

Burarra Gathering Online Curriculum Links

National Profile curriculum links for primary students

Level 1 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Earth and Beyond	Earth, sky and people	1.1 Lists ways that the local environment influences daily life.	Investigate the patterns and movement of clouds and associate the changes in the weather. Use pictures to record weather and relate the weather to their daily life. Identify types of weather expected at different seasons.
	The changing Earth	1.2 Distinguishes major features of the physical environment.	Find out about landforms and vegetation in other places and compare with the local landscape.
	Our place in space	1.3 Identifies features of the day sky and relates them to patterns of behaviour in everyday life.	Identify characteristics of the seasons and relate them to activities such as gardening, leisure and sports.
Energy and Change	Energy sources and use	1.6 Identifies sources of energy in life.	Recognise the sources of energy they depend on (food to eat, electricity, cooking, fires for warmth).
Life and Living	Living together	1.7 Identifies personal needs and needs of other familiar living things.	Describe places where particular living things, such as ferns, are found.
Materials and Processes Materials	Materials and their uses	1.10 Identifies materials and their uses.	Make a scrapbook showing materials used for a particular task. Predict and test the effectiveness of materials such as food wrapping in keeping foods fresh.
Working Scientifically	Using science	1.16 Relates observations and interpretations to other situations.	Link classroom experience to everyday life.

Level 1 – STUDIES OF SOCIETY AND ENVIRONMENT

Strand	Organiser	Outcome	Evident when students
Place and Space	Features of places	1.4 Identifies natural and built features of places using direct observation.	Identify and describe natural features of places (for climate: rain, wind, hot, cold, warm; for landforms: hills, flat land, rivers, lakes, oceans; vegetation: trees, crops, plants, forest).
	People and places	1.5 Identifies places that are important to self and others.	Identify significant places with spiritual meaning for various groups.
Culture	Cultural cohesion and identity	1.8 Describe diverse ways in which common needs are met.	Represent in pictorial form material needs (foods, clothing and shelter, personal safety) and ways they are met by Australians of diverse backgrounds.
	Personal, group and identity	1.9 Explores common and unique characteristics among individuals.	Role-play different ways of communicating with and without speech and without technology.
Resources	People and work	1.11 Identifies the work done by others.	Talk about the ways they have developed new skills and knowledge as they've grown older.
Natural and Social	Natural systems	1.13 Identifies examples of elements of natural systems (including people).	Retell stories about how people are connected to their natural environment.
Investigation, Communication and Participation	Communication	1.17 Prepares information for an audience.	Draw objects, people or places they have investigated and display or share their drawings.

Level 2 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Earth and Beyond	The changing Earth	2.2 Describes changes that occur in the local environment.	Gather information about the effects of changes like day and night, seasons, tides and drought on animals, plants, the landscape and human activities such as farming.
Life and Living	Living together	2.7 Describes the types of relationships between living things.	Investigate how living things depend on each other for food and shelter, such as trees providing food and shelter for birds. Describe different ways in which humans farm the land and sea.
Natural and Processes Materials	Materials and their uses	2.10 Lists the ways materials are used for different purposes.	Compile lists of ways we use common materials such as water, wood, fabrics.
Working Scientifically	Using science	2.17 Describes the ways people in the community use science.	Identify ways science is used by people such as health workers, mechanics, bakers, technicians.

Level 2 - STUDIES OF SOCIETY AND ENVIRONMENT

Strand	Organiser	Outcome	Evident when students
Time, Continuity and Change	Interpretation and perception of time	2.3 Identifies aspects of environmental history and family ways of life that have ended or changed.	Describe aspects of ways of life valued and preserved by their own family groups or communities.
People and Space	People and places	2.5 Describes choices people make in their use of places.	Describe how the location of facilities influences choices people make in using places.
Culture	Personal, group and identity	2.9 Describes the roles and responsibilities of members of family and schools.	Explain the influence of older people and leaders on their way of life.
Resources	People and work	2.11 Describes the ways in which people cooperate with and depend on each other in their work.	Work cooperatively on a task.

