

# Using places more sustainably: Nar-dha - Year 4

In conjunction with the centre's Year 4 History program, sustainability is examined through the Aboriginal and Torres Straits Islanders People's custodial responsibilities for a significant site in the local area, Nar-dha (Nudgee Waterholes) and the associated bora ring. Students reflect on how people feel about this special place. (Curriculum into the Classroom references to follow)



## Day Visit program

YEAR 4 Geography – Australian Curriculum and C2C Mapping		
ACARA	<b>Geographical Knowledge and Understanding</b>	<p>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of <a href="#">natural vegetation</a> and native animals in at least two countries from both continents (<a href="#">ACHGK020</a>)</p> <p>The types of <a href="#">natural vegetation</a> and the significance of vegetation to the <a href="#">environment</a> and to people (<a href="#">ACHGK021</a>)</p> <p>The importance of environments to animals and people, and different views on how they can be protected (<a href="#">ACHGK022</a>)</p> <p>The <a href="#">custodial responsibility</a> Aboriginal and Torres Strait Islander Peoples have for <a href="#">Country/Place</a>, and how this influences their past and present views about the use of resources (<a href="#">ACHGK023</a>)</p> <p>The natural resources provided by the <a href="#">environment</a>, and different views on how they could be used sustainably (<a href="#">ACHGK024</a>)</p> <p>The sustainable management of waste from production and consumption (<a href="#">ACHGK025</a>)</p>
	<b>Geographical Inquiry and Skills</b>	<p><b>Observing, questioning and planning</b> Develop geographical questions to investigate (<a href="#">ACHGS026</a>)</p> <p><b>Collecting, recording, evaluating and representing</b> Collect and record relevant geographical <a href="#">data</a> and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the internet (<a href="#">ACHGS027</a>)</p> <p>Represent <a href="#">data</a> by constructing tables and graphs (<a href="#">ACHGS028</a>)</p> <p>Represent the location of places and their <a href="#">features</a> by constructing large-scale maps that conform to cartographic conventions including <a href="#">scale</a>, legend, title and north point, and describe their location using simple grid references, compass direction and distance (<a href="#">ACHGS029</a>)</p> <p><b>Interpreting, analysing and concluding</b> Interpret geographical <a href="#">data</a> to identify distributions and patterns and draw conclusions (<a href="#">ACHGS030</a>)</p> <p><b>Communicating</b> Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology (<a href="#">ACHGS031</a>)</p> <p><b>Reflecting and responding</b> Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (<a href="#">ACHGS032</a>)</p>
	<b>Key inquiry questions</b>	<p>How does the <a href="#">environment</a> support the lives of people and other living things?</p> <p>How do different views about the <a href="#">environment</a> influence approaches to <a href="#">sustainability</a>?</p> <p>How can people use places and environments more sustainably?</p>
<b>C2C</b>	Exploring environments and places	Using Places more Sustainably
<b>Nudgee Beach EEC programs</b>		<b>Using Places more Sustainably – Nardha</b>
ACARA	<b>General Capabilities</b>	<p><b>Literacy</b> •Comprehending texts through listening, reading and viewing •Word knowledge •Visual knowledge</p> <p><b>Numeracy</b> •Using spatial reasoning • Interpreting statistical information</p> <p><b>Information and communication technology capability</b> Australian Curriculum ICT Capabilities •Investigating with ICT</p> <p><b>Critical and creative thinking</b> • Inquiring - identifying, exploring and organising information and ideas • Generating ideas, possibilities and actions •Reflecting on thinking and processes • Analysing, synthesising and evaluating reasoning and procedures</p> <p><b>Personal and social capability</b> •Self-awareness</p> <p><b>Ethical behaviour</b> • Understanding ethical concepts and issues • Reasoning in decision making and actions</p> <p><b>Intercultural understanding</b> • Reflecting on intercultural experiences and taking responsibility</p>
	<b>Cross Curriculum Priorities</b>	<p><b>Aboriginal and Torres Strait Islander histories and cultures</b> Students will develop a knowledge, deep understanding and respect for Aboriginal peoples' and Torres Strait Islander peoples' history and culture and build an awareness that their histories are part of a shared history belonging to all Australians.</p> <p><b>Sustainability</b> Students will: • understand that the biosphere is a dynamic system providing conditions that sustain life on Earth • understand that all life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival • understand that world views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability • understand that actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments • understand that sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.</p>