

Appendix I – Curriculum Matrix



Appendix I – Syllabus Outcomes and Curriculum Mapping

Coal Loader Learning Guide: Syllabus Outcomes Stage 1-5

Geography outcomes				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>GE1-1 describes features of places and the connections people have with places.</p> <p>GE1-2 identifies ways in which people interact with and care for places.</p>	<p>GE2-1 examines features and characteristics of places and environments.</p> <p>GE2-2 describes the ways people, places and environments interact.</p> <p>GE2-3 examines differing perceptions about the management of places and environments.</p>	<p>GE3-1 describes the diverse features and characteristics of places and environments environments.</p> <p>GE3-2 explains interactions and connections between people, places and environments.</p> <p>GE3-3 compares and contrasts influences on the management of places and environments.</p>	<p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments.</p> <p>GE4-2 describes processes and influences that form and transform places and environments.</p> <p>GE4-3 explains how interactions and connections between people, places and environments result in change.</p> <p>GE4-4 examines perspectives of people and organisations on a range of geographical issues.</p>	<p>GE5-2 explains processes and influences that form and transform places and environments.</p> <p>GE5-5 assesses management strategies for places and environments for their sustainability.</p>

History outcomes				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>HT1-2 identifies and describes significant people, events, places and sites in the local community.</p>	<p>HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time.</p> <p>HT2-4 describes and explains effects of British colonisation in Australia.</p> <p>HT2-5 applies skills of historical inquiry and communication.</p>	<p>HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia.</p> <p>HT3-2 describes and explains different experiences of people living in Australia over time.</p> <p>Applies a variety of skills of historical inquiry and communication HT3-5.</p>	<p>HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past.</p> <p>HT4-6 Uses evidence from sources to support historical narratives and explanations.</p>	<p>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.</p>

Science outcomes				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<p>ST1-10ES-S recognise observable changes in the sky and on the land and identifies Earth's resources.</p> <p>ST1-4LW-S describes observable features of living things and their environments.</p> <p>ST1-5LWT identifies how plants and animals are used for food and fibre products.</p> <p>ST1-6MWS identifies that materials can be changed or combined.</p>	<p>ST2-4LW-S compares features and characteristics of living and non-living things.</p> <p>ST2-5LW-T describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter.</p> <p>ST2-7MW-T investigates the suitability of natural and processed materials for a range of purposes.</p> <p>ST2-8PW-ST Describes the characteristics and effects of common forms of energy, such as light and heat.</p> <p>ST2-4LW-S Describes observable features of living things and their environments.</p>	<p>ST3-4LW-S examines how the environment affects the growth, survival and adaptation of living things.</p> <p>ST3-5LW-T explains how food and fibre are produced sustainably in managed environments for health and nutrition.</p> <p>ST3-6MW-S explains the effect of heat on the properties and behaviour of materials.</p> <p>ST3-7MW-T explains how the properties of materials determine their use for a range of purposes.</p> <p>ST3-8PW-ST explains how energy is transformed from one form to another.</p>	<p>SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.</p> <p>SC4-14LW relates the structure and function of living things to their classification, survival and reproduction.</p> <p>SC4-14 - LW examines how the environment affects the growth, survival and adaptation of living things. determine their use for a range of purposes.</p> <p>TE4-5AG investigates how food and fibre are produced in managed environments.</p> <p>SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.</p>	N/A

Appendix I: Curriculum Matrix – Stage 1-5

SCIENCE Syllabus links: Content	1. History of the site	2. Aboriginal heritage	3. Sustainable retrofit	4. Alternative energy	5. Water conservation, recycling and reuse	6. Waste minimisation	7. Sustainable food	8. Balls Head Biodiversity
Stage 1 Science								
Living World								
Living things live in different places							✓	✓
Plants and animals used for food and fibre		✓					✓	✓
Material World								
Materials can be combined or changed			✓					
Earth and Space								
Investigate earth's resources, how do we use them and care for them?		✓	✓	✓	✓	✓	✓	✓
Stage 2 Science								
Living World								
Collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things								✓
Describe how living things depend on each other and the environment to survive								✓
Investigate food technologies and techniques used to produce healthy food		✓					✓	
Design, plan and produce a product, system or environment to support the growth of a plant and/or animal that could be used in a healthy meal							✓	
Physical World								
Explore some common sources and uses of electrical energy and describe different ways electrical energy can be generated sustainably			✓	✓				
Investigate how forces and materials interact in a product or system to perform a function				✓				

