G.Y4.U2 - Using places more sustainably: Nar-dha - Year 4

Post visit to school

In conjunction with the centre’s Year 4 History program, students gain a greater understanding of sustainability and the custodial responsibilities Aboriginal and Torres Straits Islander Peoples have 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. This program draws on the concepts from the Curriculum into the Classroom – Geography Unit 2, Using Places more Sustainably, lessons 1, 2, 3, 4 and 5.

| Geographical Knowledge and Understanding | \begin{minipage}{0.9\textwidth}The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents [ACHGK020].
The importance of environments to animals and people, and different views on how they can be protected [ACHGK022].
The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources [ACHGK023].
The natural resources provided by the environment, and different views on how they could be used sustainably [ACHGK024].
The sustainable management of waste from production and consumption [ACHGK025].
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| Geographical Inquiry and Skills | \begin{minipage}{0.9\textwidth}Observing, questioning and planning
Develop geographical questions to investigate [ACHG5026].
Collecting, recording, evaluating and representing
Collect and record relevant geographical data 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 [ACHG5027].
Represent data by constructing tables and graphs [ACHG5028].
Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance [ACHG5029].
Interpreting, analysing and concluding
Interpret geographical data to identify distributions and patterns and draw conclusions [ACHG5030].
Communicating
Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular and visual, and use geographical terminology [ACHG5033].
Reflecting and responding
Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal [ACHG5032].
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| Key inquiry questions | \begin{minipage}{0.9\textwidth}How does the environment support the lives of people and other living things?
How do different views about the environment influence approaches to sustainability?
How can people use places and environments more sustainably?
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| ACARA | Exploring environments and places Using Places more Sustainably Nudgee Beach EEC programs Using Places more Sustainably – Nar-dha |

| General Capabilities | \begin{minipage}{0.9\textwidth}Literacy
• Comprehending texts through listening, reading and viewing • Word knowledge • Visual knowledge
Numeracy
• Using spatial reasoning • Interpreting statistical information
Information and communication technology capability
Australian Curriculum ICT Capabilities
• Investigating with ICT
Critical and creative thinking
• Inquiring by identifying, exploring and organising information and ideas • Generating ideas, possibilities and actions
• Reflecting on thinking and processes • Analysing, synthesising and evaluating reasoning and procedures
Personal and social capability
• Self-awareness
Ethical behaviour
• Understanding ethical concepts and issues
• Reasoning in decision making and actions
Intercultural understanding
• Reflecting on intercultural experiences and taking responsibility
\end{minipage} |

| Cross Curriculum Priorities | \begin{minipage}{0.9\textwidth}Aboriginal and Torres Strait Islander histories and cultures
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.
Sustainability
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.
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