Year 5 Unit Plan: Bushfires

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| Topic | Bush fires | | Length: 6 weeks |
| Year level descripion | **Australian communities – their past, present and possible futures**  The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia’s development, and on the relationship between humans and their environment. Students geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia’s colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia’s democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others financial, economic, environmental and social responsibilities and decision-making, past, present and future.  The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;**and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.  The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. | | |
| Achievement standard | By the end of Year 5, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the significance of people and events/developments in bringing about change. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the causes and effects of change on particular communities and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) aspects of the past that have remained the same. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the experiences of different people in the past. Students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the characteristics of places in different locations at local to national scales. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the interconnections between people and the human and environmental characteristics of places, and between components of environments. They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the effects of these interconnections on the characteristics of places and environments. Students [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) the importance of values and processes to Australia’s democracy and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the roles of different people in Australia’s legal system. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise" \o "Display the glossary entry for recognise) that choices need to be made when allocating resources. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) factors that influence their choices as consumers and [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) strategies that can be used to inform these choices. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) different views on how to [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to an issue or challenge.  Students [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Develop) questions for an investigation. They [locate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Locate) and collect data and information from a range of sources to answer inquiry questions. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) sources to determine their purpose and to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) different viewpoints. They [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) data to [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) distributions, simple patterns and trends, and to infer relationships, and [suggest](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Suggest) conclusions based on evidence. Students [sequence](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Sequence) information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, [record](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Record) and [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions | | |
| Content Descriptors | **INQUIRY AND SKILLS**  Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges [(ACHASSI094)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI094)  Locate and collect relevant information and [data](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=data) from [primary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=primary+sources) and [secondary sources](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=secondary+sources)[(ACHASSI095)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI095)  Examine different viewpoints on actions, events, issues and phenomena in the past and present [(ACHASSI099)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI099)  Evaluate [evidence](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=evidence) to draw conclusions [(ACHASSI101)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI101)  Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate [source](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=source) materials, digital and non-digital representations and discipline-specific terms and [conventions](http://www.australiancurriculum.edu.au/glossary/popup?a=hass&t=conventions) [(ACHASSI105)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI105)  **KNOWLEDGE AND UNDERSTANGING**  The impact of bushfires or floods on environments and communities, and how people can respond [(ACHASSK114)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSK114) | | |
| General Capabilities | ***Critical and creative thinking*** Identify and clarify information and ideas  Organise and process information  ***Personal and social capability*** Appreciate diverse perspectives  Contribute to civil society | **Report 2 Outcome**   1. Identifies the impact of bushfires or floods on environments and communities, and how people can respond | |
| HEALTH | By the end of Year 6, students [investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Investigate) developmental changes and transitions. They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) the influence of people and places on identities. They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise" \o "Display the glossary entry for recognise) the influence of emotions on behaviours and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) factors that influence how people interact. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) their own and others’ contributions to health, physical activity, safety and wellbeing. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Examine) how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.  Students [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fair play and skills to work collaboratively. They access and [interpret](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Interpret) health information and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and [solve](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Solve) movement challenges. They [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Apply) the elements of movement when composing and performing movement sequences.  **CONTENT DESCRIPTOR**  Plan and practise strategies to promote [health](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=health), [safety](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=safety) and [wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=wellbeing)[(ACPPS054)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS054) | | |

