PROMOTING LEARNING INTERNATIONAL (56 GRID) PLANNING MATRIX

(This matrix was devised by Ralph Pirozzo in 1997 & updated in 2004)

**UNIT OF STUDY:\_British Colonisation YEAR LEVEL:\_3 & 4\_**

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| **Promoting Learning International** **www.pli.com.au** | **Bloom’s Taxonomy: Six Thinking Levels** | | | | | | |
| **Pre-Knowing** | **Knowing** | **Understanding** | **Applying** | **Analysing** | **Creating** | **Evaluating** |
| **Verbal**  **I enjoy reading, writing & speaking** | Define COLONISATION.  Who were the FIRST to colonise Australia.  Using a thinking cloud and character titles get an understanding of the prior knowledge of students about the characters being studied. | Give reasons why Britain chose to colonise Australia. | Describe conditions of the convicts before being sent to the colonies. Read a biography. | Using your Character study write an autobiography (for adults) of your life and how it has changed since arriving on the land for an article in the local paper. Children will edit the adults articles and design a front page with picture and back page with limericks etc with partner. | From the house and land package designed in visual spatial and using L.E.A.D.E.R from your thinking tool kit defend and justify your reasons for the land you occupy. | **RAT**  **Character portrayal**  Students will draw from a hat their character and develop this character during the unit using visual/spatial.  Students to be in character when unit is being studied. Student will be able to understand the hardships of the time and use knowledge and skills to survive these times. | **RAT**  **Gutsoap**  2 person play written by the student describing how they felt as an Indigenous person when the British landed. (covering a 24hr period) |
| **Mathematical**  **I enjoy working with numbers & science** | Ask students about understanding of formal units of measurement used now and in British Colonial Time. | Name the compass points and make a list of formal units of measurement for now and Early British Colonisation. | Use measurement skills in journal and also to outline the beginnings of a board game to be developed in further lessons. | Develop a board game applying the Early British Measurements and also other Colonisation facts learnt in the unit. | Play the game. What needs tweeking. |  |
| **Visual/Spatial**  **I enjoy painting, drawing & visualising** | Draw from hat character profiles that the students will become for the next 10 weeks to develop their understanding of life in early colonial time and from the selections personalise your character. | Have students find pictures of early Australia from places such as the Library, Internet etc to display in the classroom as a collage. | Draw and describe where you live, the house you live in and your surroundings, using stimulus provided (visual prompts and outline of a house to use different media). {Photograph finished product to shrink and place on local area map created by teacher showing approx locations and including landscape}. | Illustrate what you believe the plot of land your character has been living on would look like today as in the style of “My Place” written by Nadia Wheatly. | Analyse and examine both pictures of your plot of land. Using a time comparative Rake to differentiate. |  |
| **Kinaesthetic**  **I enjoy doing hands-on activities, sports & dance** | Discuss what games were played in early colonial times by children. Discussing limitations brought about by available resources and geography of other families. (Have prepared hula hoops with string and rulers, been-bags, marbles etc for the children to play). | | Describe play, test and evaluate the games in relation to using them in your Period Athletics Carnival using L.E.A.P. (listen, enjoy, analyse, perform) from the Thinking Tool Kit. | | Categorise games and activities, compare these games and activities from both times and using a Venn Diagram (see maths). Predict what activities will survive and what activities will need modification in the future. | **RAT**  **Period Athletics Carnival.**  Using the understanding gained by the students through the unit, plan and run an afternoon of time specific games and activities to assess and understanding of the hands-on activities, sports & dance available in that era. |
| **Musical**  **I enjoy making & listening to music** | List/name a number of songs/ballads associated with British Colonisation. Eg Bound for Botany Bay. | Choose one of these songs/ballads and explain its meaning to your group. | Play music of Pacifica by Graeme Connors.  Discuss lyrics and their implications. | Using knowledge of sounds acquired in previous lessons and using prior knowledge create musical instruments ready for use in the RAT CONCERT. | Using previously created equipment practice and critique rhythm patterns to be used in the RAT CONCERT. | **RAT**  **CONCERT**  **In groups of no more than 3 or 4 create musical instruments, composition and performance for the class. (may accompany suitable music of the time).** |
| **Interpersonal**  **I enjoy working with others** | Assess prior knowledge on Early Australian Explorers.  Teacher introduces Early Australian Explorers and have students form small groups to conduct research on a given explorer based on your location on a map of New South Wales. | | Draw a map following the exploration of the explorers given to each group. | Calculate the distances travelled by your explorer from start to finish using the scale on the map. Compare the time taken to travel that distance now and then. | | Review your explorer. Did he accomplish his objectives? What could he have done to improve the outcome and what would have you done differently? |
| **Intrapersonal**  **I enjoy working by myself** | Check prior knowledge of Journal Writing. Read some journal entries from an early settler and discuss journal expectations using your character. | Understand the formula and grammatical features of a journal through text deconstruction and an X chart. | Using your previously created X chart start your journal about your character. | Calculate the distances travelled by your character during one week based on information in your journal. Calculate the time taken now to complete the same/similar tasks. | | Present your journal to the teacher. |
| **Naturalist**  **I enjoy caring for plants & animals** | Thinking cloud of extinct and not extinct Australian Flora and Fauna. | Discuss examples of botanical drawings. What could be the purpose of these pictures. | Have students understand the impact of British Colonisation and its impact on our Flora and Fauna through discussing the impact of this arrival of people, animals and plants. | Classify animals into introduced and native in Australia. | Why were the animals from other countries introduced to Australia.  T.P.S. |  |

