Highvale PS - Concept Curriculum Overview

The Victorian Curriculum F-10 https://www.vcaa.vic.edu.au/foundation10/Pages/f10index.aspx is the Victorian version of the Australian Curriculum. It provides a coherent and comprehensive set of prescribed content and common achievement standards from Foundation – Level 10, which our school uses to plan student learning programs, assess student progress and report to parents.

The content of the Victorian Curriculum includes both the knowledge and skills which all students have the opportunity to learn as a result of their schooling. In addition, Highvale Primary School aims to expand upon and extend these knowledge and skills so that teaching and learning is particular to the needs of our student cohort and utilises local resources and experts.

The Highvale PS Concept Curriculum is an essential component of our School teaching and learning program. It utilises 'Concepts', to provide context for big transferable ideas that transcend time, place and situation. Conceptual learning is designed to go beyond learning facts. It is designed to stimulate the development of abstract ideas and higher level thinking to make sense of what is learnt so that learning can be applied meaningfully.

The Concept Curriculum is constructed to enhance both 'vertical' and 'horizontal' learning. Students are taught specific Key Understandings which are informed by Victorian Curriculum and link back to the Concept. All students develop key understandings sequentially (vertically) from Prep-Year 6. Significantly, the Concept Curriculum also provides a framework through which teachers provide opportunities for students to investigate these Key Understandings and expand their learning further through guided inquiry challenges (horizontal). As well, students are taught to make meaningful connections across Concepts (horizontal).

Through the Concept Curriculum students are exposed to new ideas and understandings around a diverse range of traditional and contemporary learning disciplines. These include areas such as Health, Science, Humanities, Technologies, The Arts, Languages, Physical Education, English and Mathematics. As well, Concept inquiry studies incorporate the development of the Victorian Curriculum Capabilities: Personal and Social, Ethical, Intercultural and Critical and Creative Thinking. These capabilities are transferable across a range of learning areas and help students to become highly successful learners and citizens. The intent of every Concept inquiry study is for students to develop a deep understanding of an important broad concept. For example; 'Sustainability' (Science) and 'Identity' (Health and Humanities). Each learning community within the school develops specific developmental Key Understandings derived from the Victorian Curriculum. Students are led through a guided inquiry process by their teacher to develop the Key Understandings.

Where appropriate, the Concept focus for each school term will provide context for learning in explicit English and Mathematics lessons. Conversely, students will activate the explicit English, Mathematic and Capability skills they are taught to participate and complete learning tasks such as experiments, investigations, research and data collection and analysis.

Where appropriate and where time permits, differentiated individual or group 'challenges' are organised as a natural extension to learning. Challenges take students beyond the Key Understandings. They are linked to the term concept through open ended questions devised by students', with teacher support. The questions have been sparked by an interest developed through the inquiry process. Challenges can be formed to investigate issues at the local, national or global level. They invite a high degree of student voice, agency and leadership as the student aims to direct their own learning and action the solutions to their challenge question.

Concept Inquiry Process

When guided through a **Concept** inquiry, students are initially presented with a '**Big Idea(s)**' about the Concept. The big idea(s) are broad concepts that can be explored in multiple ways, are engaging, and have importance to students, and the larger society. Students are also introduced to one or two **Essential Questions** which serve as the link between students' lives, the Concept and Big Idea. Essential Questions should be answerable through research / investigation / inquiry, help focus the students' efforts and may prompt ideas for a Challenge (where applicable).

Next, students' participate in a **pre-assessment**. This provides an opportunity for each student to demonstrate their prior knowledge and understanding of the relevant Victorian Curriculum Learning Areas and Capabilities. For example:

- What do I know about the topic?
- How do I know it?
- What experiences do I have with this topic?

A '**Pitch**' such as a short (one-to-two minute) video that states the big idea and the essential question(s) is then shared with students to activate additional prior knowledge, promote wonder and awe and thinking and questioning. This should promote an environment where students are encouraged and supported to think and question which will support the development of their Guiding Questions.

