

Year 7 Unit 3 : Stage 1

FROM THEN TO NOW



SURF COAST
SECONDARY COLLEGE

ENGLISH STAGE 1



E1 INFORMATION STAGE

TO DO before completing the final task.

Step 1 (10 mins)

Read the CAT instructions found [here](#)

Take notes in response to the following questions on what you have to complete for the CAT. Make sure you use your own words and write in full sentences.

- a. What steps will i have to complete to finish and submit my CAT?
- b. What does my story need to include in it?
- c. What can i do if i get stuck, or i am unsure of what to do?

Step 2 (15 mins)

Create a brainstorm of possible issues and morals for your own allegory.

You can use this [template](#) to help you.

Step 3 (25 mins)

Research your chosen issue

Answer these questions to guide your research. Make sure you use your own words and write in full sentences.

- a. What is your issue?
- b. What event caused your issue?
- c. Who is involved in your issue and what adjectives can you use to describe them?
- d. Where does your issue or event take place?



Step 4 (15 mins)

Fill in the gaps to make sure you have a solid idea before writing your draft.

My fable will explore the issue of: _____.

I will communicate the moral that: _____.

In the real world my issue is set in _____, i will set my story in _____.

In the real world, the people involved are _____, in my allegory i these characters will be _____.

I will use the symbol _____ to represent _____.

I will use the literary device of _____ to communicate the idea of _____.

Final Task

Write a full **draft** of an allegory.

Refer to CAT instructions to guide you further.
You should aim to use symbolism, and literary devices, and communicate a clear message/moral.

POST TO STUDY TURF

- Your personal notes on what you are required to do in the CAT.
- A detailed brainstorm.
- Detailed Research of your chosen issue.
- A plan of your allegory.
- A draft of your allegory



E2 KNOWLEDGE STAGE

TO DO before completing the final task.

Step 1 (10 mins)

Read the CAT instructions found [here](#)

Take notes in response to the following questions on what you have to complete for the CAT. Make sure you use your own words and write in full sentences.

- a. What is the final or end product of the CAT?
- b. What steps will i have to complete to finish this end product?
- c. What do i do if i get stuck or need help?

Step 2 (15 mins)

Create a brainstorm of possible issues and morals for your own allegory.

You can use this [template](#) to help you.

Step 3 (25 mins)

Research your chosen issue

Answer these questions to guide your research. Make sure you use your own words and write in full sentences.

- a. What is your issue?
- b. What event caused your issue or sparks debate about your issue?
- c. Who does your issue impact?
- d. Who is involved in your issue and what adjectives can you use to describe them?
- e. Where does your issue or event take place?



Fill in the gaps to make sure you have a solid idea before writing your draft.

My fable will explore the issue of: _____.

I will communicate the moral that: _____.

In the real world my issue is set in _____, i will set my story in _____.

In the real world, the people involved are _____, in my allegory i these characters will be _____.

I will use the symbol _____ to represent _____.

I will use the literary device of _____ to communicate the idea of _____.

Final Task

Write a full **draft** of an allegory.

Refer to CAT instructions to guide you further.
You should aim to use symbolism, and literary devices, and communicate a clear message/moral.

POST TO STUDY TURF

- Your personal notes on what you are required to do in the CAT.
- A detailed brainstorm.
- Detailed Research of your chosen issue.
- A plan of your allegory.
- A draft of your allegory



E3 KNOW HOW STAGE

TO DO before completing the final task.

Step 1 (10 mins)

Read the CAT instructions found [here](#)

Take notes in response to the following questions on what you have to complete for the CAT. Make sure you use your own words and write in full sentences.

- a. Important things to remember
- b. Steps i need to complete
- c. What do i do if i get stuck or need help?

Step 2 (15 mins)

Create a brainstorm of possible issues and morals for your own allegory.

Make sure you brainstorm the following:

- a. possible issues you are interested in
- b. possible morals you wish to communicate to your reader
- c. possible characters, setting, and events.
- d. possible symbols, colours, similies you may use.



Step 3 (25 mins)

Research your chosen issue

Answer these questions to guide your research. Make sure you use your own words and write in full sentences.

- a. What is your issue?
- b. What event caused your issue?
- c. Who is involved in your issue and what adjectives can you use to describe them?
- e. Where does your issue or event take place?

Step 4 (15 mins)

Fill in the gaps to make sure you have a solid idea before writing your draft.

My fable will explore the issue of: _____.

I will communicate the moral that: _____.

In the real world my issue is set in _____, i will set my story in _____.

In the real world, the people involved are _____, in my allegory i these characters will be _____.

