

Detailed Curriculum Links

Learning Area	Content Descriptor		
	Foundation – Level 2	Level 3 – Level 4	Level 5 – Level 6
Science	Scientific knowledge is based on observations of the natural world using the senses, and scientific tools and instruments (VC2S2H01).	Data from observations obtained through scientific inquiry can be used to develop explanations of natural phenomena (VC2S4H01).	methods and findings can be compared with those of others to identify sources of error, to select evidence in support of reasoned explanations and conclusions, and to develop further questions for investigation (VC2S6I05).
	Science is used by people in their daily lives, including asking questions and using patterns from observations of the world around them to make scientific predictions (VC2S2H02).	Plants and animals have different life cycles; offspring are similar, but not identical, to their parents (VC2S4U02).	Scientific ideas, findings, patterns, trends and relationships can be communicated for a specific purpose and audience, using various presentation formats, scientific vocabulary and digital tools as appropriate (VC2S6I06).
	Plants and animals have observable features that can be used to group them in different ways (VC2S2U01).	Consumers, producers and decomposers have different roles and interactions within a habitat; food chains can be used to represent feeding relationships (VC2S4U03).	Scientific knowledge, skills and data can be used by individuals and communities to identify problems, consider responses and make decisions (VC2S6H02).
	Plants and animals have basic needs, including air, water, food and shelter; the places where they live meet those needs (VC2S2U02).		
	Plants and animals have external features that perform different functions to enable their survival; in plants these features include roots, stems, leaves, flowers, fruit, bulbs, trunks and branches while different features in animals		



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	<p>enable them to move, breathe, eat and respond to their environment (VC2S2U03).</p> <p>Experiences can be used as a basis for posing questions to explore observed patterns and relationships, and to make predictions (VC2S2I01).</p> <p>Scientific questions and predictions can be investigated safely by following procedures that have sequenced steps (VC2S2I02).</p> <p>Observations are made using the senses and recorded, including informal measurements, using digital tools as appropriate (VC2S2I03).</p> <p>Observations can be compared to predictions and the observations of others, which may lead to further questions being identified (VC2S2I05).</p> <p>Observations, findings and ideas can be shared with others by using every day and some scientific vocabulary (VC2S2I06).</p>		



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Geography	The places in which they live, why their places are important to them, the features of places, and how places can be looked after (VC2HG2K01).	The relationships between people and their place and its environment (VC2HG4K01).	How places and environments are changed and managed by people (VC2HG6K01).
	The interconnections between Aboriginal and Torres Strait Islander Peoples and Country and Place, and the importance of Country and Place (VC2HG2K03)	The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (VC2HG4K03).	The specific geographical and other characteristics that shape their place, how their place is changing and how change is managed (VC2HG6K03).
	The natural and constructed features of places, how they change and how they can be cared for (VC2HG2K05)	The functions of vegetation in the environment and the characteristics, spatial distribution and location of the main types of vegetation in Australia and the world, such as forest, woodland, savannah, grassland and desert, including the uses of vegetation by Aboriginal and Torres Strait Islander Peoples (VC2HG4K04).	The importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices (VC2HG6K04).
	Weather and seasons, including Aboriginal and Torres Strait Islander Peoples' seasonal calendars (VC2HG2K06).	The interconnection between the characteristics of the major types of vegetation and global climate (VC2HG4K07).	Develop a range of geographical questions on how places are managed (VC2HG6S01).
	Ask geographical questions about places and our connection to them (VC2HG2S01).		Develop evidence-based conclusions on the management of places using the concepts of



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	Collect, sort and record information and data from observations, including from fieldwork and maps (VC2HG2S02).		place, interconnection, environment and sustainability (VC2HG6S05).
History	Ask historical questions about objects, people, places and events in the past and present (VC2HH2S01).	The significance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who are connected to their area (VC2HH4K01).	The impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environment (VC2HH6K02).
		The diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and Place (VC2HH4K06).	
Aboriginal and Torres Strait Islander Histories and Cultures	Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways (VC2CCPACP1).	Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways (VC2CCPACP1).	Aboriginal and Torres Strait Islander communities of Australia maintain a deep connection to, and responsibility for, Country and Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways (VC2CCPACP1).
	Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing. (VC2CCPAC2).	Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing. (VC2CCPAC2).	Aboriginal and Torres Strait Islander Peoples' ways of life reflect unique ways of being, knowing, thinking and doing. (VC2CCPAC2).
Physical Education	Cooperate with others when participating in physical activities (VC2HPFM05).	Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities (VC2HP4M10).	Transfer familiar movement strategies to different movement situations (VC2HP6M02).

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		<p>Practise and refine fundamental movement skills in different movement situations, including indoor, outdoor and aquatic settings (VC2HP4M01).</p>	

