

# Beveridge Primary School Inquiry Scope and Sequence

	T1	T2	T3	T4
<b>F</b>	<p><b>VIC CURRICULUM - HISTORY</b></p> <p><b>Chronology</b> Sequence significant events about personal history to create a chronological narrative (<a href="#">VCHHC053</a>)</p> <p><b>Community Histories</b> How they, their family, friends and communities commemorate past events that are important to them (<a href="#">VCHHK062</a>)</p> <p><b>Personal Histories</b> Who the people in their family are, describe where they were born and raised and how they are related to each other and how their stories are communicated and shared (<a href="#">VCHHK058</a>)</p>	<p><b>VIC CURRICULUM -GEOGRAPHY</b></p> <p><b>Place, space and interconnection</b> Describe and explain where places and activities are located (<a href="#">VCGGC058</a>)</p> <p><b>Data and Information</b> Collect and record geographical data and information from the field and other sources (<a href="#">VCGGC060</a>)</p> <p><b>Places and our connection to them</b> Natural, managed and constructed features of places, their location and how they change (<a href="#">VCGGK068</a>)</p> <p>Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them (<a href="#">VCGGK067</a>)</p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Biological Science Understanding</b> Recognise common features of animals, for example, head, legs and wings(<a href="#">VCSSU042</a>) Identifying common features of plants, for example, leaves and roots (<a href="#">VCSSU042</a>) <b>Primary connections Staying Alive</b></p> <p><b>Earth and Space Science Understanding</b> Record short and longer term patterns of events that occur on Earth and in the sky, for example, the appearance of the moon and stars at night, the weather and the seasons (<a href="#">VCSSU046</a>)</p> <p><b>Inquiry skills</b> Respond to and pose questions, and make predictions about familiar objects and events (<a href="#">VCSIS050</a>) Represent and communicate observations and ideas about changes in objects and events in a variety of ways (<a href="#">VCSIS055</a>) <b>Primary connections Weather in my world</b></p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Chemical Science Understanding</b>      Objects are made of materials that have observable properties (<a href="#">VCSSU044</a>)      Sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility <b>Primary connections What is it made of?</b></p> <p><b>Physical Science Understanding</b>      The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape (<a href="#">VCSSU048</a>) Observing the way different shaped objects move, such as balls, blocks and tube      Comparing the way different sized, but similar shaped, objects roll and bounce, such as tennis balls, golf balls, marbles and basketballs <b>Primary connections On the Move</b></p>

<p>1</p>	<p><b>VIC CURRICULUM - HISTORY</b></p> <p><b>Chronology</b> Sequence significant events about personal and family history to create a chronological narrative (<a href="#">VCHHC053</a>)</p> <p><b>Community Histories</b> Identify the content features of primary sources when describing the significance of people, places or events (<a href="#">VCHHC054</a>)</p> <p><b>Personal Histories</b> How the present, past and future are signified by terms indicating and describing time (<a href="#">VCHHK060</a>) Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (<a href="#">VCHHK061</a>)</p> <p><b>Community Histories</b> The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (<a href="#">VCHHK063</a>)</p>	<p><b>VIC CURRICULUM - GEOGRAPHY</b></p> <p><b>Place, space and interconnection</b> Identify how people are connected to different places (<a href="#">VCGGC059</a>)</p> <p><b>Data and Information</b> Represent data and the location of places and their features by constructing tables, plans and labelled maps (<a href="#">VCGGC061</a>)</p> <p><b>Places and our connection to them</b> Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place (<a href="#">VCGGK066</a>) Reasons why some places are special and some places are important to people and how they can be looked after (<a href="#">VCGGK069</a>) Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places (<a href="#">VCGGK070</a>)</p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Biological Science Understanding</b> Describe the use of animal body parts for particular purposes, for example, moving and feeding (<a href="#">VCSSU042</a>) Recognize that different living things live in different places, for example, land and water <b>Primary connections</b> <b>Schoolyard safari</b></p> <p><b>Earth and Space Science Understanding</b> Linking changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures (<a href="#">VCSSU046</a>) Participate in guided investigations, including making observations using the senses, to explore and answer questions (<a href="#">VCSIS051</a>) Use a range of methods, including drawings and provided tables, to sort information (<a href="#">VCSIS053</a>) Represent and communicate observations and ideas about changes in objects and events in a variety of