Level 3 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Earth and Beyond	The changing Earth	3.2 Relates changes in the physical environment to physical processes.	Describe the effects of wind, rain, sun and ocean waves on the land.
	Our place in space	3.3 Illustrates patterns of change observable on Earth caused by relationship between the sun, Earth and moon.	Investigate the way people's explanations of day and night and the seasons have changed over time and may differ between cultures.
Working Scientifically	Processing data	3.15 Argues conclusions on the basis of collected information and personal experience.	Propose possible conclusions based on their experiences and understandings.

Level 3 - STUDIES OF SOCIETY AND ENVIRONMENT

Strand	Organiser	Outcome	Evident when students
Place and Space	Features of places	3.4 Describes places according to their location and natural and built features.	Describe places according to their natural features (tropical, temperate, alpine, desert for climate).
	People and places	3.5 Describes how natural features influence the ways people live in particular places.	Describe how different natural environments affect the ways of life of Aboriginal and Torres Strait Islander groups.
Culture	Aboriginal and Torres Strait Islander cultures	3.7 Describes some of the common characteristics of groups that make up Aboriginal and Torres Strait Islander societies.	Identify and collate information on groups such as local language groups, Aboriginal and Torres Strait Islander Commission (ATSIC) organisations, Land Councils and describe their functions.
	Personal, group and identity	3.9 Describes how membership of different groups affects the identity of individuals.	Investigate diverse Aboriginal groups and Torres Strait Islander groups and identify things they share and things that are unique to their groups. Describe what they have learnt from adults (coaches, teachers, religious leaders).

Level 3 - TECHNOLOGY

Strand	Organiser	Outcome	Evident when students
Systems	Nature	3.9 Identifies cause-and-effect relationships in systems, including of their effects on people and the environment.	Use diagrams to describe a fish trap and how it works.

National Profile curriculum links for secondary students

Level 4 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Earth and Beyond	Our place in space	4.3 Locates and describes features of the universe.	Report on ways different cultures have explained and used astronomical phenomena.

Level 4 - STUDIES OF SOCIETY AND ENVIRONMENT

Strand	Organiser	Outcome	Evident when students
Culture	Aboriginal and Torres Strait Islander cultures	4.7 Describe patterns of social organisation in Aboriginal and Torres Strait Islander societies and groups.	Explain how identified and respected elders influence decision-making and learning in Aboriginal and Torres Strait Islander societies.

Level 5 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Working Scientifically	Using science	5.17 Identifies factors that influence people's perceptions of science.	Reflect on how they see science and see themselves in relation to it and discuss their ideas with class members.
	Acting responsibly	5.18 Proposes and compares options when making decisions or taking action.	Compare the different science-based technologies used to perform tasks in different countries (cultures).

Level 5 - STUDIES OF SOCIETY AND ENVIRONMENT

Strand	Organiser	Outcome	Evident when students
Place and Space	People and places	5.5 Explains how people's use of land and built features of places change over time.	Describe how Aboriginal and Torres Strait Islander use of land has changed over time.
Culture	Aboriginal and Torres Strait Islander cultures	5.7 Identifies and discusses issues that are culturally important to Aboriginal and Torres Strait Islander societies and groups.	Analyse the importance of language maintenance, retrieval and revival of cultural identity of Aboriginal people and Torres Strait Islander people.

Level 6 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Life and Living	Living together	6.7 Analyses the effects of environmental change on living things and ecosystems.	Compare how different cultural and social groups manage the environment and discuss possible consequences for ecosystems involved.

Level 7 - STUDIES OF SOCIETY AND ENVIRONMENT

Strand	Organiser	Outcome	Evident when students
Culture	Aboriginal and Torres Strait Islander cultures	7.7 Analyses the significance of spiritual, social and environmental relationships of people and Torres Strait Islander people with their land, sea and water systems.	Give examples of spiritual, social and environmental relationships of people and Torres Strait Islander people with their land, sea and water systems.

Level 8 - SCIENCE

Strand	Organiser	Outcome	Evident when students
Earth and Beyond	Our place in space	8.3 Analyse ways in which theories of astronomy have contributed to the development of cultures and societies.	Investigate ways various cultures have described and interpreted the sky and their movements. Research ways different societies have used navigation by the stars.