

Title	Ready-Made Farm Scheme – Midwest WA
Learning area	HASS (Geography)
Other LAs	HASS (Civics and Citizenship; History)
Year Level(s)	Year 4

Background information

Brief Description of the Task:	Timeline WA regional development since the early 1900s focusing on agriculture and/or Mining. Develop an inquiry plan to discover the main ideas and key inquiry questions for a group investigation. See sample template here http://www.achistoryunits.edu.au/verve/_resources/htaa_year6_federation_main_ideas.pdf and questioning ideas here http://www.achistoryunits.edu.au/year-6/learning-sequence-1-4/tabs/y6-federation-ls-2.html Analyse and interpret information from WA regional resources such as https://www.carnamah.com.au/edu/ready-made-farms.pdf and collate findings using source material found in this SCSA Assessment task https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0004/194224/HASS-Geography-Year-4-Sample-Assessment-Task-Our-Natural-resources.pdf
Context summary	WA Curriculum Content Descriptor: The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089) Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends , make connections between old and new information) (WAHASS32)
Description of purpose (Learning Intention)	In this task, students are given the opportunity to display their inquiry skills from questioning to presenting their findings around the topic of WA natural resources. From the early 1900s to the present, students will analyse a range of sources to compare and contrast European (introduced) farming practices with traditional, Aboriginal use of resources in a regional area of Western Australia.

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student presentations)*

Content Strand	HASS Knowledge and Understanding			HASS Skills			
	Key Concepts <i>Geography</i> <i>History</i> <i>Civics and Citizenship</i>	place	resources	environment	interconnection	sustainability	
Continuity and change		Cause and effect	Significance	Perspectives	Empathy		
Participation		Rights and Responsibilities		Democracy			
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

Relevant Aspects of the Achievement Standard

Highlighted areas show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts supported by researched information, and reflect on findings to propose an action.

Students identify the role of [local government](#) in the [community](#), and recognise that people's [identity](#) can be shaped through participation in a [community](#) group. They distinguish between [rules](#) and laws and identify that [rights and responsibilities](#) are important in maintaining [social cohesion](#).

Students identify the location of Africa and Europe, and their major countries, in relation to Australia. They identify the main characteristics of their natural environments and describe the importance of the interconnections between people, plants and animals at the [local](#) to [global scale](#). Students recognise that people have different views on the [sustainable](#) use of natural resources and describe how they can be managed and protected.