

YEAR 5	
Science	Humanities and Social Sciences
<p>Science understanding</p> <p>Biological sciences</p> <ul style="list-style-type: none"> Examine how particular structural features and behaviours of living things enable their survival in specific habitats (AC9S5U01) <p>Earth and space sciences</p> <ul style="list-style-type: none"> Describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth's surface (AC9S5U02) <p>Physical sciences</p> <ul style="list-style-type: none"> Identify sources of light, recognise that light travels in a straight path and describe how shadows are formed and light can be reflected and refracted (AC9S5U03) <p>Science as a human endeavour</p> <p>Use and influence of science</p> <ul style="list-style-type: none"> Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions (AC9S5H02) 	<p>Skills</p> <p>Interpreting, analysing and evaluation</p> <ul style="list-style-type: none"> Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships (AC9HS5S03) <p>Concluding and decision-making</p> <ul style="list-style-type: none"> Propose actions or responses to issues or challenges and use criteria to assess the possible effects (AC9HS5S06) <p>Knowledge and understanding</p> <p>Geography</p> <ul style="list-style-type: none"> The influence of people, including First Nations Australians and people in other countries, on the characteristics of a place (AC9HS5K04) The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences (AC9HS5K05) <p>Civics and citizenship</p> <ul style="list-style-type: none"> How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal (AC9HS5K07) <p>Economics and business</p> <ul style="list-style-type: none"> Types of resources, including natural, human and capital, and how they satisfy needs and wants (AC9HS5K08)

Cross-Curricular Priorities

Aboriginal and Torres Strait Islander Histories and Culture

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways (A_TSICP1)

Culture

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing (A_TSIC2)

Sustainability

Systems

- All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival (SS1)
- Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments (SS2)
- Social, economic and political systems influence the sustainability of Earth's systems (SS3)

Design

- Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems (SD1)

Futures

- Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change (SF2)