I will use the symbol _____ to represent _____.

I will use the literary device of _____ to communicate the idea of _____.



Final Task

Write a full **draft** of an allegory.

Refer to CAT instructions to guide you further. You should aim to use symbolism, and literary devices, and communicate a clear message/moral.

POST TO STUDY TURF

- Your personal notes on what you are required to do in the CAT.
- A detailed brainstorm.
- Detailed Research of your chosen issue.
- A plan of your allegory.
- A draft of your allegory



E4 WISDOM STAGE

TO DO before completing the final task.

Step 1 (10 mins)

Read the CAT instructions found [here](#)

Imagine a friend doesn't understand what to do in this CAT. Write down, in your own words:

- a. How you would explain the CAT to them.
- b. A logical and possible question they may have about that CAT.
- c. An answer to that question.

Step 2 (15 mins)

Create a brainstorm of possible issues and morals for your own allegory.

This brainstorm should include:

- a. at least 3 different possible ideas you may wish to base your allegory on.
- b. what symbols could be used to represent people, events or ideas and the morals
- c. The possible morals or messages you would communicate to your



Step 3 (25 mins)

Research your chosen issue

Answer the following questions. Make sure you use your own words and write in full sentences.

- a. Identify your issue. Write it in an issue statement (That...)
- b. Explain your issue. Who are the key people involved, where is this issue located and who is affected?
- c. Discuss the differing perspectives your issue has.
- d. Identify your contention and justify your reasons.

Step 4 (15 mins)

Fill in the gaps to make sure you have a solid idea before writing your draft.

My fable will explore the issue of: _____.

I will communicate the moral that: _____.

In the real world my issue is set in _____, i will set my story in _____.

In the real world, the people involved are _____, in my allegory i these characters will be _____.

I will use the symbol _____ to represent _____.

I will use the literary device of _____ to communicate the idea of _____.



Final Task

Write a full **draft** of an allegory.

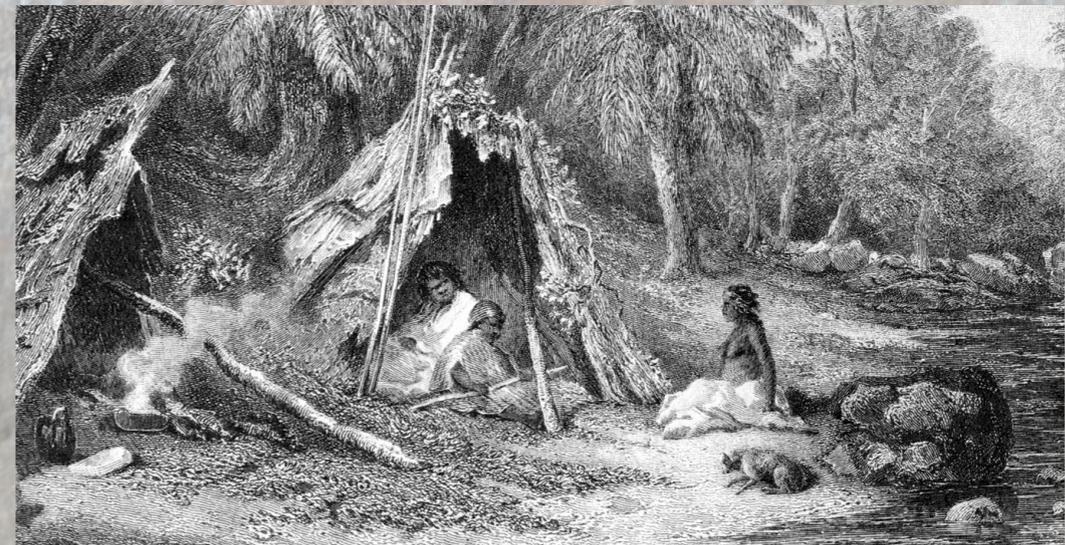
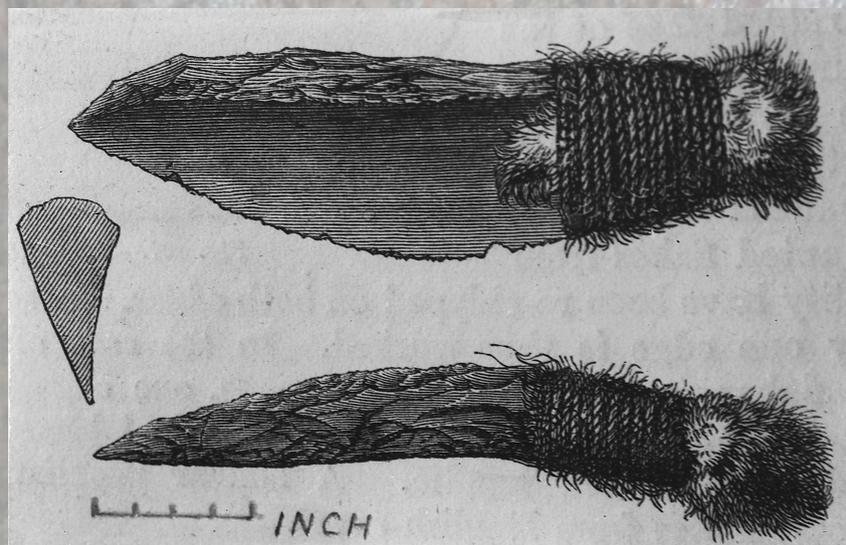
Refer to CAT instructions to guide you further. You should aim to use symbolism, and literary devices, and communicate a clear message/moral.