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| Week | Learning & teaching strategies | Assessment | Resources |
| 1 | ​​**Think, pair and share** What do you know about bushfires? What have you seen on the TV, heard on the radio or read in the newspaper? Maybe you know someone who has been affected by a bushfire.  ​**TASK:** Draw a concept map on 2 A3 pieces of paper stuck together  Screen Clipping **As a class, read** [[https://sacsaeduau.sharepoint.com/_layouts/15/images/icdocx.png](https://sacsaeduau.sharepoint.com/PrimaryStudentHub/Year5/SiteAssets/SitePages/Bushfires%20Y5/What%20is%20a%20bushfire.docx)What is a bushfire.docx](https://sacsaeduau.sharepoint.com/PrimaryStudentHub/Year5/SiteAssets/SitePages/Bushfires%20Y5/What%20is%20a%20bushfire.docx) [[https://sacsaeduau.sharepoint.com/_layouts/15/images/icdocx.png](https://sacsaeduau.sharepoint.com/PrimaryStudentHub/Year5/SiteAssets/SitePages/Bushfires%20Y5/Fire%20Intensity.docx)Fire Intensity.docx](https://sacsaeduau.sharepoint.com/PrimaryStudentHub/Year5/SiteAssets/SitePages/Bushfires%20Y5/Fire%20Intensity.docx)  Watch, what a bushfire might look like <https://www.youtube.com/watch?v=BM_mrXvxndg>  Play <http://www.cfa.vic.gov.au/kids-schools/secondary-schools/interactive/#/enter> and add notes to concept map  Visit the Australian Government site about bushfires. In groups read, and then individually add notes to your concept map. <https://schools.aemi.edu.au/bushfire/about-bushfires> |  | What is a fire word doc.  Fire intensity word doc  A3 paper  <https://www.youtube.com/watch?v=BM_mrXvxndg>  <http://www.cfa.vic.gov.au/kids-schools/secondary-schools/interactive/#/enter>  <https://schools.aemi.edu.au/bushfire/about-bushfires> |
| 2 | **Topic:** When and where do bushfires occur in Australia?  Paste the ABC Splash URL below into a new web browser and watch a video about climate and fires in Australia. [http://splash.abc.net.au/home#!/media/30033/​](http://splash.abc.net.au/home#%21/media/30033/)  Go to Share Point page <https://portal.sac.sa.edu.au/sites/studentlearn/Year5/SitePages/Bushfires%20Y5.aspx> and scroll to the bottom. Briefly discuss the 3 bushfires students may choose to base their information report on.  ‘Extinguishing fires’ and ‘Types of fires’ word documents. Students add any additional notes to their concept map.  View and discuss interactive disaster map website. <https://disastermapper.ema.edu.au/#/category/2>  **Topic:** How can bushfires affect people’s lives and how might we reduce bushfires?  Paste the ABC Splash URL below into a new web browser and watch a video about preparing for a bushfire. [http://splash.abc.net.au/home#!/media/31104/​](http://splash.abc.net.au/home#%21/media/31104/)  Visit Kid's Health, read and discuss as a class. Think, pair, share any questions or thoughts.  <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=2724>  Paste the ABC Splash URL below into a new web browser and watch a video about megafires and bush fire impact ecosystems. [http://splash.abc.net.au/home#!/media/31023/​](http://splash.abc.net.au/home#%21/media/31023/)​  **Topic:** How can bushfires affect people’s lives and how might we reduce bushfires?  Discuss, what is the Fire Danger Rating system? What are the colours, what do they mean? Where is it found? When is it used?    Download the Victorian fire danger rating brochure. Click the link below and go to the South Australian fire ban and rating website. <http://www.cfs.sa.gov.au/site/fire_bans_and_ratings.jsp> Compare the two. Are there any similarities or differences?  Students complete bushfire comic link [**THE GAME LINK**](http://www.cfa.vic.gov.au/kids-schools/secondary-schools/interactive/#/home) |  | [http://splash.abc.net.au/home#!/media/30033/​](http://splash.abc.net.au/home#%21/media/30033/)  Extinguishing fires’ word doc  Types of fires word doc  <http://splash.abc.net.au/home#!/media/31104/>  <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=288&id=2724>  <https://disastermapper.ema.edu.au/#/category/2>  <http://splash.abc.net.au/home#!/media/31023>  Victorian fire danger rating brochure  <http://www.cfs.sa.gov.au/site/fire_bans_and_ratings.jsp> |
| 3 | **Topic:** What if bushfires aren’t likely to affect me? How can I reduce the risk of and stay safe at home in case of a fire?  (headphones required): Students play <http://kids.triplezero.gov.au/> fire games  Watch and role play <https://www.youtube.com/watch?v=DcFCY1OFhCw> and <https://www.youtube.com/watch?v=-TH0VlerGgA>  **Students talk about and draw a fire evacuation plan with their parents. They need to include a common meting point.**  **GUEST SPEAKER: Caroline Lewis will speak to the class about the Adelaide Hills bush fires. New auditorium needs to be booked and a mutual time for all 3 classes arranged. Approximate time is 1 ½ lessons.**  Students choose a bushfire (Ash Wednesday, Victoria 2009 or Adelaide Hills bushfires). Using resources on SharePoint students research and add note to their concept map.  **HEALTH ASSESSMENT:** Draw a map of your home and clearly show a fire excavation plan. Include the most likely places where a fire might start and explain why. |  | <http://kids.triplezero.gov.au/>  <https://www.youtube.com/watch?v=-TH0VlerGgA>  Caroline Lewis  SharePoint page <https://portal.sac.sa.edu.au/sites/studentlearn/Year5/SitePages/Bushfires%20Y5.aspx> |
| 4 -5 | ***'What impact does a bushfire have on the Australian environment and communities and how can we prepare for them?'***    Your task is to research one bushfire (Ash Wednesday, Black Saturday or 2015 Adelaide Hills)   Follow the following steps:  1.     Come up with 4 guiding questions to help you answer the above question.  2.    Using your guiding questions, research the topic using the school library website, sharepoint and a selection of books in the library  3.    Once you have recorded your guiding questions on the proforma you need to take key notes on each question  4.    You then need to write each section into separate paragraphs with subheadings.  5.    Lastly you need to include an introduction and conclusion for your report.​  6.    Include diagrams​ to help explain your paragraphs. ​  Screen Clipping | Information report, see assessment rubric |  |