Guiding Questions activate **student voice**. Students' formulate questions, individually or in cooperative groups after prompting through the 'Pitch'. These are questions which students wish to investigate further. Guiding Questions are displayed in each class using a '**Wondering Wall'** or similar. Students should categorise the Wondering Wall questions to determine groups of questions with similarities. These student developed Guiding Questions should be referenced during reflection before, during or after quality learning tasks and discussion. As students develop their knowledge, understanding and skills, further questions should be added during the inquiry. Student Guiding Questions are used to deepen learning, must be referred to during the unit and may inform or create an opportunity for further questioning and action through a Challenge individually, in groups or as a class.

The following questions can be used to guide the development of Guiding Questions to inform further planning of quality learning tasks:

- What do I want to know?
- What ideas am I interested in?
- What are my questions?

Teachers then revisit their initial planning and make adjustments to lessons according to the learning needs identified through assessment and also the student Guiding Questions. Each lesson has a clearly defined **Learning Intention** and **Success Criteria** supported by a **Quality Learning Task** (QLT) to support students to build on their current level of knowledge and understanding and experience success. Examples of a QLT include experiments, compare and contrast tasks, open ended coding and numeracy tasks, multiliteracy tasks, speaking and listening tasks such as debates, guest speakers, incursions and excursions, visual timelines and so on. Each learning task must be specifically designed to cater for the spread of learning needs and empower students to build on their current level of knowledge and understanding.

Throughout the inquiry, student learning growth is monitored by teachers. Students also participate in a post assessment task to assist teachers, students and parents to see learning growth and develop new **learning goals**. These are often shared through **Seesaw**.

Gallery Walks also provide students with the opportunity to visit each other's classrooms across the school to discover learning about the same Concept but at various points of the learning continuum. As well, it will often be appropriate to have a public event with school participants and the community to celebrate their efforts and thank those who have assisted. Where, through assessment, a student or group of students demonstrate knowledge, understanding and skills that require extension or enrichment, a challenge may be initiated.

Challenges take students beyond the Key Understandings. A simple example from our School 'Sustainability' Concept may involve a student initiating and investigating the challenge of reducing the school's paper footprint. They might have chosen to keep track of how much paper is used per day. Once the student has decide what to measure, he/she can determine a baseline and take measurements over a few days or a week. The student should also choose the method or methods they will use to capture the information. These could include surveys, anecdotal notes or visual evidence using digital tools and programs.

Throughout the challenge students learn to document their experience using media and digital technologies such as audio, video, photography or a reflective diary or similar. Near the culmination of a challenge, students decide upon the presentation of the solution and record their reflections. As an example, the presentation may be a three-to-five minute solution video which includes a description of the challenge, a brief description of the learning process, the solution, and the results of the implementation. These can be shared with students and members of the school community during class or assembly or with parents through Seesaw (TBC).

The construct of the Concept Curriculum ensures our school can respond to the learning needs of students and government curriculum expectations as they evolve. Flexibility within planning for learning and teaching ensures that teaching teams have the responsibility and autonomy required to ensure Key Understandings are current and regularly moderated across levels. With this autonomy, teaching teams must ensure that the Victorian Curriculum Learning Areas and Capabilities are taught and assessed. The creation of a viable curriculum through which all students are engaged, have the opportunity to learn and be assessed against the curriculum being taught is fundamental to achievement of our School purpose.

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Victorian Curriculum

LEARNING AREAS	CAPABILITIES
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design English Health and Physical Education The Humanities • Civics and Citizenship • Economics and Business • Geography • History Languages Mathematics Science Technologies • Design and Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

Odd Year Concepts:

Odd Years Cycle	Term	1	2	3	4
	Concept	**Identity** **'Learning to Understand Ourselves and our History'** **Humanities** History (Y1-6) Civics & Citizenship (Y1-6) **Health** (Prep)	**Sustainability** **'Learning to Understand and Care for our World'** **Science** Biological Sciences (P-6) Science as a human endeavour (P-6) **Humanities** Geography (P-6) Geographical Knowledge (Sustainability)	**Discovery** **'Planet Earth is precious and part of an ancient universe'** **Science** Earth & Space sciences Science as a human endeavour (P-6)	**Strength & Wellbeing** **'Learning to Understand healthy behaviours and messages'** **Health** Personal, Social and Community Health (P-6) *Communicating and interacting for health and wellbeing *Contributing to healthy and active communities
	Prep	School is new and exciting	Plants and Animals are Living Things.	TBC	TBC
	Year 1 and 2	Past people, and places have impacted how we live today.	'Sustainability affects our world and all of us.'	TBC	TBC
	Year 3 and 4	Australia has a number of celebrations based on our history.	"Living things have different life cycles and depend on each other and the environment to survive"	TBC	TBC
	Year 5 and 6	Australia is a multicultural society with a continually changing social, economic and historical landscape.	Different environments have an impact on all living organisms in various ways.	TBC	TBC

