

Unit (Central idea / lines of inquiry)	Focused area of the Transdisciplinary theme	Concepts covered	Transdisciplinary skills	Knowledge/ Subject specific skills	Understandings	Teacher Provocations
<p><i>Central Idea:</i></p> <p>Exploration contributes to change</p> <p><i>Lines of inquiry:</i></p> <ul style="list-style-type: none"> <li>• The effects and different perspectives of explorations</li> <li>• The mindset of an explorer.</li> <li>• Ongoing explorations and innovations.</li> </ul>	<p><b>Where we are in place and time:</b></p> <p><i>the discoveries, explorations and migrations of humankind</i></p>	<p><b>Key concepts:</b> Causation Change Perspective</p> <p><b>Related concepts:</b></p> <ul style="list-style-type: none"> <li>• Chronology,</li> <li>• Discovery,</li> <li>• Innovation,</li> <li>• Progress,</li> <li>• Exploration</li> </ul>	<p><b>Transdisciplinary skills:</b></p> <p><b>Thinking skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• discuss an event from two different viewpoints</li> <li>• evaluate the viewpoint of a text</li> <li>• use different strategies to reflect upon their own learning</li> </ul> <p><b>Social skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• respect other peoples opinions and perspectives.</li> </ul> <p><b>Communication skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• read a range of texts</li> <li>• make conclusions based on what they have read.</li> </ul> <p><b>Self-management skills:</b> Students will be able to:</p> <p><b>Research skills:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify search strategies for locating needed information on the internet</li> <li>• formulating questions for the interview</li> </ul>	<p><b>Students will know....:</b></p> <p><i>i.e. the key facts we want the students to take forward from this unit.</i></p> <ul style="list-style-type: none"> <li>• the main organisational structures of recount texts.</li> <li>• the reasons for the Treasure Fleet Voyages of Zheng He and two other major explorations.</li> <li>• the impact of the Treasure Fleet Voyages of Zheng He and two other major explorations.</li> <li>• the names of the oceans, continents and hemispheres,</li> <li>• the purpose of lines of longitude and latitude,</li> <li>• basic cardinal direction</li> <li>• that an author can choose the perspective they wish to write from.</li> <li>• why people exchange goods and services.</li> </ul> <p><b>Students will be able to....:</b></p> <p><i>i.e what the students will learn to do during this unit.</i></p> <ul style="list-style-type: none"> <li>• summarize a piece of text</li> <li>• read and plot coordinates in the first quadrant of cartesian plane</li> <li>• transform shapes using scale and ratio to enlarge and reduce</li> <li>• convert fractions with unlike denominators</li> <li>• simplify fractions</li> <li>• write percentages as a fraction of 100</li> <li>• place exploration in chronological order</li> <li>• use the index of an atlas to locate political and geographical features by page number and coordinates</li> <li>• use the scale of a map to calculate real world distances.</li> <li>• develop a story board</li> <li>• write a recount</li> </ul>	<p><b>Understanding of central idea:</b></p> <p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• the way we live today (products, languages, understanding of the world) is a result of different explorations.</li> </ul> <p><b>Subject Specific generalisations:</b></p> <p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• maps allow people to visualise the World.</li> <li>• different groups experience the same event differently</li> <li>• stereotypes of groups exists in texts</li> <li>• a text represents a particular perspective of a historical incident</li> <li>• connections can be made between an exploration and the change/s it caused</li> </ul>	<ul style="list-style-type: none"> <li>• When does an exploration become an invasion?</li> <li>• Do explorations always result in change?</li> <li>• Should humanity continue to explore?</li> <li>• Is there only one right way to interpret an event?</li> <li>• Can anyone be an explorer?</li> </ul> <p><i>These should be provocative (debatable) with students using the content covered in the unit to support their opinion.</i></p> <p><i>In answering them students will be showing that they can apply what they have learnt in the unit.</i></p>
<p><b>Learner Profile Promoted:</b> <i>Inquirer, Knowledgable, Risk taker, Open minded</i>    <b>Attitudes Promoted:</b> <i>Empathy, Curiosity, Independence, Commitment, Confidence</i>    <b>Area of mission statement:</b> <i>International mindedness</i></p>						



Assessment tasks					
	What will we be assessing?	What is the assessment task?	What will be the focus of the feedback given?	What opportunities for differentiation are there?	Phase of the Inquiry cycle
1					
2					
3					
4					
5					
6					
7					
8					

Learning Engagements					
	What will students be learning?	What is the learning engagement	What will be the focus of the feedback given?	What opportunities for differentiation are there?	Phase of the Inquiry cycle
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Phases of the Inquiry cycle adapted from Kath Murdoch: **Tuning In, Finding Out, Sorting Out, Independent Inquiry, Drawing Conclusions, Reflecting and Acting**

**NB The amount of rows in each table can be added to or reduced as required.**

Timeline for the unit			
Week	Learning engagements	Assessment tasks	Notes
1			
2			
3			
4			
5			
6			
7			
8			

	Reflections: This unit could be strengthened by.....
Content	
Assessments	
Learning Engagements	
Other	