Appendix 1: Curriculum Matrix *continued*

Stage 3 Science								
Living World								
Describe how changing physical conditions in the environment affect the growth and survival of living things								✓
Describe adaptations as existing structures or behaviours that enable living things to survive in their environment					✓			✓
Describe the structural and/or behavioural features of some native Australian animals and plants and why they are considered to be adaptations								✓
Explore plants and animals, tools and techniques used to prepare food to enable people to grow and be healthy		✓						
Plan, design and produce a healthy meal		✓						
Explain a sustainable practice used by Aboriginal and/or Torres Strait Islander communities to manage food and fibre resources		✓						
Physical World								
Identify different types of energy transformations				✓				
Investigate how electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources				✓				
Describe examples where light, sound, heat and electrical energy transform from one type of energy to another				✓				
Design, test and evaluate a product or system that involves an energy transformation to meet an identified need using electrical energy				✓				
Stage 4 Science								
Physical World								
PW3 Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems				✓				
PW4 Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations			✓	✓	✓	✓	✓	

Appendix 1: Curriculum Matrix *continued*

Living World								
LW1 There are differences within and between groups of organisms; classification helps organise this diversity								✓
LW5 Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems.			✓			✓		✓
Cross curriculum Priorities								
Aboriginal and Torres Strait Islander histories and cultures		✓						
Sustainability	✓	✓	✓	✓	✓	✓	✓	✓

Appendix 1: Curriculum Matrix *continued*

GEOGRAPHY Syllabus links: Content	1. History of the site	2. Aboriginal heritage	3. Sustainable retrofit	4. Alternative energy	5. Water conservation, recycling and reuse	6. Waste minimisation	7. Sustainable food	8. Balls Head Biodiversity
Stage 1 Geography								
People live in Places								
Investigate the importance of places they live in and belong to	✓	✓			✓		✓	✓
Features of Places								
Investigate features of places and how they can be cared for	✓	✓	✓	✓	✓	✓	✓	✓
Stage 2 Geography								
Places are similar and different: Content								
Investigate how the protection of places is influenced by people's perception of places	✓							
The Earths environment: Content								
Investigate the natural characteristics of Australia and a country in Asia								✓
Investigate the importance of natural vegetation and natural resources to the environment, animals and people		✓						✓
Investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments	✓	✓						
Investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples	✓	✓	✓	✓	✓	✓	✓	✓
Stage 3 Geography								
Factors that shape places								
Investigate the ways people change the natural environment in Australia and another country	✓							
Investigate how the natural environment influences people and places		✓						✓
Investigate how people influence places	✓		✓	✓	✓	✓	✓	

Appendix 1: Curriculum Matrix *continued*

Stage 4 Geography								
Landscapes and Landforms								
Investigate different landscapes and the geomorphic processes that create distinctive landforms								✓
Investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples	✓	✓						
Investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes			✓	✓	✓	✓	✓	
Water in the world								
investigate the nature of water scarcity and ways of overcoming it					✓			
investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region								
Place and Liveability								
Investigate strategies used to enhance the liveability of places using examples from different countries			✓	✓	✓	✓	✓	
Stage 5 Geography								
Changing Places								
Proposal of ways for individuals and communities to contribute to a sustainable urban future		✓	✓	✓	✓	✓	✓	✓
Investigate environments, change and management	✓	✓	✓	✓	✓	✓	✓	✓
Cross curriculum Priorities								
Aboriginal and Torres Strait Islander histories and cultures		✓						
Sustainability	✓	✓	✓	✓	✓	✓	✓	✓

Appendix 1: Curriculum Matrix *continued*

HISTORY Syllabus links: Content	1. History of the site	2. Aboriginal heritage	3. Sustainable retrofit	4. Alternative energy	5. Water conservation, recycling and reuse	6. Waste minimisation	7. Sustainable food	8. Balls Head Biodiversity
Stage 1 History								
The past in the present								
History of a significant person, building, site or natural environment in the local community	✓	✓						
Stage 2 History								
Community and remembrance								
The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area	✓	✓						
ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory	✓							
First Contacts								
The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives	✓	✓						
Stage 3 History								
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, sciences, the arts, sport	✓	✓						
Stage 4 History								
Expanding contact: Aboriginal and Indigenous People, colonisation and contact history	✓							
Stage 5 History								
The globalising world/option-the environment movement	✓	✓						✓
Cross curriculum Priorities								
Aboriginal and Torres Strait Islander histories and cultures		✓						
Sustainability	✓	✓	✓	✓	✓	✓	✓	✓