



LEVELS 5 & 6: SCIENCE & GEOGRAPHY VICTORIAN CURRICULUM LINKS

Science	Victorian Curriculum Elaborations related to activity
Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)	<ul style="list-style-type: none"> 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
The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)	<ul style="list-style-type: none"> 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
Geography	Victorian Curriculum Elaborations related to activity
Describe and explain the diverse characteristics of places in different locations from local to global scales (VCGGC085)	<ul style="list-style-type: none"> researching the population size and density of a selection of countries around the world exploring the diversity of environments and types of settlement, in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia and discussing any patterns researching the proportions of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics and then comparing aspects of selected cultures investigating the similarities and differences in languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world examining how the use of space within an area may be influenced by designation of land, for example, national parks, reserves, significant sites
Identify and describe locations and describe and explain spatial distributions and patterns (VCGGC086)	<ul style="list-style-type: none"> using geographical tools, such as printed and electronic atlases, to identify the relative location of Europe and North America and their environmental characteristics mapping and explaining the location, frequency and severity of bushfires or flooding in Australia explaining why most Australians live close to the coast rather than in inland Australia



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Describe and explain interconnections within places and between places, and the effects of these interconnections (VCGGC087)	<ul style="list-style-type: none">• researching connections between Australia and countries in the Asia region, for example, in terms of trade, migration, tourism, aid, education, defence or cultural influences; and explaining the effects of at least one of these connections on their own place and another place in Australia• explaining the impacts of fire on Australian vegetation and the significance of fire damage to human communities• comparing how people have responded to climatic conditions in similar and different places and factors that may have influenced this such as culture and technology• exploring the extent of change in the local environment over time, through for example, vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining
Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols (VCGGC088)	<ul style="list-style-type: none">• developing questions about the way connections affect places and people's perceptions of places and collecting related data and information• identifying the purpose and usefulness of information gained from primary and secondary sources such as fieldwork, maps, plans, photographs, satellite images, statistical sources and reports• finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal/Torres Strait Islander communities• interviewing people, for example, on their knowledge and opinions of other places
Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places (VCGGK094)	<ul style="list-style-type: none">• identifying how Aboriginal and Torres Strait Islander communities altered the environment through their methods of land and resource management• exploring the extent of change in the local environment over time, through for example, vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining
Impacts of bushfires or floods on environments and communities, and how people can respond (VCGGK095)	<ul style="list-style-type: none">• mapping and explaining the location, frequency and severity of bushfires or flooding in Australia• explaining the impacts of fire on Australian vegetation and the significance of fire damage to human communities• researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding• suggesting collective action in response to impact of floods on a community and describing the likely effects of this action on different groups of people



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Environmental and human influences on the location and characteristics of places and the management of spaces within them (VCGGK096)	<ul style="list-style-type: none">• comparing how people have responded to climatic conditions in similar and different places and factors that may have influenced this such as culture and technology• investigating the influence of landforms on the development of settlements that are involved in food and fibre production. For example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges• explaining why most Australians live close to the coast rather than in inland Australia• examining how the use of the space within their local place is organised through zoning• investigating a current local planning issue, such as the redevelopment of a site, preservation of open space or subdivision of farming land, exploring why people have different views on the issue, and developing a class response to it
Factors that influence people's awareness and opinion of places (VCGGK097)	<ul style="list-style-type: none">• identifying factors that influence people's awareness and opinions of places, for example, the media, significant known events, proximity to places and personal relationships with places• suggesting a course of action on a global issue that is significant to them and describing how different groups could respond