ways (<a href="#">VCSIS055</a>)</p> <p><b>Inquiry skills</b> Participate in guided investigations, including making observations using the senses, to explore and answer questions (<a href="#">VCSIS051</a>) Use a range of methods, including drawings and provided tables, to sort information (<a href="#">VCSIS053</a>) Represent and communicate observations and ideas about changes in objects and events in a variety of ways (<a href="#">VCSIS055</a>) <b>Primary connections</b> <b>Up down and all around</b></p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Chemical Science Understanding</b>      Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (<a href="#">VCSSU045</a>) Predicting and comparing how the shapes of objects made from different materials can be physically changed through different actions, for example, bending, stretching and twisting <b>Primary connections</b> <b>Bend It ! Stretch It! Or Spot the Difference</b></p> <p><b>Physical Science Understanding</b>      Light and sound are produced by a range of sources and can be sensed (<a href="#">VCSSU049</a>) Recognising senses are used to learn about the world around us: our eyes to detect light, our ears to detect sound, touch to feel vibrations, our noses to detect smell and our tongues to detect taste Recognising that objects can be seen when light from sources is available to illuminate them Exploring different ways to produce sound using familiar objects and actions, for example, striking, blowing, scraping and shaking <b>Primary connections</b> <b>Look and listen</b></p>
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<p>2</p>	<p><b>VIC CURRICULUM - HISTORY</b></p> <p><b>Historical Sources of Evidence</b> Identify perspectives about changes to daily life from people in the past or present (<a href="#">VCHHC055</a>)</p> <p><b>Continuity and change</b> Identify examples of continuity and change in family life and in the local area by comparing past and present (<a href="#">VCHHC056</a>)</p> <p><b>Historical Significance</b> Identify the significance of a person and/or place in the local community (<a href="#">VCHHC057</a>)</p> <p><b>Personal Histories</b> Differences in family structures of families and the role of family groups today, and what they have in common and how these have changed or remained the same over time (<a href="#">VCHHK059</a>)</p> <p><b>Community Histories</b> The significance today of an historical site of cultural or spiritual importance (<a href="#">VCHHK064</a>) The effect of changing technology on people's lives and their perspectives on the significance of that change (<a href="#">VCHHK065</a>)</p>	<p><b>VIC CURRICULUM -GEOGRAPHY</b></p> <p><b>Place, space and interconnection</b> Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently (<a href="#">VCGGC057</a>)</p> <p><b>Data and Information</b> Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far (<a href="#">VCGGC062</a>)</p> <p><b>Places and our connection to them</b> Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia (<a href="#">VCGGK063</a>) Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (<a href="#">VCGGK064</a>) Connections of people in Australia to other places in Australia and across the world (<a href="#">VCGGK065</a>)</p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Biological Science</b></p> <p><b>Living things grow, change and have offspring similar to themselves (VCSSU043)</b> Living things grow, change and have offspring similar to themselves (VCSSU043) <b>Biological Science Understanding</b> Exploring what happens when habitats change and some living things can no longer have their needs met (VCSSU042) <b>Primary connections watch it grow</b></p> <p><b>Earth and Space Science Understanding</b> Investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals (<a href="#">VCSSU046</a>)</p> <p><b>Inquiry skills</b> Use informal measurements in the collection and recording of observations (VCSIS052) Use a range of methods, including drawings and provided tables, to sort information (VCSIS053) Compare observations and predictions with those of others (VCSIS054) Represent and communicate observations and ideas about changes in objects and events in a variety of ways (<a href="#">VCSIS055</a>)</p> <p>Monitoring information about the environment and Earth's resources, for example, rainfall, water levels and temperature Identifying the ways humans manage and protect resources, for example, reducing waste and conserving water <b>Primary connections Water Works</b></p> <p>Living things grow, change and have offspring similar to themselves (VCSSU043)</p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>chemical Science Understanding</b> Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes (<a href="#">VCSSU045</a>) Suggesting why different parts of everyday objects such as toys and clothes are made from different materials Identifying materials that can be changed and remade or recycled into new products, for example, paper and plastic <b>Primary Connections All mixed Up</b></p> <p><b>Physical Science Understanding</b>The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape (<a href="#">VCSSU048</a>) How different strengths of pushes and pulls affect the movement of objects Identifying toys from different cultures that use the forces of push or pull <b>Primary Connections Push and Pull</b></p>
