

Summary	Duration
<p>Students spend a day in the life of a Darug kid, analysing living plants and animals and how Darug people use them.</p> <p>This excursion is designed to supplement learning of both content strands of the Living World unit:</p> <ul style="list-style-type: none"> <li>▪ <b>Characteristics and basic needs of living things</b></li> <li>▪ <b>Using living things as food and fibre</b></li> </ul> <p>The excursion explicitly incorporates Aboriginal and Torres Strait Islander histories and cultures, with a focus on local Darug Country and culture.</p>	<p>Sample term 5 weeks</p>

Key inquiry questions
<ul style="list-style-type: none"> <li>▪ What do we notice about living things?</li> <li>▪ How can living things be used to meet our needs?</li> </ul>









Outcomes
<p>Science and Technology K-6</p> <p>STe-1WS-S observes, questions and collects data to communicate ideas</p> <p>STe-2DP-T develops solutions to an identified need</p> <p>STe-3LW-ST explores the characteristics, needs and uses of living things</p>


Content strand summary	Working scientifically skills	Thinking skills
	<p><b>Questioning and predicting</b></p> <ul style="list-style-type: none"> <li>▪ pose questions about familiar objects and events</li> <li>▪ respond to posed questions about familiar objects and events</li> </ul> <p><b>Planning and conducting investigations</b></p> <ul style="list-style-type: none"> <li>▪ explore and answer questions through make observations using senses through participation in guided scientific investigations</li> <li>▪ record observations using drawings, simple digital recording methods, oral descriptions and/or simple visual representations</li> <li>▪ work collaboratively with others to investigate ideas</li> <li>▪ develop safe skills when using materials and equipment</li> </ul> <p><b>Processing and analysing data</b></p> <ul style="list-style-type: none"> <li>▪ engage in discussions and observations</li> <li>▪ represent ideas based on results of investigations</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>▪ share observations and ideas based on guided investigations</li> </ul>	<p><b>Computational thinking - ComT</b></p> <p><b>Design thinking - DesT</b></p> <p><b>Scientific thinking - SciT</b></p> <p><b>Systems thinking - SysT</b></p>

Unit overview
<p>Students will learn about food, medicinal and shelter properties of plants and animals as well as use natural products from the bush to construct their own tool for a specific purpose.</p>

Resources overview

Content	Teaching, learning and assessment

Content	Teaching, learning and assessment
<p><b>Stage 1 - Living World</b> <b>Content Focus</b></p> <p>Stage 1 of the Living World strand focuses on the features of living things, their environment and how they change and reproduce. Students investigate how plants and animals are used to satisfy our needs for food and fibre. Stage 1 of this strand develops students' understanding of how living things and their environment play a central role in the support for and survival of humans.</p> <p><b>Early Stage 1 - Living World</b> <b>Characteristics and basic needs of living things</b> <b>Inquiry question:</b> What do we notice about living things? Students:</p> <ul style="list-style-type: none"> <li>▪ recognise that living things have basic needs including air, food and water (ACSSU002)</li> <li>▪ participate in guided investigations to identify living things and the external features of plants and animals in the local environment </li> <li>▪ communicate findings of observations of living things in their environment </li> </ul>	<p><i>Location: Under the Wisdom Tree</i></p> <p><b>Introduction</b> Acknowledgement to Country - students learn what it means. Students introduced to the scene, including the "hospital", the grocery shop", the "school" and the "home" (the bush around Brewongle). Students briefed about daily life for Darug kids growing up here before early settlers arrived.</p> <p><i>Location: Bush resource track below kitchen and out to lookout track.</i></p> <p><b>Bush Resource Walk</b> Students go on a guided walk around Brewongle, learning about and analysing the bush resources. Students will do a leaf rubbing of various plants, comparing features and discussing links between features and Darug uses for a number of plants.</p> <p><b>Bush Survey</b> Students choose one of the plants from their leaf rubbings (with guidance in the selection). Students then survey an area of bush, keeping a tally of the number of plants they can see with leaves that match their leaf rubbing. Discussion on "microclimate", explaining that some plants like more sun or water than others. This means certain plants will be found in some areas but not others. Discuss the different plants found in the ridge and gully. Link with Darug knowledge of plants and microclimates.</p>
<p><b>Stage 1 - Living World</b> <b>Content</b></p> <p><b>Early Stage 1 - Living World</b> <b>Using living things as food and fibre</b> <b>Focus question:</b> How can living things be used to meet our needs? Students:</p> <ul style="list-style-type: none"> <li>▪ recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter (ACTDEK003) </li> <li>▪ explore a range of foods obtained from plants and animals, for example:  <ul style="list-style-type: none"> <li>– customary Aboriginal and Torres Strait Islander foods </li> </ul> </li> <li>▪ explore everyday items that are designed and produced from fibres sourced from plants and animals, for example:  <ul style="list-style-type: none"> <li>– fabrics and yarns used for clothing</li> <li>– wood products used for shelters</li> </ul> </li> </ul>	<p><i>Location: Campfire and Nature Play Garden</i></p> <p><b>Tools &amp; Trade</b> <i>Show and tell of Darug tools - mogo, spear, coolamon, digging stick, etc.</i> Students learn about, look at and touch a range of Darug tools, discussing men's and women's duties and tools, what tools are made from and how they are made. Students learn about seasonality and trade of resources. <i>Tool construction zone (nature play garden)</i> Students divided into small groups. This building session will be designed in a way that students need to trade materials. For example, one group will have a pile of stones, another group will have a pile of stringybark, another, a pile of sticks and so on. With help from teachers, students must come up with an idea for a tool they want to make and work collaboratively to trade resources to meet everyone's needs. Students use a selection of natural materials to create their tool. Students will explain the design and construction processes and the use of the tool on video (Brewongle iPads). Students can take their tool back to school and teachers will be sent a copy of the video.</p>
<p><b>Early Stage 1 - Living World</b> <b>Characteristics and basic needs of living things</b> <b>Inquiry question:</b> What do we notice about living things? Students:</p> <ul style="list-style-type: none"> <li>▪ participate in guided investigations to identify living things and the external features of plants and animals in the local environment </li> <li>▪ communicate findings of observations of living things in their environment </li> </ul>	<p><i>Location: Ridgetop Classroom</i></p> <p><b>Wattungle - The Sydney Green Wattle</b> Students sit in a circle around a large painting of a Wattungle. There are a number of bags which will be passed around the circle. Each of these bags contains a different part of the Wattungle. As a class, students decide which part of the tree each bag contains, before placing the bag where it belongs on the picture of the tree (a pin the part on the tree version of "pin the tail on the donkey"). Class discussion about the Darug uses for each part of the plant. Parts include:</p> <ul style="list-style-type: none"> <li>▪ leaf</li> <li>▪ inner bark</li> </ul>

Content	Teaching, learning and assessment
<p><b>Using living things as food and fibre</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>▪ recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter (ACTDEK003) </li> </ul>	<ul style="list-style-type: none"> <li>▪ outer bark</li> <li>▪ sap</li> <li>▪ seed</li> <li>▪ grubs (in soil below)</li> <li>▪ flower (if in season)</li> </ul> <p><b>Build a Gunya</b></p> <p>Time allowing, students use found objects in the bush to build a Gunya (Darug shelter).</p>

Assessment overview

# Syllabus images and equations

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