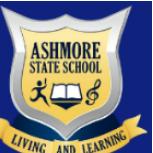


2026 YEAR SIX CURRICULUM PLAN



Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	<p>Unit 2: Identifying and using informative text structures Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.</p> <p>Assessment</p> <p>2.1 To read, view and comprehend informative texts. (R&V) 2.2 To create a written and multimodal informative text for an audience. (W&C) HASS significant people</p>	<p>Unit 1: Engaging with and responding to literature Students engage with a variety of literary texts that support and extend students as independent readers. Texts may include novels, short stories, poems, songs and dramatic performances.</p> <p>Assessment</p> <p>1.1 To share and elaborate on ideas about a literary text for an audience. (S&L)</p>	<p>Unit 4: Completing a novel study Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.</p> <p>Assessment</p> <p>4.1 To read, view and comprehend an imaginative text. (R&V) 4.2 To create a written narrative including a supporting image. (W&C)</p>	<p>Unit 3: Using language to persuade Students engage with a range of texts that provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work.</p> <p>Assessment</p> <p>3.1 To create a vlog to present an argument to a person of importance. (S&L)</p>
Maths	<p>Unit 1: Number, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers use combinations of transformations to create tessellating patterns conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings. 	<p>Unit 2: Number, Algebra, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> solve arithmetic problems involving all four operations with natural numbers of any size extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions use timetables of daily activities to solve practical problems find unknown values in numerical equations involving and combinations of arithmetic operations. 	<p>Unit 3: Number, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> solve practical problems using addition and subtraction of fractions with related denominators solve arithmetic problems involving all four operations with decimals use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions use physical materials to compare the parallel cross-sections of familiar objects including right prisms apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle convert between common metric units of length, mass and capacity (for example: metres and centimetres) begin to formally use deductive reasoning in spatial contexts involving lines and angles. 	<p>Unit 4: Number, Algebra, Probability Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> solve problems involving fractions, decimals and percentages of a quantity, including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns recognise that probabilities of an event can be described and compared numerically observe and compare long-run frequencies in repeated chance experiments and simulations.
HASS	<p>Unit 1.1: Building a nation: Federation, democracy and migration (History) Students develop knowledge and understanding about the roles of significant people, events and ideas that led to Australian Federation, the Constitution, and the development of Australia's democratic system of government. They investigate changes to Australia's political system and citizenship across the 20th century, including the impacts on First Nations Australians, migrants, women and children. Students also explore the causes and effects of migration to Australia since Federation, considering the motivations of different groups, including migrants from the Asia region, and the contributions these groups have made to Australia's society and development. <i>This knowledge is assessed through the English Unit 2 Reading and Viewing task.</i></p> <p>Unit 1.2: Three levels of government (Civics and Citizenship) As they inquire, students develop questions, locate, collect and organise information and data from a range of primary and secondary sources, and evaluate these sources for origin, purpose and perspectives. They interpret evidence to explain the roles and responsibilities of Australia's three levels of government, the institutions that support democracy, and the values and beliefs on which it is based. Students use relevant subject-specific terms and conventions to present descriptions and explanations, and propose actions or responses to civic issues, using criteria to assess their possible effects. <i>This knowledge is assessed through the informative poster/presentation students create about Australia's three levels of government.</i></p>	<p>Unit 2: Australia and the world: people, places and connections (Geography and Economics and Business) Students develop knowledge and understanding about the geographical diversity of places, including the Asia region and its location in relation to Australia. They investigate Australia's interconnections with other countries through trade, travel, technology and cultural links, explaining how these connections change people, places and environments. By developing questions and collecting information and data from a range of primary and secondary sources, students evaluate patterns, trends and relationships to draw evidence-based conclusions about how people and places are connected.</p> <p>They also explore the influences on consumer choices and use strategies for making informed consumer and financial decisions. In doing so, students analyse sources such as graphs, tables, census data or business information to evaluate perspectives, identify valid evidence, and distinguish it from bias or limited information. They present their explanations using relevant subject-specific terms and conventions to show how people, places and economies are interrelated in an increasingly diverse and interconnected world.</p>		
HPE	<p>Unit 1: Strengthening identity and building emotional resilience Students explore how different factors shape and influence their identities, roles and responsibilities. They understand that experiences of change and transitions differ and propose positive ways to manage these transitions. Students examine how factors shape their self-perception and how external influences can impact their choices and actions. Through the use of reflective journals and scenarios, students examine how family, society, culture, and media shape their values, beliefs, and self-perception, including the influence of stereotypes. They demonstrate self-regulation skills and strategies to manage emotions and stress. Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.</p>	<p>Unit 2: Transferring movement strategies and analysing health information Students investigate different sources of health information and explore how they influence choices and behaviours about health, safety, relationships and wellbeing. Students refine and modify movement skills across different movement contexts, such as net/court; invasion; and striking and fielding games and activities. They experiment with different techniques and transfer strategies to enhance their performance and develop ways they can support fair play and inclusion. Through individual and collaborative activities, students explore more complex movement concepts, and experiment with applying them in a range of situations to improve movement outcomes.</p> <p>Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.</p>		
Science	Unit 1: Biological sciences	Unit 2: Chemical sciences	Unit 3: Earth and space sciences	Unit 4: Physical sciences

