

HSIE School planning proformas

These proformas are designed to facilitate the identification of units of work that meet the HSIE K-6 syllabus requirements.

The focus outcomes from each strand of the syllabus have been allocated to either 'A' or 'B' years where at present the odd numbered outcomes are in 'A' year and the even numbered outcomes are in 'B' year. However each year could have even and odd focus outcomes in both years, with all outcomes covered by the end of the stage. e.g. *Change and continuity* could have a focus on CCS3.2 in 'A' year, with the focus in 'B' year on CCS3.1. This arrangement can be applied for all strands, as illustrated in the diagram below. The links in the syllabus content for the outcomes in the *Environments* strands means that these two outcomes will logically always be together. However the units of work will be different in each year of school.

HSIE focus strand	<i>Change and continuity</i>	<i>Cultures</i>	<i>Environments</i>	<i>Social Systems and Structures</i>
Year 'A'	CCS_.1	CUS_.3	ENS_.5 and ENS_.6	SSS_.7
Year 'B'	CCS_.2	CUS_.4	ENS_.5 and ENS_.6	SSS_.8

Schools organising a plan around the *Curriculum Planning and Programming* support units of work (COGs) the best starting point for planning is Year 'A': strings A, D, G and H and for Year 'B' the strings B, E, C and F. Strings C and F need to be in the same year because both the *Environments* and *Change and continuity* strands are covered in String C as there is no HSIE in String F. This means that exchanges can still be made between String D and E; and String B and H as illustrated in the diagram below. Consideration will need to be given to the impact these changes will have on the syllabus requirements of the other KLAs in these COG units of work.

HSIE focus strand	<i>Change and continuity</i>	<i>Cultures</i>	<i>Environments</i>	<i>Social Systems and Structures</i>
Year 'A'	String G CCS_.1	String H CUS_.4	String A ENS_.5 and ENS_.6	String D SSS_.8
Year 'B'	String C CCS_.2	String B CUS_.3	String C ENS_.5 and ENS_.6	String E SSS_.7

School events, community activities and excursions often determine where particular units of work are located and the term in which they are taught. This needs to be reflected in the school plan.

In the proformas below, some of the NSW DET teaching and learning materials have been mapped, listed and hyperlinked to the actual materials. This mapping is designed to support schools when undertaking school planning to show the range of support materials developed since the HSIE K-6 syllabus was released in 1999.

Stage 3

Refer to pages 60 and 61 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 62 to 65 provide guidance on the breadth and depth of learning in Stage 3 using the outcomes and subject matter.

Focus outcome(s) planning for Stage 3				
	Change and Continuity	Cultures	Environments	Social Systems and Structures
'A' year	<p>CCS3.1 Significant events and people Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.</p> <p>Teaching and learning: Significant events and people in the development of Australia.</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG G: Traditions and Heritage (requires DET login) • Multistage unit: Unique Communities • Resource: Belief in Action • Resource: By Word of Mouth 	<p>CUS3.3 Identities Describes different cultural influences and their contribution to Australian identities.</p> <p>Teaching and learning: Australian identities</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG B: Identity (requires DET log in) • Multistage unit: Being Australian • Resource: Belief in Action 	<p>ENS3.5 Patterns of place and location Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <p>ENS3.6 Relationships with places Explains how various beliefs and practices influences the ways in which people interact with, change and value their environments.</p> <p>Teaching and learning: An Australian environmental case study</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG A: Living Land (requires DET log in) • Multistage unit: Australian Environments • Resource: Ambush in Bandhavgarh teaching notes 	<p>SSS3.7 Resource systems Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.</p> <p>Teaching and learning: Issues around resourcing the wider community.</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG E: Global and social issues (requires DET log in) • Multistage unit: Responsible Citizenship • Teaching resource: MakingCents Calculating the cost

Focus outcome(s) planning for Stage 3				
	Change and Continuity	Cultures	Environments	Social Systems and Structures
'B' year	<p>CCS3.2 Time and change Explains the development of the principals of Australian democracy.</p> <p>Teaching and learning: The development of democracy in Australia, including Federation</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Interconnecting growth and change (requires DET log in) • Multistage unit: Australian Democracy • Resource: Belief in Action • Resource: By word of mouth 	<p>CUS3.4 Cultural diversity Examines how cultures change through interactions with other cultures and the environment.</p> <p>Teaching and learning: The impact of a cultural group on Australia</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG H: Symbol systems (requires DET log in) • Multistage unit: Cultural diversity • Multistage unit: Celebrating together • Teaching resource: China Downunder, Image booklet part 1, part 2. 	<p>ENS3.5 Patterns of place and location Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.</p> <p>ENS3.6 Relationships with places Explains how various beliefs and practices influences the ways in which people interact with, change and value their environments.</p> <p>Teaching and learning: An alternative Australian environmental case study</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Interconnecting growth and change (requires DET log in) • Multistage unit: Australian Environments 	<p>SSS3.8 Roles, rights and responsibilities Explains the structure, roles, responsibilities and decision-making processes of State and federal governments and explains why Australian value fairness and socially just principles.</p> <p>Teaching and learning: State and Federal Government</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG D: Making informed choices (requires DET log in) • Multistage unit: Governing Australia

Stage 3 may consider undertaking a 7 unit stage plan, where the strands of *Change and Continuity* and *Environments* are addressed in the same term using the Murray Darling basin. This can be a case study that is inclusive of the historical events centred on the rivers and trade connected with Federation.