POST TO STUDY TURF

- Your personal notes on what you are required to do in the CAT.
- A detailed brainstorm.
- Detailed Research of your chosen issue.
- A plan of your allegory.
- A draft of your allegory



HUMANITIES STAGE 1



H1: INFORMATION STAGE

I can explain the various sources that historians use to understand ancient history.

TO DO before completing the final task.

- 1 Watch the video '[What are primary and secondary sources?](#)'
- 2 Download the worksheet '[Understanding primary and secondary sources](#)'. Read the information and complete the 'Check your Learning' section.
- 3 Define the following historical terms:
Anthropologist, Artefact, Archaeologist, Hypothesises, Evidence.

Your **FINAL TASK**



Download and complete the [Sources of Indigenous history worksheet](#).



Research about [Mungo Man and Lady here](#). Create a poster to inform others about the significant find at Lake Mungo. Include information such as:

- What was found at Lake Mungo.
- Why these findings so important for the Aboriginal people, Australian Scientists, and Archaeologists.
- What others can learn about by visiting Lake Mungo.

What to post to StudyTurf:

1. Completed '[Understanding primary and secondary sources](#)' worksheet.
2. Definition of historical terms.
3. Completed [Sources of Indigenous history worksheet](#).
4. Informative poster about events at Lake Mungo.

What does success look like?

- I can explain the difference between primary and secondary sources.
- I can provide examples of primary sources that are from the dreamtime.

H2: KNOWLEDGE STAGE

I can explain the difference between a primary and secondary source and how they are used to understand history.

TO DO before completing the final task.

- 1 Watch the video '[What are primary and secondary sources?](#)'
- 2 Download the worksheet '[Understanding primary and secondary sources](#)'. Read the information and complete the 'Check your Learning' section.
- 3 **Define the following historical terms:**
Anthropologist, Artefact, Archaeologist, Hypotheses, Evidence.
- 4 Download and complete the [Sources of Indigenous history worksheet](#).

What to post to StudyTurf:

1. Completed '[Understanding primary and secondary sources](#)' worksheet.
2. Definition of historical terms.
3. Completed [Sources of Indigenous history worksheet](#).
4. Bells Beach Archaeological iMovie.
5. Archaeological Reflection.

Your **FINAL TASK**



You are an archaeologist that has just found the remains of an aboriginal settlement at Bells Beach reserve.

Collect 10 examples of primary and secondary sources that you might find at the aboriginal settlement. Create an iMovie listing the items that you discovered. Make sure you include the following information on each item.

- Is it a primary or secondary source (explain)
- How old is the item, what evidence do you have to prove this?
- What was the item used for?

Include at least 2 pictures of each item.



Reflecting on your discovery at Bells Beach, write an Archaeological report detailing your find. Use the following questions as a starting point for your report.

- As an archaeologist how are you going to treat the sight that you have just discovered? Describe how you will protect this area, especially when it is visited by lots of people as Bells Beach reserve is.

- What are some problems that historians face when researching about the past?

What does success look like?

- I can explain the difference between primary and secondary sources.
- I can understand the role of an archaeologist.
- I can understand what historical artefacts would be found at an aboriginal settlement.
- I can understand some of the problems historians face when researching about the past.

H3: KNOW-HOW STAGE

Using one example from Australia's ancient past, I will be able to explain the concept of contestability and draw my own conclusions about the viability of various sources.

TO DO before completing the final task.

- 1 Watch the video '[What are primary and secondary sources?](#)'.
- 2 Watch the video '[What is historiography?](#)'.
- 3 Read the '[What is contestability?](#)' definition.
- 4 Watch the video '[Repatriation of Indigenous Australian remains](#)'.