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<p><b>3</b></p>	<p><b>VIC CURRICULUM - HISTORY</b>  <b>Community and remembrance</b>          What is the nature of the contribution made by different groups and individuals in the community?          Significance of days and weeks celebrated or commemorated in Australia and other places (<a href="#">VCHHK076</a>) (<a href="#">VCHHK077</a>)</p> <p><b>Civics and Citizenship</b>          Explain how and why people make rules (<a href="#">VCCCL004</a>)          Distinguish between rules and laws and discuss why rules and laws are important (<a href="#">VCCCL005</a>)</p> <p><b>Citizenship, Diversity and Identity</b>          Investigate why and how people participate within communities and cultural and social groups (<a href="#">VCCCC006</a>)</p>	<p><b>VIC CURRICULUM - HISTORY</b>  <b>Historical concepts</b>          Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement (<a href="#">VCHHC066</a>)</p> <p><b>First Contacts</b>          What was life like prior to European settlement and how did it change?          An example of change and a significant example of continuity over time in the local community, region or state/territory (<a href="#">VCHHK073</a>)          Identify and explain the causes and effects of European settlement and exploration (<a href="#">VCHHC070</a>)          Identify the origin and content features of primary sources when describing the significance of people, places and events (<a href="#">VCHHC067</a>)</p>	<p><b>VIC CURRICULUM - SCIENCE</b>  <b>Biological Science Understanding</b>          Living things can be grouped on the basis of observable features and can be distinguished from non-living things          Explore differences between living, once living and products of living things. Identify variations in the features of plants, for example, colour and shape of leaves, or types of flowers          Identifying variations in the features of animals, for example, body covering, ear shapes or number of legs (VCSSU058)  <a href="#">Primary connections Feathers, fur or leaves</a></p> <p><b>Earth and Space Science Understanding</b>          Earth's rotation on its axis causes regular changes, including night and day VCSSU061          Modelling the relative sizes and movement of the Sun, Earth and Moon          Describing timescales for the rotation of the Earth</p> <p><b>Science inquiry skills</b>          Questioning and predicting (<a href="#">VCSIS065</a>)          Planning and conducting (<a href="#">VCSIS066</a>) (<a href="#">VCSIS067</a>)          Recording and processing (<a href="#">VCSIS068</a>) (<a href="#">VCSIS069</a>)          Analysing and evaluating (<a href="#">VCSIS070</a>) (<a href="#">VCSIS071</a>)          Communicating (<a href="#">VCSIS072</a>)  <a href="#">Primary connections Night and Day</a></p>	<p><b>VIC CURRICULUM - SCIENCE</b>  <b>chemical Science Understanding</b> A          change of state between solid and liquid can be caused by adding or removing heat (VCSSU059) Investigating how liquids and solids respond to changes in temperature, for example water changing to ice, or melting chocolate -exploring how changes from solid to liquid and liquid to solid can help us recycle materials  <a href="#">Primary connections Melting Moments</a></p> <p><b>Physical Science Understanding</b> Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object (VCSSU063) <b>Describing how heat can be produced, for example, through friction or by burning</b>  <b>Exploring how heat can be transferred through conduction</b> Recognising that we can feel heat and measure its effects using a thermometer <b>Science inquiry skills</b>          Questioning and predicting (<a href="#">VCSIS065</a>)          Planning and conducting (<a href="#">VCSIS066</a>) (<a href="#">VCSIS067</a>)          Recording and processing (<a href="#">VCSIS068</a>) (<a href="#">VCSIS069</a>)          Analysing and evaluating (<a href="#">VCSIS070</a>) (<a href="#">VCSIS071</a>)          Communicating (<a href="#">VCSIS072</a>)  <a href="#">Primary connections Heating Up</a></p>