The 7 term model would need to include:

'A' year: Murray Darling Basin (Federation), one of the *Cultures* units, one of the *Social Systems and Structures* units.

'B' year: Significant events and people, other *Cultures* unit, Australian environmental case study, other *Social Systems and Structures* unit.

Stage 2

Refer to pages 54 and 55 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 56 to 59 provide guidance on the breadth and depth of learning in Stage 2 using the outcomes and subject matter.

Focus outcome(s) planning for Stage 2				
	<i>Change and Continuity</i>	<i>Cultures</i>	<i>Environments</i>	<i>Social Systems and Structures</i>
'A' year	<p>CCS2.1 <i>Significant events and people</i> Describes events and actions related to the British colonisation of Australia and assess changes and consequences.</p> <p>Teaching and learning: British colonisation of Australia</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG G: Our Fleeting Past (requires DET log in) • Multistage unit: Australian Democracy 	<p>CUS2.3 <i>Identities</i> Explains how shared customs, practices, symbols. Languages and traditions in communities contribute to Australian and community identities.</p> <p>Teaching and learning: Community and national identities</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG B: Being Australian (requires DET log in) • Multistage unit: Being Australian • Teaching resource: Talking Identity 	<p>ENS2.5 <i>Patterns of place and location</i> Describes places in the local area and other parts of Australia and explains their significance.</p> <p>ENS2.6 <i>Relationships with places</i> Describes people's interactions with environments and identifies responsible ways of interacting with environments.</p> <p>Teaching and learning: Significant features and places around Australia</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG A: Local Environments (requires DET log in) • Teaching resource: What is a national park? 	<p>SSS2.7 <i>Resource systems</i> Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p> <p>Teaching and learning: Services and facilities in the community</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG E: Products, services and systems (requires DET log in) • Multistage unit: Responsible Citizenship • Teaching resource: MakingCents – Budgeting and spending • Resource: The Journey of Oilseeds

Focus outcome(s) planning for Stage 2				
	Change and Continuity	Cultures	Environments	Social Systems and Structures
'B' year	<p>SSS2.2 Time and change Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and communities.</p> <p>Teaching and learning: The effect of British colonisation on the local area –'It didn't always look like this'</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Effects of growth and change (requires DET log in) • Multistage unit: Unique communities • Teaching resource: It didn't always look like this 	<p>CUS2.4 Cultural diversity Describes different viewpoints, ways of living, language and belief systems in a variety of communities.</p> <p>Teaching and learning: People and their beliefs – related to the 5 main world religions.</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG H: Understanding each other (requires DET log in) • Multistage unit: Cultural diversity • Multistage unit: Celebrating together • Teaching resource: China Downunder students booklet – part 1, part 2. • Teacher reference: Fact sheets on world religions 	<p>ENS2.5 Patterns of place and location Describes places in the local area and other parts of Australia and explains their significance.</p> <p>ENS2.6 Relationships with places Describes people's interactions with environments and identifies responsible ways of interacting with environments.</p> <p>Teaching and learning: Environmental issues and concerns in the local area</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Effects of growth and change (requires DET log in) • Multistage unit: Australian Environments 	<p>SSS2.8 Roles, rights and responsibilities Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.</p> <p>Teaching and learning: Local Government</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG D: Working together (requires DET log in) • Multistage unit: Governing Australia

Stage 2 may consider undertaking a 7 unit stage plan. The strands of *Environments* and *Social Systems and Structures* are addressed in the same term using the local government structure and the management of significant features and places in the local area combined with how local governments are elected and make decisions.

'A' year: Local government, inclusive of the management of significant places and features, one of the *Cultures* units, one of the *Change and Continuity* units.

'B' year: The other *Cultures* unit, the other *Change and Continuity* unit, significant features and places around Australia and the other *Social Systems and Structures* unit.

Stage 1

Refer to pages 48 and 49 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 50 to 53 provide guidance on the breadth and depth of learning in Stage 1 using the outcomes and subject matter.