Your **FINAL TASK**



Read the news article found [here](#) from the UK.



Download the [Contestability worksheet](#) and complete the questions.



Read [this article](#) about returning Aboriginal remains to Australia.



Write a response to this article that expresses your view of why archaeological discoveries by non-indigenous people in the past have affected aboriginal people so profoundly and what you believe should be done about this issue.

Use the '[Repatriation of Indigenous Australian remains](#)' video (TO DO #4) to help you with this task.

What to post to StudyTurf:

1. Completed [Contestability worksheet](#).
2. Return of Ancestral remains response.

What does success look like?

- I can identify different opinions of one historical fact.
- I can explain the concepts of contestability and historiography.

H4: WISDOM STAGE

I will be able to describe points of view, attitudes and values in a variety of primary and secondary sources from a contested part of Australia's ancient past and draw my own conclusions from this evidence.

TO DO before completing the final task.

- 1 Watch the video '[What are primary and secondary sources?](#)'.
- 2 Watch the video '[What is historiography?](#)'.
- 3 Write a summary of your understanding of primary and secondary sources, and historiography.
- 4 Download the '[perspectives](#)' worksheet and answer questions 1 and 2.

What to post to StudyTurf:

1. Summary of your understanding of primary and secondary sources, and historiography.
2. Completed Perspectives sheet.
3. Completed Captain Cook perspectives sheet.
4. Two perspectives on Simpson and his donkey.

Your **FINAL TASK**



Download the '[Captain Cook perspectives](#)' sheet and read both accounts. Answer the following questions:

- Do these two accounts describe the same event?
- How are the two accounts different?

- Why are the two accounts so different?
- From the information available – which account do you think is most accurate and why?



Research about Simpson and his Donkey, the story of Private John Simpson Kirkpatrick during World War 1. Record 2 different perspectives on this story that have been documented throughout history. Use these resources as a starting point.

- [Resource 1](#)

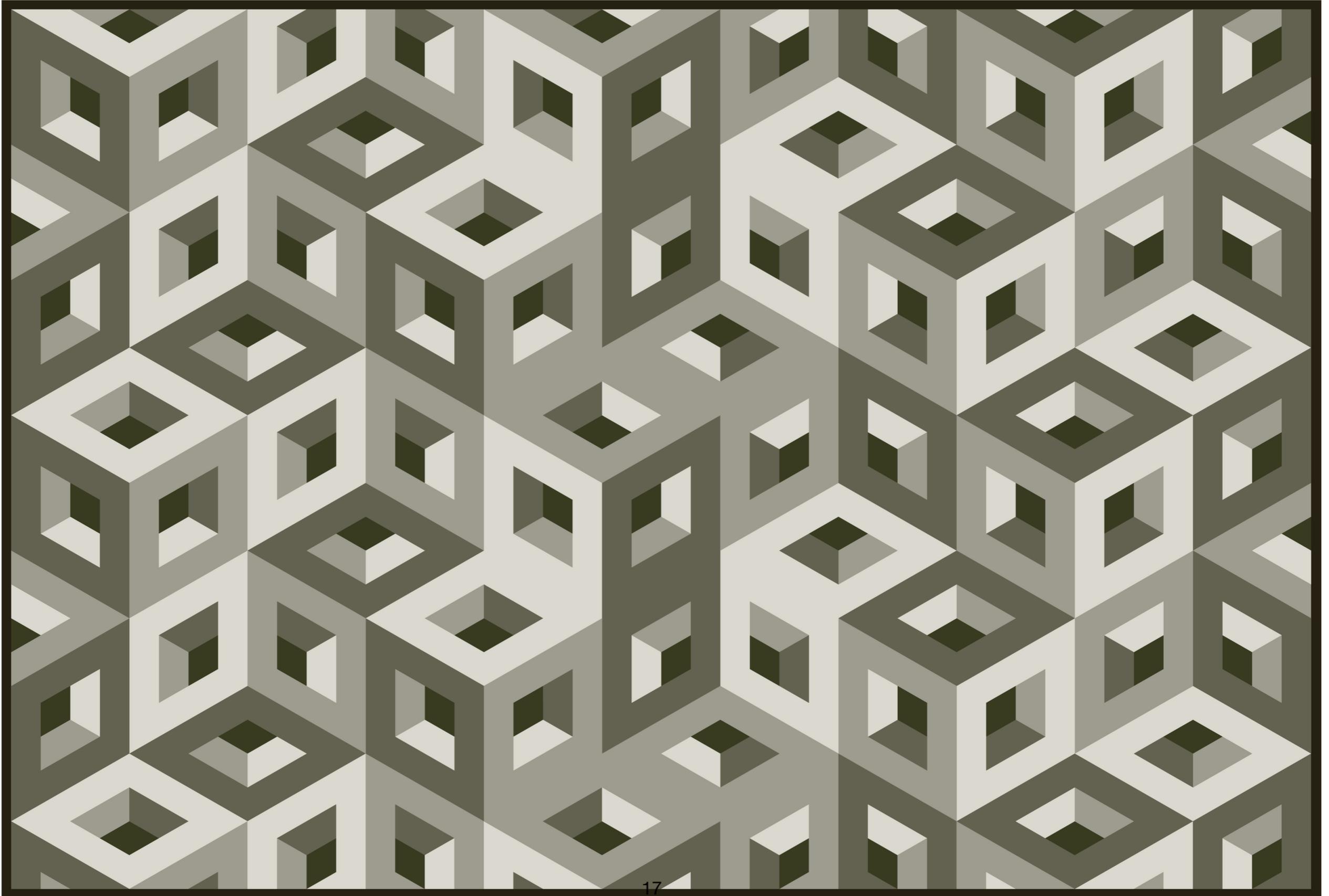
- [Resource 2](#)

