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</table>
| S.YP.U1        | Our Marine Living World                                               | Prep       | Students observe the features of living things in the marine environment, making predictions on the consequences of simple environmental changes on living things. | Beach, Centre grounds, Mangroves (optional) | Science: [ACSSU002], C2C: Unit 1 - Our Living World  
SUPPORTS LESSONS 2,3,5,6,8,9 |
| S.YP.U4        | Move It Move It with Wings, Legs and Fins                            | Prep       | Students observe organisms from a marine environment and identify that living things have basic needs. They describe how living things grow, change and have offspring similar to the adult. | Beach, Centre grounds                 | Science: [ACSSU005]  
C2C: Unit 4 – Move it, move it  
SUPPORTS LESSONS 1,2,9 |
| S.Y1.U1        | A Marine Living Adventure                                             | Year 1     | Students make links between the external features of living things and the environment in which they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. | Beach, Mangroves                      | Science: [ACSSU017], [ACSSU211],  
C2C: Unit 1 - A Living Adventure  
SUPPORTS LESSONS 1,3,4,5,6 |
| S.Y2.U3        | Growing Changes by the Sea                                            | Year 2     | Like frogs, the life cycle of a crab includes stages where the young doesn’t resemble the parent. Students learn about the life cycles of the unique animals and plants of the marine world and how their needs are met. | Beach, Centre grounds                 | Science: [ACSSU030]  
C2C: Unit 3 - Good to Grow  
SUPPORTS LESSONS 1,3,4,5,8,9 |
| S.Y2.U4        | Save Planet Earth and its Seas                                        | Year 2     | Part 1: Students focus on water conservation by measuring water usage and finding ways of conserving water in the school and in their home. Part 2: Students study soil types and identify habitat trees, native trees and weeds in the school grounds. | School grounds                        | Science: [ACSSU032]  
C2C: Unit 4 - Save Planet Earth  
SUPPORTS LESSONS 1,2,3,9 (Pt. 1) 4,5,7,8,10 (Pt. 2) |
| H.Y2.U2        | Past and Present of our Local Waterholes and Bora Ring                | Year 2     | Students explore what remains of our significant indigenous sites – Nar-dha (Nudgee waterholes), bora ring and flint site. | Nar-dha                              | History: [ACHHK044]  
[ACHHK045]  
C2C: Unit 2 – Past in the local area  
SUPPORTS LESSONS 1,2,3,4,5,6,8 |

**Legend**

**General Capabilities:** Literacy 📚  
Numeracy 🧮  
Information and communication technology capability 🎨  
Critical and creative thinking 🧠  
Personal and social capability 🧔  
Ethical behaviour 🧐  
Intercultural understanding 🌍  

**Cross Curriculum Priorities:** Aboriginal and Torres Strait Islander histories and cultures 🍰  
Asia and Australia’s engagement with Asia 🌍  
Sustainability 🌱
# Nudgee Beach Environmental Education Centre

## Science and History Excursion Programs for Lower Middle School: Year 3 to Year 5

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| S.Y3.U1        | Is it Living in the Marine Environment?    | Year 3     | Students focus on looking for relationships and patterns by observing and grouping the unique living animals and plants in a variety of marine environments. | Nar-dha, Beach    | Science: [ACSSU044]  
C2C: Unit 1 - Is it Living?  
Supports Lessons 1,2,3,4,6,7,8,9 |
|                | *(Full day excursion)*                     |            |                                                                         |                   |                             |
| H.Y4.U2        | Land and Sea *(Indigenous Focus)*          | Year 4     | Who lived in the local area and how do we know? The importance of country and place to the Aboriginal people who belong to the local area is explored (land, sea, waterways and skies) at Nar-dha (Nudgee waterholes) and bora-ring. | Nar-dha           | History: [ACHHK077]  
C2C: Unit 2 – What was life like for the Aboriginal and/or Torres Strait Islander peoples before the arrival of Europeans?  
Supports Lessons 1,2,3,4,5,6,7 |
|                | *(Full day excursion)*                     |            |                                                                         |                   |                             |
| S.Y5.U1        | Survival in the Australian Marine Environment*(Full day excursion, ½ day Incursion post visit assessment)* | Year 5     | Students focus on the ways plants and animals survive in the marine environment; exploring adaptations in plants and animals and how their adaptations relate to the environment.  
**Post visit assessment** - Following the excursion, NBECC teachers provide the stimulus and resources to create creatures and complete the assessment task. | Beach, Mangroves, School (Post visit) | Science: [ACSSU043]  
C2C: Unit 1 - A Living Adventure  
Supports Lessons 2,3,4,5,6,7,8,9,10,11, optional online lesson 12, classroom visit to assist with assessment lessons 13-16 |

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**Legend**

**General Capabilities:**  
- Literacy 📚  
- Numeracy 📈  
- Information and communication technology capability 📈  
- Critical and creative thinking 🧠  
- Personal and social capability ⛹️  
- Ethical behaviour ⛹️  
- Intercultural understanding 🌍

**Cross Curriculum Priorities:**  
- Aboriginal and Torres Strait Islander histories and cultures 🌍  
- Asia and Australia’s engagement with Asia 🌍  
- Sustainability 🌍
# Nudgee Beach Environmental Education Centre

