

Runcorn Heights State School Classroom Newsletter



Runcorn Heights
State School

Class: PREP – 2 HASS

Term: 3 & 4

Teacher: Julie Rooney

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Please make sure students are on time to school.

The first bell rings at 8.25am for students to move to class. Lessons begin at 8.30am.

We look forward to welcoming you to school every day!

Before School Morning Routines From 8am

- Year 1-6 students in the Hall
- Prep students and their families under Q Block

Important Dates

17 July – 31 August – Years 1-3 Swimming (every Friday Wks 1-7, Monday Wk 8)

11 August – Junior Sports Day

12 August – EKKA Holiday

HASS Curriculum Overview

Students explore the world around them and the people in it. They learn about their own community, the past and present, and how people live, work, and play together.

Through hands-on activities, stories, and discussions, children develop curiosity, ask questions, and begin to understand different ways of thinking and living. They learn to make choices, solve problems, and consider the perspectives of others. These experiences help students build confidence, empathy, respect, and a sense of belonging, while discovering how they can positively contribute to their community and the world.

The Australian Curriculum for HASS helps students develop:

- Curiosity and respect for people, places, cultures, and communities, past and present
- Knowledge of history, geography, civics, and economics, and how these shape society and create belonging
- Skills in asking questions, investigating, thinking critically, analysing, and sharing ideas
- Abilities to solve problems, make good choices, work responsibly with others, and contribute positively to their communities



Curriculum Focus

What we will be working on in class this term

Year Level	Content	Assessment
Prep	My special places In this unit, students will explore the following inquiry question: <i>What are places like and what makes them special?</i> Learning opportunities support students to: - draw on studies at the personal scale, including places where they live or other places that are familiar to them - understand that a place has features and a boundary that can be represented on maps or globes - recognise that what makes a place special is dependent on how people view the place or use the place - observe and represent the location and features of places using pictorial maps and models - examine sources to identify ways that people care for special places - describe special places and the reasons they are special to people - reflect on learning to suggest ways they could contribute to the caring of a special place.	Students will identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.
Year 1	My changing world In this unit, students: - draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops - recognise that the features of places can be natural, managed or constructed - identify and describe the natural, constructed and managed features of places - examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places - represent local places using pictorial maps and describe local places using the language of direction and location	Students will conduct an inquiry to investigate places and their features at a local scale.

	• respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations to investigate a local place • reflect on learning to respond to questions about how places and their features can be cared for.	
Year 2	Present connections to places In this unit students will explore the following inquiry question: • <i>How are people connected to their place and other places?</i> Learning opportunities support students to: • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them.	Students will explore the location and significant features of places and consider how people are connected to these and why they should be preserved.