Food and fibre: Science

Science

The Australian Curriculum addresses learning about food and fibre predominantly in Design and Technologies and F-6/7HASS/Geography, however there are opportunities to make connections with aspects of Science, in particular biological sciences and science as a human endeavour.

The Australian Curriculum: Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Food and fibre dimensions

Science - Years 3 and 4

Year 3
Science Understanding
Biological sciences
Content description with elaborations:
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

- recognising characteristics of living things such as growing, moving, sensitivity and reproducing
- recognising the range of different living things
- exploring differences between living, once living and products of living things

Science as a human endeavour
Nature and development of science
Content description with elaborations:
Science involves making predictions and describing patterns and relationships (ACSHE050)

- making predictions about change and events in our environment

Use and influence of science
Content description with elaborations:
Science knowledge helps people to understand the effect of their actions (ACSHE051)

- investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners

Year 4
Science Understanding
Biological sciences
Content descriptions with elaborations:
Living things have life cycles (ACSSU072)

- making and recording observations of living things as they develop through their life cycles
- describing the stages of life cycles of different living things such as insects, birds, frogs and flowering plants
- comparing life cycles of animals and plants

- recognising that environmental factors can affect life cycles such as fire and seed germination

Living things, depend on each other and the environment to survive (ACSSU073)

- investigating how plants, provide shelter for animals
- investigating the roles of living things in a habitat, for instance producers, consumers or decomposers
- recognising that interactions between living things may be competitive or mutually beneficial

Earth and space sciences

Content description with elaborations:

Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)

- exploring a local area that has changed as a result of natural processes, such as an eroded gully, sand dunes or river banks
- investigating the characteristics of soils
- considering how different human activities cause erosion of the Earth's surface
- considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region

Use and influence of science

Content description with elaborations:

Science knowledge helps people to understand the effect of their actions (ACSHE062)

- investigating how a range of people, such as clothing designers, builders or engineers use science to select appropriate materials for their work
- considering methods of waste management and how they can affect the environment
- exploring how science has contributed to a discussion about an issue such as loss of habitat for living things or how human activity has changed the local environment
- considering how to minimise the effects of erosion caused by human activity