## Science and History Excursion Programs for Upper Middle School: Year 6 to Year 7

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</table>
| S.Y6.U2        | Energy – Power up, electricity usage down  | Year 6     | Students investigate energy sources, how to reduce electricity consumption and how to reduce the usage of standby power. | School grounds       | Science: [ACSSU219]
|                | *(Half day incursion)*                     |            |                                                                        |                      | C2C: Unit 2 - Energy and electricity                                                          |
|                |                                            |            |                                                                        |                      | Supports Lessons 1,6,9,10,11,12                                                              |
| S.Y6.U4        | Life on Earth and in the Sea               | Year 6     | Students investigate firsthand the impact of salt water on the growth of plants and observe behaviours and adaptations of plants and animals that enable them to survive in the extreme marine environment. Indigenous plant usage is investigated. | Mangroves, Centre grounds | Science: [ACSH098], [ACSSU094]
|                | *(Full day excursion)*                     |            |                                                                        |                      | C2C: Unit 4 - Life on Earth                                                                  |
|                |                                            |            |                                                                        |                      | Supports Lessons 1,2,5,19,20                                                                |
| H.Y7.U1        | The Ancient Past – Investigating artefacts and Local Sites | Year 7 | Students handle and use artefacts, visit local bora-ring, flint and midden site and investigate food source trees to learn about their significance to the Indigenous people of the local area. They will use local plants to make soap, string and grind seed and investigate the following question: How do historians and archaeologists investigate the past and what are the problems they encounter? | Nar-dha, Centre grounds | History: [ACDSEH001], [ACDSEH031], [ACHHS209], C2C: Unit 1 – Investigating the Ancient Past |
|                | *(Full day excursion)*                     |            |                                                                        |                      | Supports Lessons 1,6,14                                                                     |
| S.Y7.U1        | Water Fresh or Salty – Waste not want not  | Year 7     | Schools can elect to follow one of three local water courses from source to mouth investigating water quality and human impacts along the way, or we can bring the water samples to you. | Watercourse from source to sea | Science: [ACSSU116], [ACSSU222]
|                | *(Full day excursion)*                     |            |                                                                        |                      | C2C: Units 1 & 2- Water Waste not want not                                                  |
|                |                                            |            |                                                                        |                      | Supports Lessons (U1) 1,2,3,4,5; (U2) 1,2,3                                                 |
| S.Y7.U7        | Food webs in the Marine Environment        | Year 7     | Food chains and complex food webs are constructed from first hand observation of plants and animals which are identified using keys. How we as humans impact on this ecosystem and its life is also identified. | Beach, Mangroves, Centre grounds | Science: [ACSSU111], [ACSSU112] C2C: Unit 7 – Organising organisms |
|                | *(Full day excursion)*                     |            |                                                                        |                      | Supports Lessons 5,8,9,10,11                                                               |

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**Legend**

**General Capabilities:** Literacy Ⓨ Numeracy Ⓨ Information and communication technology capability Ⓨ Critical and creative thinking Ⓨ

**Personal and social capability** Ⓨ Ethical behaviour Ⓨ Intercultural understanding Ⓨ

**Cross Curriculum Priorities:** Aboriginal and Torres Strait Islander histories and cultures Ⓨ Asia and Australia’s engagement with Asia Ⓨ Sustainability Ⓨ
## Nudgee Beach Environmental Education Centre

### Excursion Programs for Secondary School: Year 8 to Year 12

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<tbody>
<tr>
<td>G.Y8.U1</td>
<td>Local Landforms (Full day excursion)</td>
<td>Year 8</td>
<td>Students focus on estuaries, deposition banks and floodplains which are all key features of the wetland environment.</td>
<td>Kedron Brook Beach</td>
<td>Geography: [ACHGK048], [ACHGK051], [ACHGK052] C2C: Unit 1 – Landforms and landscapes Supports Lessons 1,5,6,7</td>
</tr>
<tr>
<td>S.Y9.U1</td>
<td>Marine Ecosystems (Full day excursion)</td>
<td>Year 9</td>
<td>Students focus on communities of interdependent marine organisms and abiotic components of the marine environment.</td>
<td>Mangroves Beach Centre grounds</td>
<td>Science: [ACSIS165], [ACSIS166] C2C: Unit 6 – Responding to change Supports Lessons 1,2,3,4,5,8</td>
</tr>
<tr>
<td>G.Y10.U1</td>
<td>Managing Boondall Wetlands or Moreton Bay Marine Park (Full day excursion)</td>
<td>Year 10</td>
<td>Students explore the issues and management strategies used to manage one of Brisbane’s largest natural areas on the edge of the Moreton Bay Marine Park, and the strategies and reasons for the park and its zoning.</td>
<td>Boat ramp Dog park Lookout Beach Mangroves</td>
<td>Geography: [ACHGK070] C2C: Unit 2 - Environmental change and management Supports Lessons</td>
</tr>
</tbody>
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### Legend

**General Capabilities:**
- Literacy 📖
- Numeracy 🧠
- Information and communication technology capability 📞
- Critical and creative thinking 🧠
- Personal and social capability 🧐
- Ethical behaviour 🧐
- Intercultural understanding 🧐

**Cross Curriculum Priorities:**
- Aboriginal and Torres Strait Islander histories and cultures 🧐
- Asia and Australia’s engagement with Asia 🧐
- Sustainability 🧐