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<p>4</p>	<p><b>VIC CURRICULUM - HISTORY</b></p> <p><b>Historical knowledge</b> Understand the diversity and longevity of Australia’s first peoples and the ways they are connected to country <a href="#">(VCHHK078)</a> Investigate the journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies <a href="#">(VCHHK079)</a> Stories of the First Fleet, and their experiences and perspectives following arrival <a href="#">(VCHHK080)</a> Describe perspectives of people from the past <a href="#">(VCHHC068)</a></p> <p><b>Government and Democracy</b> Explain the roles of local government and some familiar services provided at the local level <a href="#">(VCCCG003)</a> Identify features of government and law and describe key democratic values <a href="#">(VCCCG001)</a></p> <p><b>Geography</b> <b>Place, Space and Interconnection</b> Identify and describe locations and spatial distributions and patterns <a href="#">(VCGGC072)</a> Identify and explain the interconnections within places and between places <a href="#">(VCGGC073)</a></p> <p><b>Data and Information</b> Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance <a href="#">(VCGGC076)</a></p> <p><b>Geographic Knowledge</b> Location of Australia’s neighbouring countries and the diverse characteristics of their places <a href="#">(VCGGK078)</a> Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places <a href="#">(VCGGK083)</a></p>	<p><b>VIC CURRICULUM - CIVICS AND CITIZENSHIP</b> Describe the different cultural, religious and/or social groups to which they and others in the community may belong <a href="#">(VCCCC007)</a> Identify how and why decisions are made democratically in communities <a href="#">(VCCCG002)</a></p> <p><b>Historical Knowledge</b> <b>What is the</b> significance of Country and Place to Aboriginal and Torres Strait Islander people who belong to a local area <a href="#">(VCHHK072)</a> Identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration <a href="#">(VCHHC069)</a> What roles that people of diverse backgrounds have played in the development and character of the local community and/or other societies <a href="#">(VCHHK074)</a></p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Biological Science Understanding</b> Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058) Making and recording observations of living things as they develop through their life cycles, for example, insects, birds, frogs and flowering plants Recognising that environmental factors can affect life cycles, for example, fire and seed germination Investigating the roles of living things in a habitat, for example, producers, consumers or decomposers Predicting the effects when living things in feeding relationships are removed or die out in an area <a href="#">Primary connections Plants in Action</a></p> <p><b>Sustainability Systems</b> All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.</p> <p><b>Earth and Space understanding</b> Earth’s surface changes over time as a result of natural processes and human activity (VCSSU062) considering how different human activities cause erosion of Earth's surface Considering the effect of events such as floods and extreme weather on landscapes Exploring a local area that has changed as a result of natural processes, for example, an eroded gully, sand dunes or river banks</p> <p><b>Science inquiry skills</b> Questioning and predicting <a href="#">VCSIS065)</a> Planning and conducting <a href="#">(VCSIS066) VCSIS067)</a> Recording and processing <a href="#">(VCSIS068) (VCSIS069)</a> Analysing and evaluating <a href="#">VCSIS070) (VCSIS071)</a> Communicating <a href="#">VCSIS072)</a></p> <p><a href="#">Primary connections Beneath Our Feet</a></p>	<p><b>VIC CURRICULUM - SCIENCE</b></p> <p><b>Chemical Science Understanding</b> Natural and processed materials have a range of physical properties; these properties can influence their use (VCSSU060)- 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 a specified use based on their properties <a href="#">Primary</a> <a href="#">Connections Material World and Package it Better</a></p> <p><b>Physical Science Understanding</b> Forces can be exerted by one object on another through direct contact or from a distance (VCSSU064) -exploring how non-contact forces are similar to contact forces in terms of objects pushing and pulling another object -investigating the effect of forces on the behaviour of an object through different actions, for example, throwing, dropping, bouncing and rolling -comparing and contrasting the effect of friction on different surfaces, for example, the abrasion of tyres and shoes on a range of surfaces -exploring the forces of attraction and repulsion between magnets</p> <p><b>Science inquiry skills</b> Questioning and predicting <a href="#">VCSIS065)</a> Planning and conducting <a href="#">(VCSIS066) VCSIS067)</a> Recording and processing <a href="#">(VCSIS068) (VCSIS069)</a> Analysing and evaluating <a href="#">VCSIS070) (VCSIS071)</a> Communicating <a href="#">VCSIS072)</a> <a href="#">Primary</a> <a href="#">connections Smooth Moves or Magnetic Moves</a></p>
