



# BLACKBURN LAKE SANCTUARY

## Year Four: Activity Overview and Curriculum Links



### AusVELS –Year 4 Science

Students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials.

They learn that forces include noncontact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye.

They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems.

They understand that some systems change in predictable ways, such as through cycles.

They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

### AusVELS –Year 4 History

Introduction to world history and the movement of peoples.

Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

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** through the use and interpretation of sources. The key inquiry questions at this year level are:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

Activity / Time	Overview	Strand and Link
<b>Juby's Garden</b> 45min	Students will take a tour of our indigenous trail and learn about the ways the Wurrundjeri people utilised local plants for food, medicine and a range of everyday uses such as glue, making baskets and eel traps. Students will make a simple rope from lomandra.	<b>Knowledge and Understanding:</b> 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 (ACHHK077)
<b>Swamp to Sanctuary</b> 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.	<b>Science Understanding:</b> Earth and space sciences - Earth's surface changes over time as a result of natural processes and human activity (ACSSU075) Historical Skills: Sequence historical people and events (ACHHS081) Pose a range of questions about the past (ACHHS083) Identify different points of view (ACHHS085)
<b>Lake Life</b> 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?	<b>Science as a Human Endeavour</b> : Nature and development of science - Science involves making predictions and describing patterns and relationships (ACSHE061) Use and influence of science - Science knowledge helps people to understand the effect of their actions (ACSHE062) <b>Science Inquiry Skills</b> : Questioning and predicting - With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (AC SIS064) Planning and conducting - Suggest ways to plan and conduct investigations (AC SIS065) Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (AC SIS066) 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 (AC SIS068) Compare results with predictions, suggesting possible reasons for findings (AC SIS216) Evaluating - Reflect on the investigation; including whether a test was fair or not (AC SIS069) Communicating - Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (AC SIS071)
<b>Life Cycles</b> 45 min	Learn about the life cycles of a flowering plant. Models, posters and seasonal samples will be used to illustrate each stage. Students will have an opportunity to find their own examples in the sanctuary and use their knowledge to identify what stage of the life cycle each is at.	<b>Science Understanding: Biological-</b> Living things have life cycles (ACSSU072)
<b>Web of Life</b> 45 min	Food Chains: Students will explore the sanctuary and find examples of land and water based food chains. How can we classify fauna and flora according to its role in the food chain? eg. predator/prey, producer/consumer Web of Life Game: Students are asked to represent the plant or animal on a picture they are given. They then use a ball of string to illustrate how their particular flora or fauna is connected to the others in a food web.	<b>Science Inquiry Skills</b> : Science as a Human Endeavour: Nature and development of science - Science involves making predictions and describing patterns and relationships (ACSHE061)  Communicating - Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (AC SIS071)