



Examine the various roles related to medicine: on the way to the colony and during the early days. The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples. (ACHHK097)  
<http://www.medicalpioneers.com/colonial.htm>



History

View a short instructional video on treating broken bones. (available on Youtube or other) .Create a short video (suitable for school website) of how to treat an injury that might occur at home or school. Write a report appraising their video (including team work)  
**INFORMATION**  
Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges. The nature of information The creation of information  
Students watch information programs on television and video their own role plays of these programs.

Research the development of electrical appliances used to help disabled people (motorised wheel chairs, gophers, kitchen appliances, ramps. (readily available on web)  
**Diversity**  
Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100)  
•considering how electricity and electrical appliances have changed the way some people live

No activities provided  
Data related to specific sports a possibility.



Mathematics

**Technologies**



The Arts

Dance: Explore the injuries possible and create emphasise what to do in case of injury. When analysing the works of others, identify where injury is likely and how the performers seek to avoid injury. (same as Year 5)  
**Arts Skills and Processes: Skills, Techniques, Processes and Conventions (dance)**  
Dance responses: Responding to the dance works of others

**Year 6 Injury prevention & management**



**Health & Physical Education**



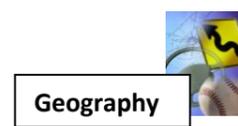
Languages

In the target language, follow simple instructions for bandaging a broken arm.  
**Viewing, Reading and Responding OUTCOME**  
Students view and read a variety of texts in the target language and respond appropriately

Write a narrative where a person with a broken bone saves the day. Use a newspaper article about an accident resulting in a broken bone. Convert into a ballad.  
**Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)**  
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

English

Revise the importance of skill development to avoid accidents (including team work)  
**Physical Education**  
• Strategies and Tactics  
• Learning physical activities  
    · suitable warm ups/cool downs  
    · selection of skills to enhance performance  
**Movement skills** Balance and stability  
    · how to maintain balance and stability when moving  
    · how to link locomotion, balance, support and rotation skills  
    · ways to sequence skills with smooth transition  
• Forces and motion  
    · ways to adjust force and speed to enhance performance  
    · how to alter the angle at take-off/release of an object to affect the height and distance of flight in a game situation  
    · how to combine movement skills and body management skills in a game situation



Geography

No activities provided.