

# Year 5 Humanities and Social Sciences Unit:

## Floods, Storms and Bushfires

The unit introduces students to the study of Floods, Storms and Bushfires. Students will investigate the inquiry question – *What is the relationship between the environment and my role as a consumer and citizen when preparing for the occurrence of floods, storms and bushfires?*

### Humanities and Social Sciences: Key Idea

**How people exercise their responsibilities, participate in society and make informed decisions.**

In this unit, students:

- Discover the location, impact and effects of recent floods, storms and bushfires in their community.
- Discover the importance and value of the participation of groups in civic life, such as social, cultural, political and religious groups.
- Investigate how environments influence the characteristics of places where humans live and human activity in those places.
- Discover appropriate responses to the impact of floods, storms and bushfires on environments and communities.
- Learn strategies they can use to enhance the liveability of their local community.
- Explore how communities, past and present, have worked together based on shared beliefs and values.
- Work together to generate responses to issues and challenges that have arisen due to the local threat of floods, storms and bushfires.

## **ACARA CONTENT DESCRIPTIONS**

The following ACARA Descriptions are encompassed throughout this unit, as detailed in each lesson plan:

### **HUMANITIES AND SOCIAL SCIENCES**

#### **Knowledge and Understanding**

##### **Geography**

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)

##### **Civics and Citizenship**

How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

The key features of the electoral process in Australia (ACHASSK116)

##### **Economics and Business**

Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120)

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)

##### **Inquiry and Skills**

###### **Researching**

Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124)

###### **Evaluating and Reflecting**

Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129)

Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130)

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131)

## **Communicating**

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)

## **ENGLISH**

### **Literacy**

#### **Creating Texts**

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

#### **Interacting with Others**

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

## **MATHEMATICS**

### **Statistics and Probability**

#### **Data Representation and Interpretation**

Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)

## **SCIENCE**

### **Science Understanding**

#### **Biological Sciences**

Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

## **DIGITAL TECHNOLOGIES**

### **Digital Technologies Processes and Production Skills**

Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016)

## **DESIGN AND TECHNOLOGIES**

### **Design and Technologies Processes and Production Skills**

Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)

## Overview of Lessons

Lesson	Key Learning Question	Resources
1	How do people with shared beliefs and values work together to achieve the goal of protecting the community from the effects of floods, storms and bushfires?	Posters: Defining Floods, Storms and Bushfires Images of Natural Disasters Worksheet 1: What is a... Worksheet 2: W, W & W...
2	How can we protect our local areas from the effects of flood, storm and bushfire? What help is available to us if we are affected by floods, storms or bushfire?	Worksheet 3: What Would You Do? Worksheet 4: Emergency Contacts Worksheet : Sentence Starters: Persuasive Letter Writing Starters
3	Where and when have floods, storms and bushfires occurred in our local area? How can we stay safe in a flood?	Worksheet 5: Acrostic Poem Worksheet 6: Types of Flooding Worksheet 7: Natural Disaster Map
4	What are the after-effects of a flood and which people and organisations are involved in disaster management?	Poster: Preparing for Floods Poster: Preparing for Storms Photographs of the after-effects of a flood in your local area
5	What evidence is there to show that preparedness minimises the harmful effects of floods?	Worksheet 8: How to Prepare Your Home and Family Worksheet 9: Flood Preparation Guide Worksheet 10: Storm Preparation Guide Poster: Preparing for a Flood Poster: Preparing for a Storm
6	What is the difference between bushfires and back burning?	PDF: Open Air Fires And Smoke Nuisance Worksheet 11: Bushfire Preparation Guide Poster: Preparing for Bushfires Logan Early Warning <a href="http://www.logan.qld.gov.au/earlywarning">www.logan.qld.gov.au/earlywarning</a>

Lesson	Key Learning Question	Resources
7	<p>In which areas of our local environment are bushfires likely to spread more quickly?</p> <p>What are the damaging effects of fires, and what environmental harm is caused?</p>	<p><a href="http://www.logan.qld.gov.au/_data/assets/pdf_file/0009/8847/Logan-City-Map.pdf">http://www.logan.qld.gov.au/_data/assets/pdf_file/0009/8847/Logan-City-Map.pdf</a></p> <p><a href="http://www.logan.qld.gov.au/_data/assets/pdf_file/0012/3126/threatenedplants.pdf">www.logan.qld.gov.au/_data/assets/pdf_file/0012/3126/threatenedplants.pdf</a></p> <p><a href="http://www.logan.qld.gov.au/_data/assets/pdf_file/0012/3126/threatenedplants.pdf">www.logan.qld.gov.au/_data/assets/pdf_file/0012/3126/threatenedplants.pdf</a></p> <p>Poster: Preparing for a Bushfire</p> <p>Worksheet 11: Bushfire Preparation Guide</p>
8	<p>How do we prepare for a bushfire, and what local resources are available to protect homes and special places?</p>	<p>Worksheet 12: Protecting Your Home</p> <p><a href="http://www.disaster.logan.qld.gov.au/Neighbourhood%20Safer%20Place">www.disaster.logan.qld.gov.au/Neighbourhood Safer Place</a></p>
9	<p>What are the similarities and differences between preparing for storms/floods and bushfires, and how can we use this information to create an emergency safety procedure?</p>	<p><a href="http://www.disaster.logan.qld.gov.au">www.disaster.logan.qld.gov.au</a></p> <p>Worksheet 8: How to Prepare Your Home and Family</p> <p>Worksheet 9: Flood Preparation Guide</p> <p>Worksheet 10: Storm Preparation Guide</p> <p>Worksheet 11: Bushfire Preparation Guide</p> <p>Poster: Preparing for a Bushfire</p> <p>Poster: Preparing for a Flood</p> <p>Poster: Preparing for a Storm</p>
10	<p>How can we use the knowledge we have gained on preparedness for floods, storms and bushfires to benefit our local community?</p>	<p>DESIGN CHALLENGE OPTIONS</p> <p><b>Option 1:</b></p> <p>Design Challenge: Design &amp; Technologies Challenge</p> <p>Design Challenge: Criteria Sheet – Design &amp; Technologies</p> <p><b>Option 2:</b></p> <p>Design Challenge: Digital Technologies Challenge</p> <p>Design Challenge: Criteria Sheet – Digital Technologies</p> <p><a href="http://www.disaster.logan.qld.gov.au">www.disaster.logan.qld.gov.au</a></p> <p><a href="http://www.logan.qld.gov.au/disasters">www.logan.qld.gov.au/disasters</a></p> <p><a href="http://www.logan.qld.gov.au/getready">Get Ready Queensland</a></p>