



BLACKBURN LAKE SANCTUARY

Year 3: Activity Overview and Curriculum Links



AusVELS –Year 3 Science: Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

AusVELS –Year 3 History: Community and Remembrance: The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.

The key inquiry questions at this year level are: 1. Who lived here first and how do we know?

2. How has our community changed? What features have been lost and what features have been retained?

3. What is the nature of the contribution made by different groups and individuals in the community?

4. How and why do people choose to remember significant events of the past?

Activity / Time	Overview	Strand and Link
Juby's Garden 45 min	Explore how the Wurrundjeri people may have lived on this land and utilised local plants for food, medicine and a range of everyday uses such as glue, making baskets and eel traps. Students will also see how a simple rope can be made from lomandra longifolia.	Knowledge and Understanding: The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (ACHHK060)
Swamp to Sanctuary 45 min	Walk around the Sanctuary and learn about the European history of the site, from the lake's creation in the 1880s with its appeal to picknickers and artists, to its time as a flower farm owned and operated by the Adult Deaf Society. Explore the current role of the sanctuary for flora, fauna and people.	Knowledge and Understanding: ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061) Historical Skills: Sequence historical people and events (ACHHS065) Identify different points of view (ACHHS069)
Lake Life 45 min	Can we predict the water quality of the Lake by looking at what is living in it? Students collect a sample from the lake and use magnifying glasses, microscopes and charts to identify what is living on and just below the surface. Learn how the organisms can be grouped to assist us to determine the water quality (tolerant/sensitive)? Make predictions based on your findings: What would happen if there was more/less water pollution? What would happen if there was more rubbish at the Sanctuary? What might happen if people were allowed to swim, fish and use boats in the lake?	Science as a Human Endeavour: Nature and development of science - Science involves making predictions and describing patterns and relationships (ACSHE050) Science Inquiry Skills: Planning and conducting - Suggest ways to plan and conduct investigations to find answers to questions (ACSIS054) Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS055) Processing and analysing data and Information - Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)
Creature Features 45 min	Students will observe a range of native fauna in the Visitors Centre and investigate why they have the features they do. A couple of live examples (seasonal) will be collected from the Sanctuary for closer inspection. Students will work together to draw a mini beast, identify a range of features and compare their observations.	Science Understanding: Biological- Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) Science as a Human Endeavour: Nature and development of science - Science involves making predictions and describing patterns and relationships (ACSHE050) Science Inquiry Skills: Planning and conducting - Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS055) Processing and analysing data and Information - Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS057)