Even Year Concepts:

Even Year Cycle	Term	1	2	3	4
	Concept	**Community** **'Learning to Understand and Live Well with Others'** **Health** Personal, Social and Community Health (Prep) **Humanities** History (Y1-6) Civics & Citizenship (Y1-6)	**Change** **'Change occurs in our world and to me'** **Health** Personal, Social and Community Health (P-6) **Science** Chemical Sciences (P-6) Science as a human endeavour (P-6)	**Creativity** '**I Can Think Creatively and Critically'** **Health** Personal, Social and Community Health (Prep) **Science** Physical Sciences (Y1-4) Science as a human endeavour (P-6) **Humanities** Economics and Business (Y5&6)	**Our World** **'We are connected to our world in many ways'** **Humanities** Geography (P-6) Geographical knowledge Geographical Concepts and Skills
	Prep	School is new and exciting	I can take care of myself physically and mentally.	I can ask and answer questions to identify how I feel.	Weather and Seasons
	Year 1 and 2	Past people, and places have impacted how we live today.	Physical appearances change overtime. Materials have different properties and are used in different ways.	Living things and objects can move and be seen in different ways.	Australia is a country that is connected to the world in different ways.
	Year 3 and 4	People in our community come from many places throughout time Rules and Laws are made by decision makers in our community	Being healthy, safe and active improves our wellbeing. Chemical science explains the behaviour of materials (states of matter).	Physical science explains movement through interaction with the environment.	Geography explains the relationship and differences between people, places and environments.
	Year 5 and 6	Australia has three levels of government who develop and enforce laws All citizens have an impact on Australia as a nation.	Changes occur in our everyday lives that concern health and science.	- Needs' and 'Wants' are different based on personal circumstances. - Businesses are an important part of our community and supply goods and services. - Consumer and financial choices will have an impact on an individual's lifestyle.	Countries around the world vary in many different ways and can also interrelate. Data and statistics around the world can be represented and analysed. Bush fires and floods can impact the environment, including people.

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Specialist Learning Areas see Appendix

Odd Year Cycle

Identity

'Learning to understand ourselves and our history'

Students learn the importance of developing positive relationships through their understanding of our School values. They investigate their own identity through their family history with a focus on continuity and change. Students build their understanding of Australian history, including significant people, places and events. They investigate the reasons for migration to Australia, the significant events that shaped the Australian colonies, contributed to Australian Federation and the effects on Aboriginal and Torres Strait Islanders and migrants. Students develop their Intercultural Capability through the exploration of these diverse cultures and their practices, including indigenous Australians. They investigate Australian citizenship, democracy and identify ways citizens can participate and contribute to our society locally, nationally and globally.

Sustainability

'Learning to understand and care for our world'

Students develop an understanding of living things, life cycles, co dependence of organisms and the meaning of sustainability. Students develop their knowledge and understanding of environmental issues at the local, national and global levels and develop their Ethical Capability through the investigation of ethical issues and potential solutions and actions in response to these issues. They investigate how science is used in people's daily lives and participate in experiments and develop their use of scientific language and processes to investigate the world in which they live. They are encouraged to care and accept individual and collective responsibility for the environment and understand that by doing so they are contributing to environmental sustainability.

Discovery

'Planet Earth is precious and part of an ancient universe'

Students explore the seasonal changes and associated observable changes in the Earth's landscape and the sky. They investigate how science is used in people's daily lives and participate in experiments and develop their use of scientific language and processes to investigate the Earth. They develop their understanding of earth's resources and how they are used. Students develop their Critical and Creative Thinking Capability through questioning, reasoning and the development of arguments to support a point of view. Students investigate the process of day and night and why there are changes to Earth's surface including geological changes and extreme weather. They investigate the Earth's place as planet in our solar system and the relationship with our closest star, the Sun.

