

**PALUMA ENVIRONMENTAL EDUCATION CENTRE
AUSTRALIAN CURRICULUM – PROGRAM ALIGNMENT**

Australian Curriculum & C2C unit overviews	Year 4	Year 5	Year 6	Year 7
SCIENCE				
Biological Sciences	<p>Living things have life cycles (ACSSU072)</p> <p>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</p>	<p>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p>	<p>The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</p>	<p>There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)</p> <p>Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)</p>
Earth and Space Sciences	<p>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</p>			<p>Some of Earth's resources are renewable, but others are non-renewable (ACSSU116)</p> <p>Water is an important resource that cycles through the environment (ACSSU222)</p>
HISTORY				
History Key Inquiry Questions	<p>Why did the Europeans settle in Australia?</p> <p>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?</p>	<p>What do we know about the lives of people in Australia's colonial past and how do we know?</p> <p>What were the significant events and who were the significant people that shaped Australian colonies?</p>	<p>How did Australian society change throughout the twentieth century?</p> <p>Who were the people who came to Australia? Why did they come?</p> <p>What contribution have significant individuals and groups made to the development of Australian society?</p>	
History Knowledge and Understanding	<p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)</p>	<p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail,</p>	<p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the</p>	

	The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)	<p>the expansion of farming, drought. (ACHHK095)</p> <p>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)</p> <p>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)</p>	war. (ACHHK115)	The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)
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GEOGRAPHY				
Geography Key Inquiry Questions	<p><i>Places are both similar and different</i></p> <p>How and why are places similar and different?</p> <p>What would it be like to live in a neighbouring country?</p> <p>How do people's feelings about places influence their views about the protection of places?</p>	<p><i>The Earth's environment sustains all life</i></p> <p>How does the environment support the lives of people and other living things?</p> <p>How do different views about the environment influence approaches to sustainability?</p> <p>How can people use places and environments more sustainably?</p>	<p><i>Factors that shape the human and environmental characteristics of places</i></p> <p>How do people and environments influence one another?</p> <p>How do people influence the human characteristics of places and the management of spaces within them?</p> <p>How can the impact of bushfires or floods [OR CYCLONES] on people and places be reduced?</p>	<p><i>Unit One: Water in the World</i></p> <p>How do people's reliance on places and environments influence their perception of them?</p> <p>What effect does the uneven distribution of resources and services have on the lives of people?</p> <p>What approaches can be used to improve the availability of resources and access to services?</p>
Geography Knowledge and Understanding	The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (ACHGK018)	<p>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents. (ACHGK020)</p>	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)	The classification of environmental resources and the forms that water takes as a resource (ACHGK037)
			The influence people have on the human characteristics of places and the management of spaces	The ways that flows of water connect places as it moves through the environment and the way this affects places

		<p>The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)</p> <p>The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)</p> <p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)</p> <p>The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)</p> <p>The sustainable management of waste from production and consumption (ACHGK025)</p>	<p>within them (ACHGK029)</p> <p>The impact of bushfires or floods [OR CYCLONES] on environments and communities, and how people can respond (ACHGK030)</p>	<p>(ACHGK038)</p> <p>The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)</p> <p>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</p> <p>The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)</p>
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Australian Curriculum & C2C unit overviews	Paluma Environmental Education Centre Primary Excursion programs			
	Year 4	Year 5	Year 6	Year 7
Biological Sciences Excursion itinerary referenced to relevant C2C lessons	Unit 2: Ready, set, grow! Mapping Life Cycles	Unit 1: Survival in the Australian environment Create a creature	Unit 4: Life on Earth Biochar investigation	Units 7&8: Organising organisms Classifying creatures Rainforest Food Webs
Earth and Space Sciences Excursion itinerary referenced to relevant C2C lessons	Unit 1: Here today gone tomorrow Being a Soil Scientist			Units 1&2: Water - Waste not, want not Water quality testing Report card on a waterway
History Full unit plan including excursion itinerary, assessments tasks, GTMJ's and markbooks	The Past is History Historical narrative on the life of a tin-miner or timber-cutter at Paluma	The Past is History Timeline of Paluma's history between the 1880s and 1940s Historical narrative on the life of a specific individual tin-miner or timber-cutter at Paluma	The Past is History Annotated timeline of the City of Thuringowa's history between the 1880s and amalgamation Independent research report describing the effect on society at the time of an influential individual in the early history of Thuringowa	