Why might the story of Simpson and his Donkey have become so important to so many Australians despite the improbability of his deeds?

What does success look like?

- I can explain the concept of perspective.
- I can explain why different perspectives exist in history.
- I can evaluate which perspective is more accurate.

MATHEMATICS STAGE 1



M1 INFORMATION

I CAN CONVERT LENGTHS, MASS AND TIME INTO DIFFERENT UNITS, AND USE THIS TO COMPLETE BASIC CONVERSION PROBLEMS.

TO DO before starting the final task.

Step 1 (45 mins)

Length and Mass

Open the metric [measurement slide show](#) and take notes on the metric distance and metric weights sections. Ensure you understand how you convert between the common units.

Step 2 (45 mins)

Time

Open the webpage <http://www.mathsisfun.com/time.html> and read the information and then complete the questions at the bottom of the page.

POST TO STUDY TURF

- Your 'cheat sheet'
- Completed conversions in your maths workbook

Final Task

Make your own “cheat sheet” to summarize how you convert:

- Distances (from mm, cm, m and km)
- Mass (from mg, g and kg)
- Time (from 12 hour to 24 hour)

Write these in your Maths Summary Book.

2) Complete these [conversions](#) in your maths workbook.

What does success look like?

- I am able to convert lengths and distances that are measured in mm, cm, m and km, convert mass from mg, g and kg and convert time into and out of 24 hr time
- I can apply my knowledge of converting distance, mass and time to complete basic measurement problems.

M2 KNOWLEDGE

I CAN CONVERT LENGTHS, MASS AND TIME INTO DIFFERENT UNITS AS NECESSARY AND USE THIS KNOWLEDGE TO SOLVE MATHEMATICAL PROBLEMS

TO DO before starting the final task.

Step 1 (30 mins)

Length and Mass

Open the metric [measurement slide show](#) and take notes on the metric distance and metric weights sections. Ensure you understand how you convert between the common units.

Step 2 (30 mins)

Time

Open the webpage <http://www.mathsisfun.com/time.html> and read the information and then complete the questions at the bottom of the page.

POST TO STUDY TURF

- Your 'cheat sheet'
- Completed conversions in your maths workbook
- Presentation on converting measurements

Final Task

- 1) Make your own "cheat sheet" to summarize how you convert:
 - Distances (from mm, cm, m and km)
 - Mass (from mg, g and kg)
 - Time (from 12 hour to 24 hour)

Write these in your Maths Summary Book.

- 2) Complete these [conversions](#) in your maths workbook.
- 3) Create a presentation to teach others how you convert:
 - Distances (from mm, cm, m and km)
 - Mass (from mg, g and kg)
 - Time (from 12 hour to 24 hour)

USE AN APP OF YOUR CHOICE (NOT KEYNOTE THOUGH!)

What does success look like?

- I am able to convert lengths and distances that are measured in mm, cm, m and km, convert mass from mg, g and kg and convert time into and out of 24 hr time
- I can apply my knowledge of converting distance, mass and time to complete basic measurement problems
- I can create an informative presentation to teach other how to convert measurement.

M3 KNOW HOW

I CAN CONVERT LENGTHS, MASS, TIME AND BASIC AREA INTO DIFFERENT UNITS AND USE THIS TO SOLVE REAL LIFE MEASUREMENT PROBLEMS.