Strength & Wellbeing

'Learning to understand healthy behaviours and messages'

Students explore the physical, social and emotional dimensions of health. There is a focus on the development of the Personal and Social Capability through active learning promoting self-awareness and management and social awareness and management. Students explore emotional responses to different behaviours in a range of contexts, building resilience and discuss and interpret media messages about health. Students investigate actions and strategies to make their learning environment healthy and safe and identify and participate in physical activities in their local environment. Students learn to understand the connection between their community, natural and built environments and health and wellbeing.

Even Year Cycle

Community

Learning to understand and live well with others.

Students learn the importance of developing positive relationships through their understanding of our School values. They develop their Intercultural Capability through the exploration of people and communities and how and why people commemorate past events, important people and places in their community. Students investigate the first contacts between Aboriginal and Torres Strait Islander people and others and the effects on their daily lives. They explore a significant world navigator and the stories of the First Fleet. Students build their understanding of Australia's system of law and government and develop their Intercultural Capability through the exploration of different perspectives of Australian democracy and citizenship.

Change

'Change occurs in our world and to me'

Students investigate how science is used in people's daily lives and explore the chemical sciences through experimentation and inquiries. Students explore the observable properties of materials, how and why materials can change, reversible and irreversible change and the properties and behaviours of solids, liquids and gases. Year 5 and 6 students also delve into the physical sciences. Through experimentation they investigate the generation of electricity from a variety of sources, the transfer of electrical energy to another place and its transformation to another form of energy such as heat. As well, students investigate the relationships between light, shadows and the absorption, reflection and refraction of light.
As part of Health, students develop their Personal and Social Capability as they learn to work cooperatively and manage their emotions. Students investigate 'Change' as a part of their own physical, social and emotional development. They learn about physical change as they grow, how success, failure and challenge can strengthen their resolve and strategies and practices to promote health, safety and wellbeing.

Creativity

'I Can Think Creatively and Critically'

Students develop their Critical and Creative Thinking Capability through questioning, reasoning and the development of arguments to support a point of view.
Prep students are supported to think creatively to identify and practise their personal and social skills and describe emotional responses to people in different contexts. They begin to identify actions that promote health, safety and wellbeing.
Year 1-4 students investigate the physical sciences through experimentation. They explore the movement of objects, the effects of force and the transfer of heat from one object to another and energy. As well, they investigate how light and sound are produced by a range of sources and can be sensed.
Year 5-6 students investigate the purpose and planning of the School Production and identify the range of work roles needed to produce the School Production. They explore what work is, why people work and begin to identify work roles and businesses of interest to them. They explore the allocation of resources available for the School Production and learn why choices and decisions concerning the economic aspects of the event need to be made. They investigate the nature of enterprising behaviours and capabilities and explain their importance.

Our World

'We are connected to our world in many ways'

Students develop their geographical knowledge through the use of concepts and skills such as the collection of data and the examination of places at a local to global scale. They develop their Ethical Capability through the investigation of ethical issues and potential solutions and actions in response to these issues.
Prep – Year 2 students develop their knowledge and understanding of places and our connections to them. They are introduced to major geographical divisions of the world in relation to Australia, how groups of people such as Aboriginal and Torres Strait Islander people maintain special connections to particular places and the weather.
Year 3-4 students explore the major countries of Africa, South America and countries neighbouring Australia and explore their major features. They investigate the main climates of the world and their similarities and differences. Students learn Australia's states and territories, including some major characteristics. They are introduced to the many Countries/Places of Aboriginal and Torres Strait Islander people and how their custodial responsibilities influence views about sustainability. They investigate care of the environment, vegetation, natural resources and waste and learn that there are different views on how to do this sustainably.
Year 5-6 students explore the major countries of Europe, North America and the Asian region in relation to Australia. They compare and contrast their demographic, economic, social and cultural characteristics. They explore the influence of people, including Aboriginal and Torres Strait Islander people on the environmental characteristics of Australian places and the effects of bushfires or floods on environments and communities and how people can respond. They investigate environmental and human influences on locations, the factors that influence people's awareness and opinion of places and the management of care of places.