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<p>5</p>	<p><b>VIC CURRICULUM - History The Australian Colonies 1800 - 1850</b>  <b>Historical sources as evidence</b>  Describe the perspectives and identify ideas, beliefs and values of people and groups in the past (VCHHC083)  <b>The Australian Colonies</b>  What was the nature of convict or colonial presence, including the factors that influenced changing patterns of development? How did the environment change, and what were the aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples(VCHHK089)  What are the social, economic and political causes that led to the establishment of the British colonies in Australia?(VCHHK088)  <b>Community and Change</b>  How did colonial presence affect the environment and daily life of inhabitants?(VCHHC085)  <b>Australia as a Nation</b>  Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)  <b>Resource allocation and making choices</b>  Describe the difference between needs and wants and explain why choices need to be made (VCEBR001)  Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs (VCEBR002)  <b>Geography</b>  <b>Place Space and Interconnection</b>  Describe and explain the diverse characteristics of places in different locations from local to global scales (VCGGC085)  <b>Data and Information</b>  Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology (VCGGC090)  <b>Geographical Knowledge</b></p>	<p><b>VIC CURRICULUM - Civics and Citizenship LAWS AND CITIZENS</b>  Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system (VCCCL013)  <b>CITIZENSHIP, DIVERSITY AND IDENTITY</b>  Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014)  Identify different points of view on a contemporary issue relating to democracy and citizenship (VCCCC015)  Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)  <b>The business environment</b>  Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services (VCEBB006)  <b>Sustainability</b>  <b>Futures</b> - aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future  The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.  Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.  Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.  Promoting reflective thinking processes in young people and empower them to design action that will lead to more a more equitable and sustainable future  Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.</p>	<p><b>VIC CURRICULUM - SCIENCE</b>  <b>Biological Science Understanding</b>  Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)  Explaining how particular adaptations aid survival, for example, nocturnal behaviour, silvery coloured leaves of dune plants  Describing and listing adaptations of living things suited for particular Australian environments  <b>Primary connections Desert survivors</b>    <b>Earth and Space understanding</b>  Earth is part of a system of planets orbiting around a star (the Sun) (VCSSU078)  Identifying the planets of the solar system and comparing how long they take to orbit the Sun  Modelling the relative size of and distance between Earth, other planets in the solar system and the sun  <b>Science inquiry skills</b>  Questioning and predicting (VCSIS065)  Planning and conducting (VCSIS066) (VCSIS067)  Recording and processing (VCSIS068) (VCSIS069)  Analysing and evaluating (VCSIS070) (VCSIS071)  Communicating (VCSIS072)  <b>Primary Connections Earth's place in space</b>    <b>Sustainability</b>  <b>Systems</b> - explore the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing  The biosphere is a dynamic system providing conditions that sustain life on Earth.</p>	<p><b>VIC CURRIC - SCIENCE</b>  <b>Chemical</b>  Solids, liquids and gases behave in different ways and have observable properties that help to classify them (VCSSU076)  Exploring the way solids, liquids and gases change under different situations, for example, heating and cooling  Observing that gases have mass and take up space, demonstrated by using balloons or bubbles  Recognising that not all substances can be easily classified as solids, liquids or gases on the basis of their observable properties  <b>Primary connections What's the Matter?</b>    <b>Physical Science Understanding</b> Light from a source forms shadows and can be absorbed, reflected and refracted (VCSSU080) -classifying materials as transparent, opaque or translucent based on the extent to which light passes through them or is absorbed  -exploring the use of mirrors to demonstrate the reflection of light -recognising the refraction of light at the surfaces of different transparent materials, for example, when light travels from air to water or air to glass -recognising that the colour of an object depends on the properties of the object and the colour of the light source  <b>Science inquiry skills</b>  Questioning and predicting(VCSIS082)  Planning and conducting (VCSIS083)) (VCSIS084)  Recording and processing (VCSIS085)) Analysing and evaluating (VCSIS086) (VCSIS087) Communicating (VCSIS088)  <b>Primary Connections light shows</b></p>
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	<p>Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)</p> <p>Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)</p> <p>Factors that influence people's awareness and opinion of places (VCGGK097)</p> <p>Australia's connections with other countries and how these change people and places (VCGGK098)</p>			