TO DO before starting the final task.

Step 1 (30 mins)

Length and Mass

Open the metric [measurement slide show](#) and take notes on the metric distance and metric weights sections. Ensure you understand how you convert between the common units.

Step 2 (30 mins)

Time

Open the webpage <http://www.mathsisfun.com/time.html> and read the information and then complete the questions at the bottom of the page.

POST TO STUDY TURF

- Your 'cheat sheet'
- Completed questions in your maths workbook
- Presentation on converting measurements

Final Task

- 1) Make your own "cheat sheet" to summarize how you convert:
 - Distances (from mm, cm, m and km)
 - Mass (from mg, g and kg)
 - Time (from 12 hour to 24 hour)

Write these in your Maths Summary Book.

- 2) Complete these [conversions](#) and [real life scenarios](#) in your maths workbook.
- 3) Create a presentation to teach others how you convert:
 - Distances (from mm, cm, m and km)
 - Mass (from mg, g and kg)
 - Time (from 12 hour to 24 hour)

USE AN APP OF YOUR CHOICE (NOT KEYNOTE THOUGH!)

What does success look like?

- I am able to convert lengths and distances that are measured in mm, cm, m and km, convert mass from mg, g and kg and convert time into and out of 24 hr time
- I can apply my knowledge of converting distance, mass and time to complete real life conversion problems
- I can create an informative presentation to teach other how to convert measurement.

M4 WISDOM

I CAN CONFIDENTLY CONVERT LENGTHS, AREA AND VOLUME INTO DIFFERENT UNITS, AND BE ABLE TO USE THIS TO SOLVE COMPLEX MEASUREMENT PROBLEMS.

TO DO before starting the final task.

Step 1 (20 mins)

Length and Mass

Open the metric [measurement slide show](#) and take notes on the metric distance and metric weights sections. Ensure you understand how you convert between the common units.

Step 2 (20 mins)

Time

Open the webpage <http://www.mathsisfun.com/time.html> and read the information and then complete the questions at the bottom of the page.

POST TO STUDY TURF

- Cheat sheet
- Completed conversions and real life problems in your maths workbook
- Presentation
- Open Ended task.

Final Task

1) Make your own “cheat sheet” to summarize how you convert:

- Distances (from mm, cm, m and km)
- Mass (from mg, g and kg)
- Time (from 12 hour to 24 hour)

Write these in your Maths Summary Book.

2) Complete these [conversions](#) and [real life scenarios](#) in your maths workbook.

3) Create a presentation to teach others how you convert:

- Distances (from mm, cm, m and km)
- Mass (from mg, g and kg)
- Time (from 12 hour to 24 hour)

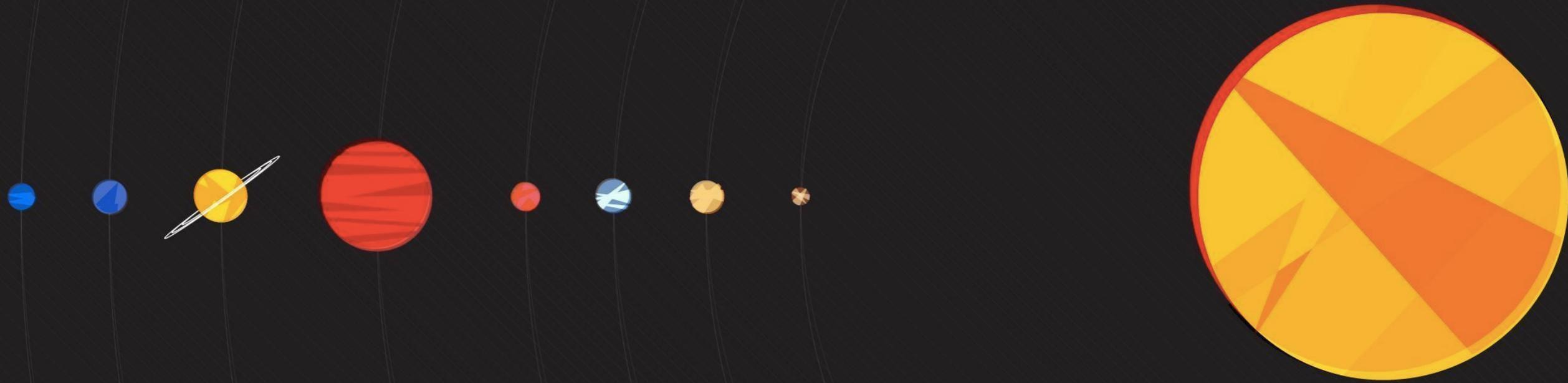
USE AN APP OF YOUR CHOICE (NOT KEYNOTE THOUGH!)