	<p>Students investigate interdependencies in biological systems through research, experiments and field observations. They learn the importance of controlling variables and accurate measurement when planning and conducting fair tests. Using different graph types, they analyse patterns in growth and survival to make predictions and draw scientific conclusions. Students use digital tools to explore how changes in physical conditions, such as light, temperature and rainfall, affect organisms. They also examine how collaboration across STEM fields supports ecological research and consider the influence of Aboriginal and Torres Strait Islander traditional ecological knowledge on restoration ecology.</p>	<p>Students investigate changes such as dissolving, cooking, rusting and changes of state, comparing new substances with the originals. They pose questions about factors that influence reversible and irreversible changes and plan safe experiments to test these relationships. Students collect and record data using digital tools to classify changes and evaluate the reliability of their methods and results. They draw reasoned conclusions using evidence and explore how reversible and irreversible changes support sustainable practices, such as recycling materials or producing fuels.</p>	<p>Students investigate changes such as dissolving, cooking, rusting and changes of state, comparing new substances with the originals. They pose questions about factors that influence reversible and irreversible changes and plan safe experiments to test these relationships. Students collect and record data using digital tools to classify changes and evaluate the reliability of their methods and results. They draw reasoned conclusions using evidence and explore how reversible and irreversible changes support sustainable practices, such as recycling materials or producing fuels.</p>	<p>Students build real and virtual electrical circuits to investigate how components function and what enables current to flow. They classify circuit parts, describe energy transfer and transformation, and pose questions about conductors and insulators. When planning fair tests, students measure voltage and current accurately using instruments such as ammeters and multi-meters and record data in standard units. They create circuit diagrams using accepted symbols and consider risks and safety practices when working with electricity. Students also explore how scientific knowledge supports the safe and reliable use of electricity in homes and communities.</p>
Digital Technologies	<p>Digital Technologies: Digital Systems Students investigate the functions and purposes of digital systems and describe how their components interact to process and transmit data. Drawing on related content in Mathematics (Statistics), students process data and show how digital systems represent data using whole numbers and on/off states. They access multiple personal accounts using unique passphrases and explain how data contributes to their permanent digital footprint. Students design algorithms involving multiple alternatives (branching) and iteration (loops); and implement their algorithms as visual programs.</p>	<p>Digital Technologies: Engineering principles and systems Students apply design and computational thinking to produce and modify digital solutions, define problems and evaluate solutions using user stories and design criteria. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They select and use appropriate digital tools effectively to plan, create, locate, and share content. Students collaborate on projects, applying agreed conventions and behaviours to develop interfaces.</p>		
Design and Technologies			<p>Unit 2: Design and Technologies: Food and fibre production; Food specialisations Students explore how and why food and fibre are produced in managed environments and examine the role of sustainability in food systems. They investigate how food characteristics influence selection and preparation for healthy eating. Students consider how design and technologies professionals address competing factors, including sustainability, when developing food-related products and services. They identify needs or opportunities for designing and explore materials, tools, and processes required to create solutions. Students justify decisions against design criteria and evaluate solutions for suitability and sustainability. They develop project plans that outline production processes. Students select appropriate materials, technologies and techniques to safely produce designed solutions.</p>	
Japanese			<p>Unit 1: Describing and exchanging information about people, places and events Students explore the modern Olympics and the language used to describe people, places and events. Students engage with a range of texts in Japanese that help them to identify key information about famous Olympians, label Olympic cities, order dates and host cities from 1896 to present, match past and present Olympians with their nationality and sports, and categorise various sports according to whether they feature at the summer or winter games and if they are an individual or team sport. Students engage with spoken and written texts in Japanese, asking and responding to questions to determine the most popular Olympic winter and summer sports and which sports should be included in Brisbane 2032; graph results of surveys with classmates and Japanese-speaking peers; and conduct simulated interviews with Olympians, coaches and Olympic torch relay runners. Students use Japanese to create spoken texts selecting and using a variety of vocabulary and sentence structures which describe and exchange information about the Olympics.</p>	
The Arts	<p>Unit 1: Drama Students explore how drama elements, concepts and conventions are used to communicate ideas and meaning, examining works from different cultures, times and places. They investigate how drama contributes to cultural continuity and revitalisation. Through improvisation and short skits students apply drama skills and processes to create performances that express ideas and perspectives. They demonstrate safe practices throughout the creative process and present their work in formal or informal settings.</p>	<p>Unit 2: Visual Arts Students explore the work of famous artists to understand how visual elements, concepts and conventions are used to communicate ideas and meaning. They apply this knowledge as they experiment with materials and techniques to create their own artworks inspired by these artists' styles and perspectives. Students present their completed artworks in formal or informal settings and explain the artistic choices that shaped their work.</p>		