# Chancellor State College - Year 4 - All Subject Overview

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td><strong>'Cycles and Change'</strong></td>
<td><strong>'Movers and Shakers'</strong></td>
<td><strong>'Stories from the First Fleet'</strong></td>
<td><strong>'Convince me this!'</strong></td>
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## Connected Curriculum Titles

### English
- **Multimodal Performance:** Students create and perform a short scene to demonstrate their understanding of how language changes over time. Students are interviewed to share their work. Students discuss the effect of these devices on an audience.
- **Written:** Short Report
  - Students write a short report, analysing and evaluating the devices an author/poet has used. Students discuss the effect of these devices on an audience.
- **History:** Students investigate life cycles. They will examine relationships between living things and their environment. By considering human and natural changes to the environment, students predict the effect of these on living things and possible consequences to species survival.
- **Science:** Students investigate life cycles. They will examine relationships between living things and their environment. By considering human and natural changes to the environment, students predict the effect of these on living things and possible consequences to species survival.
- **Maths:** Students will explore media elements of print and visual media. Students are to write a personal response to reflect on the value of a chosen advertisement for an environmental campaign.
- **Visual Arts:** Students will explore media elements of print and visual media. Students are to write a personal response to reflect on the value of a chosen advertisement for an environmental campaign.

### Science
- **BIOLOGICAL SCIENCES:** Students investigate life cycles. They will examine relationships between living things and their environment. By considering human and natural changes to the environment, students predict the effect of these on living things and possible consequences to species survival.
- **PHYSICAL SCIENCES:** Students investigate forces. They will examine relationships between living things and their environment. By considering human and natural changes to the environment, students predict the effect of these on living things and possible consequences to species survival.
- **CHEMICAL SCIENCES:** Students investigate forces. They will examine relationships between living things and their environment. By considering human and natural changes to the environment, students predict the effect of these on living things and possible consequences to species survival.
- **EARTH & SPACE SCIENCES:** Students investigate forces. They will examine relationships between living things and their environment. By considering human and natural changes to the environment, students predict the effect of these on living things and possible consequences to species survival.

### History
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### Visual Arts
- **VISUAL ARTS:** Real life drawings. Landscapes and wildlife drawings and sketching.
- **DANCE:** Stories in dance. During this unit, students will explore the principles of movement to create a simple dance performance. They will reflect on their dance experience and the lessons of others giving feedback using dance terminology.
- **Drama:** Scenes from the past. During this unit, students will explore how drama is a part of all cultures and is an important way of expressing ideas. They will work in partnership to create a short dramatic performance of a scene or event from a text.
- **MEDIA:** Tell me. Students will explore media elements of print and visual media. They will explore pressures that students of this age might encounter and how they might react when faced with peer pressure.

### Visual Arts
- **Painting:** Balancing the study of the human body with the visual study of the human body.
- **DANCE:** Stories in dance. During this unit, students will explore the principles of movement to create a simple dance performance. They will reflect on their dance experience and the lessons of others giving feedback using dance terminology.
- **Drama:** Scenes from the past. During this unit, students will explore how drama is a part of all cultures and is an important way of expressing ideas. They will work in partnership to create a short dramatic performance of a scene or event from a text.
- **MEDIA:** Tell me. Students will explore media elements of print and visual media. They will explore pressures that students of this age might encounter and how they might react when faced with peer pressure.
### Technology

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<th>Building Terrariums</th>
<th>My boomerang won’t come back</th>
<th>Young designers and inventors</th>
<th>Designs and marketing campaign</th>
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<td>Link with Biology</td>
<td>In this unit, students will be investigating technologies of the explorers and other technology that they came across in their travels including a specific focus on traditional Aboriginal technology.</td>
<td>Strategies to innovate on current everyday items and design new inventions. Concluding in a designer’s fair (Quest Fest)</td>
<td>Students will be designing a new or altered product (drink, biscuit or toothpaste) Students will be designing it based on market research and presenting it to my peers.</td>
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### Young Designers and Inventors

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### ICT Focus:

- Green screen (PowerPoint English)

### Design and Marketing Campaign

- Designs and marketing campaign
- Strategies to innovate on current everyday items and design new inventions.
- Concluding in a designer’s fair (Quest Fest)
- Students will be designing a new or altered product (drink, biscuit or toothpaste)
- Students will be designing it based on market research and presenting it to my peers.

### Variations and Excursions

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<th>Indigenous guest speaker</th>
<th>Arts Council performance</th>
<th>Brisbane Sciencentre</th>
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<td>Cross country</td>
<td>Athletics carnival</td>
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Chancellor State College is using the Australian Curriculum developed by ACARA (Australian Curriculum, Assessment and Reporting Authority) to set the learning intent in ENGLISH, MATHMATICS, SCIENCE, HISTORY, GEOGRAPHY & HEALTH. All other areas of curriculum are informed by the Essential Learnings framework developed by the QSA (Queensland Studies Authority).

**Please note:** Details on this plan are subject to ongoing review and checking for alignment, therefore may change.