3) Complete the [open ended tasks](#)

What does success look like?

I can confidently convert lengths, area, mass and volume into different measurement units and use this knowledge to complete a number of different tasks.

SCIENCE STAGE 1





S1 information

I will learn how day and night, and the seasons relate to the rotation of the Earth and its revolution around the sun.

TO DO before starting the final task.

Watch the following 3 videos

1. Learn about Earth's motion here:

<https://www.youtube.com/watch?v=gSIDejjY2I0>

2. What is an eclipse?

https://www.youtube.com/watch?v=wHxcWSiD_4E

3. Learn about the seasons here:

<https://www.youtube.com/watch?v=WLRA87TKXLM>

POST TO STUDY TURF

- Completed copy of Worksheet 1
- Images or video from Activity 2
- Reflection of the three things you have learned from this task card.

Final Task

- 1) Make sure you have watched the three videos
- 2) Go to the [Year 7 Weebly](#) and download the **S1 Activity worksheet**. Follow the instructions on this sheet
- 3) Download the **S1 Role Play worksheet**. Complete the activities as described.
- 4) Complete a reflection of the tasks by writing down three things that you have learned from undertaking this task card.

What does success look like?

I understand the difference between the Earth rotating around its own axes and revolving around the sun.

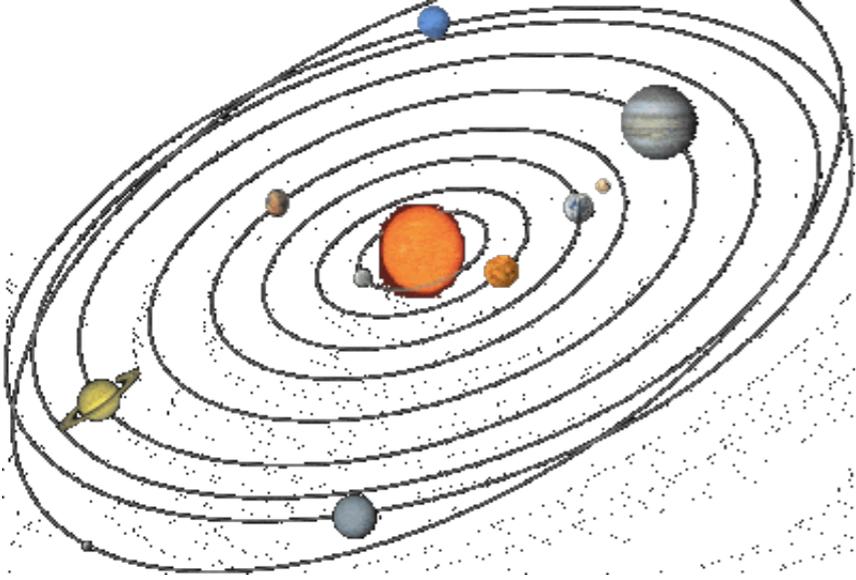
I understand that the Earth's rotation around its own axis causes day and night

I understand that the Earth's revolution around the sun causes the seasons



S2 KNOWLEDGE

I will learn how model my understanding of day and night, and the seasons in relation to the rotation of the Earth and its revolution around the sun.



TO DO before starting the final task.

Watch the following 3 videos

1. Learn about Earth's motion here:

<https://www.youtube.com/watch?v=gSIdEjjY2I0>

2. What is an eclipse?

https://www.youtube.com/watch?v=wHxcWSiD_4E

3. Learn about the seasons here:

<https://www.youtube.com/watch?v=WLRA87TKXLM>

Final Task

- 1) Make sure you have watched the three videos
- 2) Go to the [Year 7 Weebly](#) and complete the questions and activities in S2 worksheet 1.
- 3) Download the **Role Play worksheet**. Complete the activities as described.
- 4) Complete a reflection of the tasks by writing down three things that you have learned from undertaking this task card.

POST TO STUDY TURF

- Completed copy of Worksheet 1 including videos and images of your model.
- Images or video from Activity 2, including in depth description.
- Reflection of the three things you have learned from this Task Card.

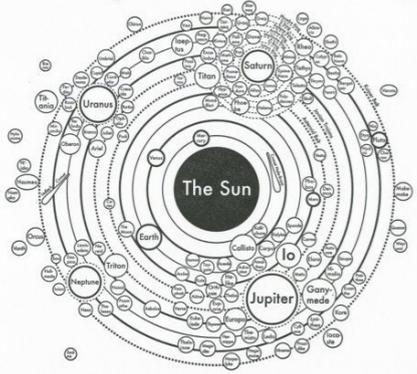
What does success look like?

