a href="#">Giants of the Commonwealth</a>            | Investigate the contributions of key figures since Federation to explain how individuals have influenced change within Australia's system of government.                   | <b>Unit 3, Lesson 12</b> - Noteworthy Australians since Federation<br><b>Unit 3, Lesson 13</b> - Noteworthy Australian symbols<br><b>Unit 3, Lesson 14</b> - Describing a noteworthy Australian<br><b>Unit 3, Lesson 15</b> - Noteworthy Australian banknotes<br><b>Unit 3, Lesson 16</b> - Celebrating noteworthy Australians |
| 7                                 | <a href="#">Learning Showcase: Shaped by the Past</a> | Apply learning from across the unit to create historical texts, using evidence from a range of sources to describe how past events and people have shaped Australia today. | This showcase provides an additional way of assessing work, incorporating content from all lessons across the unit.                                                                                                                                                                                                            |

## HISTORY - UNIT 2 - DEMOCRATIC AUSTRALIA

### Outcomes Covered

HS3-DEM-01: describes the origins and features of Australia's democratic system of government and laws

HS3-CWT-01: creates written texts to communicate ideas and understanding about people, places and events of the past and the present

| INQUISITIVE CORRESPONDING LESSONS |                                                | NSW DEPARTMENT SAMPLE UNITS                                                                                                                          |                                                                                                                                                                                                                                                                                    |
|-----------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                           | CONTENT                                                                                                                                              | UNIT AND LESSON                                                                                                                                                                                                                                                                    |
| 1                                 | <a href="#">Power to the People</a>            | Explore the definition and origins of democracy and the structure of Australia's Parliament to explain how Australia is governed.                    | <b>Unit 7, Lesson 1</b> - Understanding democracy                                                                                                                                                                                                                                  |
| 2                                 | <a href="#">The Power Behind Parliament</a>    | Compare Australia's parliamentary system with the Westminster and Washington systems to describe the origins and structure of Australian government. | <b>Unit 7, Lesson 2</b> - Describing Australia's Parliament                                                                                                                                                                                                                        |
| 3                                 | <a href="#">Equal Before the Law</a>           | Draw on the Magna Carta to explain the origins of the rule of law, and describe how a bill passes through Federal Parliament to become law.          | <b>Unit 7, Lesson 3</b> - The Magna Carta<br><b>Unit 7, Lesson 4</b> - Australians' rights and responsibilities<br><b>Unit 7, Lesson 5</b> - House of Representatives and Senate roles<br><b>Unit 7, Lesson 6</b> - Bill passing process<br><b>Unit 7, Lesson 7</b> - Making a law |
| 4                                 | <a href="#">The Three Levels of Government</a> | Investigate the roles and responsibilities of the federal, state and local levels of government in Australia.                                        | <b>Unit 7, Lesson 8</b> - Federal Government<br><b>Unit 7, Lesson 9</b> - State Government<br><b>Unit 7, Lesson 10</b> - Local Government<br><b>Unit 7, Lesson 11</b> - Three levels of government                                                                                 |
| 5                                 | <a href="#">Voting in Australia</a>            | Explain the key features of Australia's electoral process, including compulsory and preferential voting.                                             | <b>Unit 7, Lesson 12</b> - Participating in democracy<br><b>Unit 7, Lesson 13</b> - Voting in Australia                                                                                                                                                                            |

| INQUISITIVE CORRESPONDING LESSONS |                                                | NSW DEPARTMENT SAMPLE UNITS                                                                                             |                                                                                                                                          |
|-----------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| LESSON                            | NAME                                           | CONTENT                                                                                                                 | UNIT AND LESSON                                                                                                                          |
| 6                                 | <a href="#">Women and a Fairer Democracy</a>   | Research how women fought for and gained the right to vote and participate in Australia's democracy.                    | <b>Unit 7, Lesson 14</b> - Women's voting rights<br><b>Unit 7, Lesson 16</b> - Timeline of voting rights                                 |
| 7                                 | <a href="#">The Long Road to Voting Rights</a> | Research how Aboriginal and Torres Strait Islander Peoples fought for and gained the right to vote in Australia.        | <b>Unit 7, Lesson 15</b> - Aboriginal and Torres Strait Islander Peoples' voting rights<br>Unit 7, Lesson 16 - Timeline of voting rights |
| 8                                 | <a href="#">Learning Showcase</a>              | Apply learning about representation, fair elections and persuasive writing to design and run a School Captain campaign. | <b>Unit 7 - Optional Consolidation - Activity 2</b> (closest match; no single dedicated Department lesson)                               |

# inquisitive