**Learning Outcomes/The Essential Learnings**

**CCS2.1**

Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

**TS2.1**

Communicates in formal and informal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.

**TS2.2**

Interacts effectively in groups and pairs, adapting a range of roles, using a variety of media and uses various listening strategies for different situation.

**RS 2.5**

Reads independently a wider range of texts on increasingly challenging topics and justifies own interpretations of ideas, information and events.

**RS 2.7**

Discuss how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

**WS 2.9**

Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.

**WS 2.10**

Produces texts clearly, effectively and accurately using the sentence structure, grammatical features and punctuation conventions of the text type.

**WS 2.11**

Uses knowledge and letter sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.

**WS 2.12**

Uses joined letters when writing in NSW Foundation Font.

**WS 2.14**

Discusses how own texts have been structured to achieve their purpose and the grammatical features characteristic of the various text types used.

**NS 2.5**

Describes and compares chance events in social and experimental contexts.

**DS 2.1**

Gathers and organises data, displays data using tables and graphs, and interprets the results.

**MS 2.1**

Estimates and measures lengths, distances and perimeters in cm, mm, m.

**MS 2.5**

Reads and records time in one minute intervals and makes comparisons between time units.

**SGS 2.3**

Uses simple maps and grids to represent position and follow routes.

**WMS 2.2**

Selects and uses appropriate mental and written strategies or technology to solve problems.

**WMS 2.4**

Checks the accuracy of the statement and explains the reasoning used.

**BES 2.1**

Creates models and evaluates built environments reflecting consideration of functional and aesthetic factors.

**ICS 2.2**

Creates and evaluates information products demonstrating understanding the needs of a particular audience.

**COS 2.1**

Uses a variety of ways to communicate with and within groups.

**DMS 2.2**

Makes decisions as an individual and as a group member.

**PSS 2.5**

Uses a range of problem-solving strategies.

**SLS 2.12**

Discuss the factors influencing personal health choices.

**VAS 2.4**

Identifies connections between subject matter in artworks and what they refer to, and appreciate the use of particular techniques.

**MUS 2.1**

Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts.

**DRAS 2.1**

Takes on and sustains roles in a range of drama forms to express meaning in a wide range of imagined situations.

**This unit has been created by**

**Barry Pepper, Jonathan Smith, Melissa Bolton, Dennis Grant**

**Promoting Learning International** [**www.pli.com.au**](http://www.pli.com.au/)[**ralph@pli.com.au**](mailto:ralph@pli.com.au)

**TM**

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