Focus outcome(s) planning for Stage 1				
	<i>Change and Continuity</i>	<i>Cultures</i>	<i>Environments</i>	<i>Social Systems and Structures</i>
'A' year	<p>CCS1.1 <i>Significant events and people</i> Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.</p> <p>Teaching and learning: Personal and family heritage</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG G: Our Stories (requires DET log in) • Teaching resource: Treasures 	<p>CUS1.3 <i>Identities</i> Identifies customs, practices, symbols, languages and traditions of their families and other families.</p> <p>Teaching and learning: Family and community identities</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG B: Our families (requires DET log in) • Multistage unit: Being Australian • Teaching resource: Caring for place, caring for country 	<p>ENS1.5 <i>Patterns of place and location</i> Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</p> <p>ENS1.6 <i>Relationship with places</i> Demonstrates an understanding of the relationship between environments and people.</p> <p>Teaching and learning: Our relationships with different places</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG A: Local places (requires DET log in) – this could be swapped with COG C • Multistage unit: Australian Environments 	<p>SSS1.7 <i>Resource systems</i> Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.</p> <p>Teaching and learning: Products and services</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG E: Products and services (requires DET log in) • Teaching resource: MakingCents – Using money • Resource: Pak Yono's paddy field

Focus outcome(s) planning for Stage 1				
	Change and Continuity	Cultures	Environments	Social Systems and Structures
'B' year	<p>CCS1.2 Time and change Identifies changes and continuities in the local community.</p> <p>Teaching and learning: Significant events related to people and places known to students in the local area</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Growing and changing (requires DET log in) • Multistage unit: Unique communities 	<p>CUS1.4 Cultural diversity Describes the cultural, linguistic and religious practices of their family, their community and other communities.</p> <p>Teaching and learning: Expressions of different belief systems such as festivals and celebrations</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG H: Understanding ourselves (requires DET log in) • Multistage unit: Cultural diversity • Multistage unit: Celebrating together • Teaching resource: Where the sun rises. Image booklet • Teaching resource: China Downunder image booklet part 1, part 2. 	<p>ENS1.5 Patterns of place and location Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.</p> <p>ENS1.6 Relationship with places Demonstrates an understanding of the relationship between environments and people.</p> <p>Teaching and learning: Places in the local and wider community</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Growing and changing (requires DET log in) OR • COG A: Local places (requires DET log in) 	<p>SSS1.8 Roles, rights and responsibilities Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.</p> <p>Teaching and learning: Roles, rights and responsibilities at home, school and in the community</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG D: Getting along (requires DET log in) • Multistage unit: Responsible citizenship • Multistage unit: Governing Australia

Stage 1 may consider undertaking a 6 or 7 unit stage plan. Different combinations of strands are possible such as combining aspects of *Change and Continuity* and *Cultures* in one year, while in the other year of the stage combining aspects of *Environments* and *Social Systems and Structures*.

Focus Outcome(s) planning for Stage 1				
	<i>Change and Continuity</i>	<i>Cultures</i>	<i>Environments</i>	<i>Social Systems and Structures</i>
'A' year	CCS1.1, CUS1.3 Teaching and learning: Personal and family heritage and identities		ENS1.5, ENS1.6 Teaching and learning: Our relationships with different places	SSS1.7 Teaching and learning: Products and services
'B' year	CUS1.2 Teaching and learning: Significant events related to people and places known to students in the local area	CUS1.4 Teaching and learning: Expressions of different belief systems such as festivals and celebrations	ENS1.5, ENS1.6, SSS1.8 Teaching and learning: Places in the local and community Roles, rights and responsibilities at home, school and in the community and its environments	

Early Stage 1

Refer to pages 42 and 43 of the HSIE K-6 syllabus for the stage outcomes and supporting subject matter. Pages 44 to 47 provide guidance on the breadth and depth of learning in Early Stage 1 using the outcomes and subject matter.

Focus outcome(s) planning for Early Stage 1 (same every year)			
<i>Change and Continuity</i>	<i>Cultures</i>	<i>Environments</i>	<i>Social Systems and Structures</i>
<p>CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others.</p> <p>Teaching and learning: Personal and family stories and heritage</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG C: Changes (requires DET log in) 	<p>CUES1 Communicates some common characteristics that all people share, as well as some of the differences.</p> <p>Teaching and learning: Personal and family similarities and differences</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG B: Me (requires DET log in) 	<p>ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.</p> <p>Teaching and learning: Class, school and neighbourhood environment</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG A: Our Place (requires DET log in) 	<p>SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.</p> <p>Teaching and learning: Roles, rights, responsibilities and resources in the class, school and home.</p> <p>Supporting outcomes: (to be identified and included)</p> <ul style="list-style-type: none"> • COG E: Our needs (requires DET log in)

Early Stage 1 teachers tend to identify where they need to start the year with their students and then list, in a logical sequence, what needs to be addressed in the following terms.