

Essential Learning 1: I can identify and select a range of primary and secondary sources (SoSE)

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| T | <p>I can analyse and synthesise information from a range of primary and secondary sources</p> <p>I can use evidence to answer inquiry questions</p> <p>I can analyse sources to identify motivations, values and attitudes</p> |
| M | <p>I can interpret and analyse information from primary and secondary sources</p> <p>I can use evidence to answer inquiry questions</p> <p>I can examine sources to compare different points of view</p> |
| R | <p>I can select and analyse information from primary and secondary sources</p> <p>I can locate and use information to answer inquiry questions</p> <p>I can identify different points of view in sources</p> |
| A | <p>I can recognise the usefulness of a source for its greater relevance or integrity in relation to the topic</p> <p>I can explain why it is important to locate a range of information from different sources</p> |
| L | <p>I can recognise the usefulness of a source</p> <p>I can independently identify the purpose of the source (persuasive, opinion piece, informative, function)</p> |
| L | <p>I can find sources related to the topic I am researching</p> <p>I can attempt to recognise the usefulness of a source from provided information</p> |
| S | <p>I can independently identify the source as fact or opinion</p> <p>I can find information from provided sources independently</p> |
| M | <p>I can identify the source as fact or opinion with support</p> <p>I can find information from provided sources with support</p> |

Essential Learning 2: I can develop questions when researching to frame a historical inquiry (SoSE)

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| T | <p>I can develop a range of complex questions from different perspectives</p> <p>I can conduct a complex inquiry</p> <p>I can justify my conclusions and findings using evidence from multiple sources</p> |
| M | <p>I can develop a range of complex questions</p> <p>I can conduct a complex inquiry</p> <p>I can justify my conclusions and findings using evidence from more than one source</p> |
| R | <p>I can develop complex questions</p> <p>I can conduct an inquiry</p> <p>I can justify my conclusions and findings using evidence</p> |
| A | <p>I can develop questions to conduct an inquiry</p> <p>I can conduct an inquiry</p> <p>I can find information in sources to justify my conclusions and findings</p> |
| L | <p>I can independently develop questions and find answers to conduct an inquiry (open-ended questions)</p> <p>I can evaluate claims based on evidence</p> <p>I can make predictions based on current knowledge</p> <p>I can independently complete comprehension tasks by locating information in relevant sources</p> |
| L | <p>I can develop complex questions and find answers to conduct an inquiry with support</p> <p>I can identify if claims are based on evidence</p> <p>I can independently make predictions based on information provided</p> <p>I can complete simple comprehension tasks by locating information in relevant sources independently</p> |
| S | <p>I can independently develop simple questions and find answers to conduct an inquiry (attempts open-ended questions)</p> <p>I can independently identify if evidence that support my claims</p> <p>I can complete simple comprehension tasks by locating information in relevant sources with support</p> |
| M | <p>I can develop simple questions and find answers to conduct an inquiry with support</p> <p>I can identify if evidence that support my claims with support</p> <p>I can make predictions based on information provided with support</p> <p>I can attempt to complete simple comprehension tasks with support</p> |

Essential Learning 3: I can present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms. (SoSE)

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| T | I can develop texts, presentations, data displays, maps and posters that incorporate historical arguments |
| M | I can develop texts, presentations, data displays, maps and posters that incorporate historical interpretations |
| R | I can develop texts, presentations, data displays, maps and posters that incorporate analysis |
| A | I can develop texts, presentations, data displays, maps and posters to present findings from an inquiry |
| L | I can develop texts, presentations, data displays, maps or posters to present my ideas, findings, conclusions and viewpoints from an inquiry |
| L | I can develop texts, presentations, data displays, maps or posters to present my ideas, findings, and conclusions from an inquiry |
| S | I can develop texts, presentations, data displays, maps or posters to present my ideas and findings from an inquiry |
| M | I can develop texts, presentations, data displays, maps or posters to present my ideas from an inquiry |

Essential Learning 4: I can create and adapt designed solutions based on an identified needs or opportunities. (Technology)

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| T | <p>I can create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities</p> <p>I can establish detailed criteria for success, including sustainability considerations, and use these to evaluate my ideas and designed solutions and processes</p> <p>I can create and connect design ideas and processes of increasing complexity and justify my decisions</p> |
| M | <p>I can, when producing my designed solution, evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> |
| R | <p>I can critically analyse and justify my choice of need or opportunity to design</p> <p>I can use the Design Process in a Human Centred Design context (designing for others)</p> |
| A | <p>I can use the Investigate, Design, Make, Appraise Design Process to guide ideation</p> <p>I can explain how the need or opportunity has guided my design solution</p> <p>I can produce a design solution</p> |
| L | <p>I can create complex effective designs that meets an identified need or opportunity with support</p> <p>I can independently adapt complex design ideas with support</p> <p>I justify my design choices with support</p> |
| L | <p>I can create simple designs that meets an identified need or opportunity</p> <p>I can independently adapt simple design ideas</p> <p>I can discuss reasons for my design choices</p> |
| S | <p>I can create simple designs that meets an identified need or opportunity with support</p> <p>I can independently adapt simple design ideas with support</p> <p>I can discuss reasons for my design choices with support</p> |
| M | <p>I can contribute to simple designs with support</p> <p>I can discuss reasons for some design choices</p> |

**Essential Learning 5. I can safely produce effective designed solutions for the intended purpose.
(Science and Technology)**

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| T | I can select and use appropriate technologies skilfully and safely I can consistently work collaboratively in a range of settings I can consistently work safely in a range of settings in an independent way |
| M | I can select and use appropriate technologies skilfully and safely I can consistently work collaboratively in a range of settings and with different people I can consistently work safely in a range of settings in an independent way |
| R | I can select and use appropriate technologies skilfully and safely I can consistently work collaboratively in a range of settings I can consistently work safely in a range of settings |
| A | I can consistently use equipment, tools and resources safely and for their intended purpose I can consistently work collaboratively in a range of settings I can consistently work safely in a range of settings |
| L | I can consistently use equipment, tools and resources safely and for their intended purpose with support I can consistently work collaboratively in a range of settings with support I can consistently work safely in a range of settings with prompts and reminders |
| L | I can usually use equipment, tools and resources safely and for their intended purpose with support I can usually work collaboratively in a range of settings with support I can usually work safely in a range of settings with prompts and reminders |
| S | I can sometimes use equipment, tools and resources safely and for their intended purpose with support I can sometimes work collaboratively in a range of settings with support I can sometimes work safely in a range of settings with prompts and reminders |