

Change

The Changing World



Foundation

Your students will consider change through the lens of Science, Geography and History. They will consider how their community has changed over time, how the seasons change, and how living things change in order to survive.

Rationale

Many things in our lives keep changing, some of them we control and some of them we don't.

Essential questions

- How have things changed since my grandparents were my age?
- How do the seasons change our world?
- How can we use our senses to help us learn about our changing world?
- How do living things change to survive?

Glossary

after, before, during, ears, eyes, feeling, future, hearing, map, mouth, nose, past, present, senses, sight, smell, sound, street, taste, tongue, touch, where, when, who, seed, summer, autumn, winter, spring, change

Rich assessment task

With assistance, your students will use a writing rubric to write a sentence about their senses. At the end of the unit, each student will contribute to a classroom book entitled 'Our Changing World' by drawing an example of something that changes in their world. With assistance, they will write a sentence about their drawing.

Future action

Students will be more aware of changes in their lives and will understand that change is all around us. They will appreciate why things change and what might change in the future. They will be more aware of how they can use their senses to develop clearer understandings of the world around them.