



LEARNING AREAS:

- Science
- Humanities and Social Sciences
- The Arts
- Technologies

GENERAL CAPABILITIES:

- Literacy
- Critical and Creative Thinking
- Personal and Social Capability

CROSS CURRICULUM PRIORITIES:

- Sustainability

ACHASSK015 | Content description | Foundation Year | F-6/7 HASS | Knowledge and Understanding | Geography

Content description

Elaborations

The places people live in and belong to, their familiar features and why they are important to people

- identifying the places they live in and belong to (for example, a neighbourhood, suburb, town or rural locality)
- describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television)
- identifying how places provide people with their basic needs (for example, water, food and shelter) and why they should be looked after for the future

ACSSU002 | Content description | Foundation Year | Science | Science Understanding | Biological sciences

Content description

Elaborations

Living things have basic needs, including food and water

- identifying the needs of humans such as warmth, food and water, using students' own experiences
- recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland
- comparing the needs of plants and animals

ACSSU211 | Content description | Year 1 | Science | Science Understanding | Biological sciences

Content description

Elaborations

Living things live in different places where their needs are met

- exploring different habitats in the local environment such as the beach, bush and backyard
- recognising that different living things live in different places such as land and water
- exploring what happens when habitats change and some living things can no longer have their needs met



ACSSU032 | Content description | Year 2 | Science | Science Understanding | Earth and space sciences

Content description

Elaborations

Earth's resources are used in a variety of ways

- identifying the Earth's resources including water, soil and minerals, and describing how they are used in the school
- describing how a resource such as water is transferred from its source to its point of use
- considering what might happen to humans if there were a change in a familiar available resource, such as water
- identifying actions at school such as turning off dripping taps, that can conserve resources

ACSHE034 | Content description | Year 2 | Science | Science as a Human Endeavour | Nature and development of science

Content description

Elaborations

Science involves observing, asking questions about, and describing changes in, objects and events

- describing everyday events and experiences and changes in our environment using knowledge of science
- suggesting how everyday items work, using knowledge of forces or materials
- identifying and describing sources of water

ACSHE035 | Content description | Year 2 | Science | Science as a Human Endeavour | Use and influence of science

Content description

Elaborations

People use science in their daily lives, including when caring for their environment and living things

- monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature
- finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply
- exploring how different cultures have made inks, pigments and paints by mixing materials
- identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies
- recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources

ACSHE051 | Content description | Year 3 | Science | Science as a Human Endeavour | Use and influence of science

Content description

Elaborations

Science knowledge helps people to understand the effect of their actions

- considering how heating affects materials used in everyday life
- investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners
- considering how materials including solids and liquids affect the environment in different ways
- deciding what characteristics make a material a pollutant



ACHASSK090 | Content description | Year 4 | F-6/7 HASS | Knowledge and Understanding | Geography

Content description

Elaborations

The use and management of natural resources and waste, and the different views on how to do this sustainably

- identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)
- exploring how some natural resources are used and managed in sustainable and non-sustainable ways
- identifying renewable and non-renewable resources
- investigating where a particular renewable natural resource comes from, how it is used and sustainable management strategies (for example, recycling paper or planting more trees)
- exploring the work of groups and organisations which manage natural resources and/or waste

ACSSU074 | Content description | Year 4 | Science | Science Understanding | Chemical sciences

Content description

Elaborations

Natural and processed materials have a range of physical properties that can influence their use

- describing a range of common materials, such as metals or plastics, and their uses
- investigating a particular property across a range of materials
- selecting materials for uses based on their properties
- considering how the properties of materials affect the management of waste or can lead to pollution

ACSSU043 | Content description | Year 5 | Science | Science Understanding | Biological sciences

Content description

Elaborations

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

- explaining how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants
- describing and listing adaptations of living things suited for particular Australian environments
- exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts

ACSSU043 | Content description | Year 5 | Science | Science Understanding | Biological sciences

Content description

Elaborations

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ACHASSK120 | Content description | Year 5 | F–6/7 HASS | Knowledge and Understanding | Economics and business

Content description

Elaborations

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

- categorising resources as natural (water, coal, wheat), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies)
- brainstorming resources that a local community might use
- identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community
- listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future
- exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways

ACHASSI103 | Content description | Year 5 | F–6/7 HASS | Inquiry and skills | Evaluating and reflecting

Content description

Elaborations

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others

- making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue, or a strategy for economic development)
- evaluating the possible options that people could take to resolve challenges (for example, improving water quality, ensuring fairness, managing excess waste, budgeting choices)
- reflecting on choices in relation to personal criteria and expressing reasoning that influenced decision-making (for example, why they participate in a civic activity, what influenced their purchase of an item)
- using agreed criteria as the basis for an assessment of the advantages and disadvantages of choices (for example, for determining which actions are most likely to be effective to restore a damaged environment)
- applying economics and business criteria to everyday problems to identify a response to the issue

ACTDEK023 | Content description | Years 5 and 6 | Design and Technologies | Design and Technologies Knowledge and Understanding

Content description

Elaborations

Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use

- identifying the properties of materials for the design and construction of a sustainable household item, for example a product for storing harvested water
- evaluating the functional properties of a specific-purpose household system, for example a security system
- examining the materials and systems used in a public use system that affect the way people live, for example a community exercise environment or arts facility, water treatment, garbage collection
- comparing tools, equipment and techniques to select those most appropriate for a given purpose
- evaluating the use of computer-aided manufacturing in terms of cost and impacts on local and regional designers, producers and enterprises
- comparing the design and production of products, services and environments in Australia and a country in the Asia region



ACSSU097 | Content description | Year 6 | Science | Science Understanding | Physical sciences

Content description

Elaborations

Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources

- recognising the need for a complete circuit to allow the flow of electricity
- investigating different electrical conductors and insulators
- exploring the features of electrical devices such as switches and light globes
- investigating how moving air and water can turn turbines to generate electricity
- investigating the use of solar panels
- considering whether an energy source is sustainable

ACHASSK149 | Content description | Year 6 | F-6/7 HASS | Knowledge and Understanding | Economics and business

Content description

Elaborations

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs

- explaining why when one choice is made, the next best alternative is not available (trade-off) (for example, if a student chooses to spend their time (resource) riding their bike after school, they cannot go for a swim (trade-off))
- explaining why choices have to be made when faced with unlimited wants and limited resources (for example, by compiling a list of personal needs and wants, determining priorities (including sustainability of natural environments) and identifying the needs and wants that can be satisfied with the resources available)
- exploring some national needs and wants in Australia and an Asian country (for example, access to water, education, health care) and comparing resource limitations and decisions

ACSHE098 | Content description | Year 6 | Science | Science as a Human Endeavour | Nature and development of science

Content description

Elaborations

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions

- investigating how knowledge about the effects of using the Earth's resources has changed over time
- describing how understanding of the causes and effects of major natural events has changed as new evidence has become available
- investigating the use of electricity, including predicting the effects of changes to electric circuits
- considering how gathering evidence helps scientists to predict the effect of major geological or climatic events
- investigating how people from different cultures have used sustainable sources of energy, for example water and solar power
- exploring institutions and locations where contemporary Australian scientists conduct research on catastrophic natural events
- learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances
- investigating the development of earthquake measurements from the Chinese invention of the seismograph in the second century