GREAT OCEAN ROAD
COAST COMMITTEE

LEVELS 3 & 4: SCIENCE & GEOGRAPHY VICTORIAN CURRICULUM LINKS

Science	Victorian Curriculum Elaborations related to activity
Science knowledge helps people to understand the effects of their actions (VCSSU056)	• considering how the use of materials including solids and liquids can affect the environment in different ways, for example, fertilisers and food and drink containers • exploring how science has contributed to understanding and resolving issues related to the effects of human activities, for example, clearing of bushland to build housing and roads and management of waste
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
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)	• exploring differences between living, once living and products of living things • identifying 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
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
Safely use appropriate materials, tools, equipment and technologies (VCSIS067)	• discussing and recording safety rules for use of equipment as a whole class

GREAT OCEAN ROAD
COAST COMMITTEE

LEVELS 3 & 4: SCIENCE & GEOGRAPHY VICTORIAN CURRICULUM LINKS

Geography	Victorian Curriculum Elaborations related to activity
Identify and describe the characteristics of places in different locations at a range of scales (VCGGC071)	• researching the main types of natural vegetation and native animals in a climate zone I Australia and comparing the with those found in similar climate in Africa or South America • identifying and locating examples of the main climatic types in Australia and the world, for example, equatorial, tropical, arid, semi-arid. Temperate and Mediterranean • discussing the similarities and differences in the types of work and other activities people do in their own place with a different type of place in Australia and a place in another country
Identify and describe locations and spatial distributions and patterns (VCGGC072)	• using geographical tools, such as a globe, wall map or electronic atlas, to locate the state and territories, major cities and regional centres in their own state, and then naming them • identifying the pattern of population distribution across Australia • identifying and locating examples of the main climatic types in Australia and the world, for example, equatorial, tropical, arid, semi-arid, temperate and Mediterranean
Identify and explain the interconnections within places and between places (VCGGC073)	• identifying the main types of natural vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation • describing how natural processes can break down and recycle some wastes safely. For example, through composting or purifying water as it moves through the environment • describing how natural processes can break down and recycle some wastes safely. For example, through composting or purifying water as it moves through the environment • exploring how vegetation produces the oxygen all land animals (including people) breathe, protects land from erosion by water or wind, retains rainfall, provides habitat for animals, shelters crops and livestock, provides shade for people, cools urban places, produces medicines, wood and fibre, and can make places appear more attractive • investigating and comparing what it would be like to live in a place with a climate different to their own place • recognising that the distribution of Aboriginal and Torres Strait Islander peoples before colonisation was concentrated in more productive areas such as in the coastal and riverine areas of Australia

GREAT OCEAN ROAD
COAST COMMITTEE

LEVELS 3 & 4: SCIENCE & GEOGRAPHY VICTORIAN CURRICULUM LINKS

Geography	Victorian Curriculum Elaborations related to activity
Collect and record relevant geographical data and information from the field and other sources (VCGGC074)	• using contemporary issues reported in the media to initiate questions about the sustainable use of resources and collect related data and information • brainstorming ways that data might be collected and recorded, choosing, with teacher guidance, the most effective method for a given investigation • using maps, ground and aerial photographs and satellite images or a digital application, such as NASA Worldwind or Google Earth, to identify, locate and describe different types of settlements or to explore the extent of vegetation in an area • interviewing people about their feelings and attachment to places
The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability (VCGGK080)	• investigating how the Australian continent was (and still is) divided into many Aboriginal Countries and Torres Strait Islander Places, drawing on languages maps, geographical features and other sources such as Traditional Owners • compare the characteristics of two Aboriginal and Torres Strait Islanders Countries/Places. For example, where students live and one elsewhere in Australia • exploring how oral traditions of Aboriginal and Torres Strait Islander people were used to describe Country/Place • recognising that the distribution of Aboriginal and Torres Strait Islander peoples before colonisation was concentrated in more productive areas such as in the coastal and riverine areas of Australia and investigating how Aboriginal people were able to trade across the continent • investigating how Aboriginal and Torres Strait Islander peoples' ways of living were adapted to the resources of their Country/Place. For example, the alpine country of the Ngarigo People, the rainforests, beaches and dunes of the KuKu Yalanji People, the desert country of the Arrernte People, the savannah country of the Jawoyn People, the riverine plains of the Wiradjuri People, and the local Country/Place

GREAT OCEAN ROAD
COAST COMMITTEE

LEVELS 3 & 4: SCIENCE & GEOGRAPHY VICTORIAN CURRICULUM LINKS

Geography	Victorian Curriculum Elaborations related to activity
Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably (VCGGK082)	• exploring how vegetation produces the oxygen all land animals (including people) breathe, protects land from erosion by water or wind, retains rainfall, provides habitat for animals, shelters crops and livestock, provides shade for people, cools urban places, produces medicines, wood and fibre, and can make places appear more attractive • explaining how people's connections with their environment can also be aesthetic, emotional and spiritual • describing how natural processes can break down and recycle some wastes safely. For example, through composting or purifying water as it moves through the environment • investigating where a particular renewable natural resource comes from and how it is used, what sustainable use of this resource might mean and comparing a strategy to reduce the use of the resource (for example, recycling paper) with a strategy to increase the output of this resource (for example, planting more trees) • visiting a national park and discussing different views on development in the park
Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places (VCGGK083)	• reading and viewing poems, songs, paintings and stories concerning people's feelings about places as part of an exploration of the factors that influence views on the protection of places • discussing why it is important to protect places that have special significance for people. For example, a wetland, a site sacred to Aboriginal and/or Torres Strait Islander peoples , a national park or a World Heritage site • designing actions that people could take to protect and improve places in the local area that people perceive as important and discussing the likely reactions of different groups of people to these ideas