6	<p><b>VIC CURRICULUM - History The Australian Colonies 1850 - 1900 Chronology</b></p> <p>Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the causes and effects of Federation on its people (VCHHC082)</p> <p><b>Cause and effect</b></p> <p>Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and Torres Strait Islander peoples and migrants (VCHHC086)</p> <p><b>The Australian Colonies</b></p> <p>What were the significant events and who were the significant people who shaped the Australian colony?(VCHHK090)</p> <p>What are the causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony(VCHHK091)</p> <p>What were the roles that significant individuals or groups played in shaping and changing a colony?(VCHHK092)</p> <p><b>Resource allocation and making choices</b></p> <p><b>Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations (VCEBR003)</b></p>	<p><b>VIC CURRICULUM - Civics and Citizenship Government and Democracy</b></p> <p>Discuss the values, principles and institutions that underpin Australia's democratic forms of government and explain how this system is influenced by the Westminster system (VCCCG008)</p> <p>Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (VCCCG009)</p> <p>Identify the roles and responsibilities of electors and representatives in Australia's democracy(VCCCG011)</p> <p>Identify and discuss the key features of the Australian electoral process (VCCCG010)</p> <p><b>Laws and Citizens</b></p> <p>Explain how state/territory and federal laws are initiated and passed through parliament (VCCCL012)</p> <p><b>Citizenship, Diversity and Identity</b></p> <p>Examine the concept of global citizenship (VCCCC017)</p> <p>Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)</p> <p><b>Economic reasoning business and Interpretation</b></p> <p>Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event (VCEBE010)</p> <p><b>Consumer and financial literacy</b></p> <p>Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices (VCEBC004)</p>	<p><b>VIC CURRICULUM - SCIENCE Biological Science Understanding</b></p> <p>The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)</p> <p>Observing the growth of fungi, for example, yeast and bread mould in different temperature conditions</p> <p>Investigating how changing the physical conditions for plants impacts on their growth and survival, for example, changing salt water concentrations, using fertilisers or transferring to a different soil type</p> <p>Researching organisms that live in extreme environments, for example, Antarctica, a desert or deep sea</p> <p><b>Primary Connections Marvellous microorganisms or Rising Salt</b></p> <p><b>Sustainability Systems</b></p> <p>Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.</p> <p><b>World views</b></p> <p>Enables a diversity of world views on ecosystems, values and social justice to be discussed and recognised when determining individual and community actions for sustainability</p> <p>World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.</p>	<p><b>VIC CURRICULUM - SCIENCE Chemical Science Understanding</b> Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting (VCSSU077)Investigating the three changes of state in water Investigating irreversible changes, for example, rusting, burning and cooking Exploring how reversible changes can be used to recycle materials</p> <p><b>Primary Connections Change Detectives</b></p> <p><b>Physical Science Understanding</b> Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy (VCSSU081)</p> <p>Recognising the need for a complete circuit to allow the flow of electricity -exploring circuit features, for example, wires and switches, and electrical devices, for example, light globes, LEDs and motors</p> <p>Investigating different electrical conductors and insulators -investigating how moving air and water can turn turbines to generate electricity Investigating how solar panels can generate electricity</p> <p><b>Science inquiry skills</b></p> <p>Questioning and predicting(VCSIS082)</p> <p>Planning and conducting (VCSIS083)) (VCSIS084)</p> <p>Recording and processing (VCSIS085)) Analysing and evaluating (VCSIS086) (VCSIS087) Communicating (VCSIS088)</p> <p><b>Primary Connections Essential Energy</b></p>

	<p><b>Enterprising behaviours and capabilities</b> Investigate the nature and explain the importance of enterprising behaviours and capabilities (<a href="#">VCEBN009</a>)</p>	<p>Consider the effect that the consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment (<a href="#">VCEBC005</a>)</p>	<p><b>Earth and Space understanding</b> Sudden geological changes or extreme weather conditions can affect Earth's surface (VCSU079)</p> <p>Investigating major geological events, for example, earthquakes, volcanic eruptions and tsunamis Recognising that earthquakes can cause tsunamis considering the effect of drought on living and non-living aspects of the environment</p> <p><b>Science inquiry skills</b> Questioning and predicting(<a href="#">VCSIS082</a>) Planning and conducting (<a href="#">VCSIS083</a>)) (<a href="#">VCSIS084</a>) Recording and processing (<a href="#">VCSIS085</a>) Analysing and evaluating (<a href="#">VCSIS086</a>) (<a href="#">VCSIS087</a>) Communicating (<a href="#">VCSIS088</a>)</p> <p><b>Primary Connections Earthquake Explorers or Volcanoes</b></p>	
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