

# BIG IDEA DIAGRAM

## Worked Example

Teacher planning starts here

### BIG IDEA

#### Connection to the Environment and Sustainability

By the end of Year 6, students will understand that...

For tens of thousands of years sustainability has been demonstrated by Aboriginal and Torres Strait Islander use of the land and resources which contributes to contemporary understanding of sustainability; their traditional understanding of the environment helps them to make decisions and informs our decisions today.

There are different ways of understanding and communicating ideas.

All living things are connected and affect each other.

### WHY DOES THIS LEARNING MATTER?

Aboriginal and Torres Strait Islander people were the first people to live on this land and their scientific understanding has contributed to contemporary scientific understanding and practice.

Aboriginal and Torres Strait Islander peoples have a unique way of communicating their understanding so that knowledge is passed on and preserved for sustainable use of resources in Australia.

### TARGET CONTENT DESCRIPTIONS

ACSSU002	ACSHE013	AC SIS029
ACSSU017	ACSHE021	AC SIS053
ACSSU043	ACSHE022	AC SIS060
ACSSU044	ACSHE050	AC SIS093
ACSSU072	ACSHE061	
ACSSU073	ACSHE081	
ACSSU094	ACSHE083	

### YEAR 6

Students investigate and identify Aboriginal and Torres Strait Islander people's knowledge about the growth and survival of living things in the Australian environments and the impacts of invasive species. Students use the knowledge to describe and predict the effect of environmental change on living things.

### YEAR 4

Students investigate Aboriginal and Torres Strait Islander use of life cycles for sustainability. Students can explain Aboriginal and Torres Strait Islander perspectives on peoples' connection to the environment. Students use Aboriginal and Torres Strait Islander practices of estimation to describe patterns and relationships.

### YEAR 5

Students investigate Aboriginal and Torres Strait Islander knowledge of adaptations by species to their environment. Students investigate how traditional Aboriginal and Torres Strait Islander knowledge informs sustainable harvesting of certain species, such as dugongs and turtles.

### YEAR 2 & 3

Students can describe how Aboriginal and Torres Strait Islander peoples know and communicate about plants and animals for hunting and gathering. Students can compare contemporary ways of classifying living things to Aboriginal and Torres Strait Islander systems of classification. Students communicate with Aboriginal and Torres Strait Islander peoples about invasive species. Students explore Aboriginal and Torres Strait Islander peoples' of living things.

### FOUNDATION & YEAR 1

Students can explain how Aboriginal and Torres Strait Islander people care for the environment and how they gain knowledge about the land. Students explore how Aboriginal and Torres Strait Islander people communicate features of living things. Students can describe how Aboriginal and Torres Strait Islander people use changes in the land and sky to choose resources and act sustainability. Students can communicate how an Aboriginal and Torres Strait Islander person would share observations or make representations of their environment.

Student learning starts here