I understand the difference between the Earth rotating around its own axes and revolving around the sun.

I understand that the Earth's rotation around its own axis causes day and night

I understand that the Earth's revolution around the sun causes the seasons

Solar System



S3 KNOW HOW

I will learn the effects of the path of the sun at different times of the day, and year, at different positions of the Earth and investigate how seasons have been predicted throughout human history.

TO DO before starting the final task.

Watch the following videos, or read the following websites

1. Learn about Earth's motion here:

<https://www.youtube.com/watch?v=gS1DejjY210>

2. Learn about the seasons here:

<https://www.youtube.com/watch?v=WLRA87TKXLM>

3. How the constellations change with the seasons:

<http://louloman.hubpages.com/hub/How-The-Constellations-Change-With-The-Seasons>

4. Read the information on this website:

http://wiki.naturalfrequency.com/wiki/Seasonal_variation

5. How have humans used astronomy in the past:

<http://www.starteachastronomy.com/archaeoastronomy.html>

6. Emu in the sky:

<https://www.youtube.com/watch?v=LzFYFutiwoA>

Final Task

- 1) Make sure you have watched or read each of the videos, or websites on the left hand side of this page.
- 2) Go to the [Year 7 Weebly](#) and download the **Worksheet 1**, complete the activity remembering to record yourself reading the script using diagrams and models.
- 3) Complete the ancient astronomy task in Activity 2 from the Weebly
- 4) Complete a reflection of the tasks by writing down three things that you have learned from undertaking this task card.

POST TO STUDY TURF

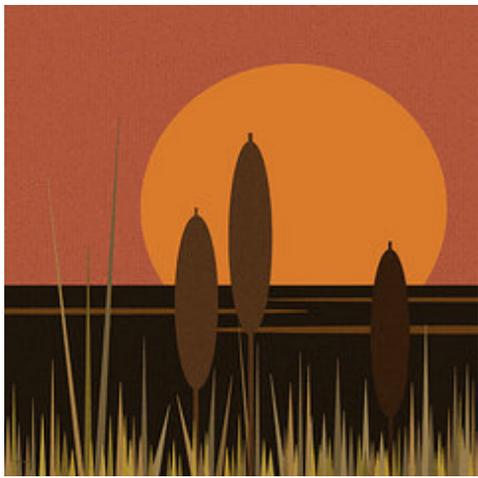
- Completed copy of Worksheet 1
- Images or video from Activity 2
- Reflection of the three things you have learned from this Task Card.

What does success look like?

I understand the difference between the Earth rotating around its own axes and revolving around the sun.

I understand that the Earth's rotation around its own axis causes day and night

I understand that the Earth's revolution around the sun causes the seasons



S4 WISDOM

I will learn the effects of the path of the sun at different times of the day, and year, at different positions of the Earth and investigate how seasons have been predicted throughout human history.

TO DO before starting the final task.

Watch the following videos, or read the following websites

1. Learn about Earth's motion here:

<https://www.youtube.com/watch?v=gSIDejjY2I0>

2. Learn about the seasons here:

<https://www.youtube.com/watch?v=WLRA87TKXLM>

3. How the constellations change with the seasons:

<http://louloman.hubpages.com/hub/How-The-Constellations-Change-With-The-Seasons>

4. Read the information on this website:

http://wiki.naturalfrequency.com/wiki/Seasonal_variation

5. How have humans used astronomy in the past:

<http://www.starteachastronomy.com/archaeoastronomy.html>

6. Emu in the sky:

<https://www.youtube.com/watch?v=LzFYFutiwoA>

Final Task

- 1) Make sure you have watched or read each of the videos, or websites on the left hand side of this page.
- 2) Go to the [Year 7 Weebly](#) and download the **Worksheet 1**, complete the activity remembering to record yourself reading the script using diagrams and models.
- 3) Complete the sunrise and sunset activity from the Year 7 Weebly.
- 4) Complete a reflection of the tasks by writing down three things that you have learned from undertaking this task card.

POST TO STUDY TURF

- Completed copy of Worksheet 1
- Completed copy of Sunrise and Sunset activity, including all videos and images.
- Reflection of the three things you have learned from this Task Card.

What does success look like?

I understand the difference between the Earth rotating around its own axes and revolving around the sun.

I understand that the Earth's rotation around its own axis causes day and night

I understand that the Earth's revolution around the sun causes the seasons