Term 4, 2014 Inquiry Unit

The Story of Stuff

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**Through lines:**
1. Physical and organisational structures can contribute to the effective functioning of communities.
2. The natural and built environments influence where and how we live. People use and value the environments in different ways.
3. We live in a diverse society, locally and globally, reflecting different beliefs and lifestyles. This provides opportunities and challenges.
### Design, Creativity and Technology

#### Investigating and designing

At Level 4, students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements. They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked. They identify simple systems components and common materials/ingredients and explain the characteristics and properties that make them suitable for use in products. Students think ahead about the order of their work and list basic steps to make the product or system they have designed.

#### Producing

At Level 4, students use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials/ingredients and assemble systems components. They use a variety of simple techniques/processes and a range of materials/ingredients to safely and hygienically alter and combine materials/ingredients and put together components to make products and simple systems that have moving parts.

#### Analysing and evaluating

At Level 4, students test, evaluate and revise their designs, products or simple systems in light of feedback they have gained from others. They identify what has led to improvements and describe what they consider to be the strengths and drawbacks of their design, product or simple system. They consider how well a product or simple system functions and/or how well it meets the intended purpose.

### Civics and Citizenship

#### Community engagement

At Level 4, students contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome. They describe the benefits of action at the local level and the democratic aspects of the process. They participate in activities to protect and care for the natural and built environment.

### The Humanities

#### Humanities knowledge and understanding

At Level 4, students describe from direct observation or observation of a variety of media, the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and
affect different environments in Victoria.

Humanities skills

At Level 4, students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. Using atlas maps and a globe, they locate and name the states and territories of Australia.

Understandings:
- An item may change its form many times before arriving at us.
- We use different materials with different properties which determine their use.
- Everything we own comes from a source.
- There is a process for all items.

Focus Question:
1. Where do our food/clothes/possessions actually come from?
2. What stages does an item go through to get to us?

Contributing Questions:
1. How do the steps before, during and after affect the environment?
2. What can we re-use rather than re-cycle?
3. How can we shop ethically?

Key Concepts:
Sustainability, recycling, landfill, re-use v. recycling, ethical shopping, source, organic v. synthetic, change, evolution, land use, development, growth.

Cognitive Skills:
predicting, understanding, explaining, prior knowledge, making connections, recording, reflecting, proving, testing, trialling, critical literacy, comparing, planning, designing, time management, analysing, evaluating

Interpersonal and Personal Skills:
persevering, collaborating, encouraging, discussing, sharing, asking, answering, supporting, empathy, leadership, team work, kindness, guidance, control, understanding, goal setting, developing ideas, peer feedback,