

Curriculum Organiser – Transition, Earth and Space Science

Vocabulary and Concepts	
Learning Intention – We are learning about how daily and seasonal changes in our environment affect everyday life	
Clouds	Water that travels across the sky
Seasons	Distinct times of year that have particular features
Summer	Hot, dry time in a temperate climate
Autumn	Time of the year characterised by cooling temperatures as winter approaches
Winter	A cold, rainy time of the year in temperate climates
Spring	A time of the year when temperatures begin to rise after winter. Characterised by new plant and animal life.
Dry Season	Prolonged period without rain in the north of Australia.
Wet Season	Rainy time of the year from December to April in the North of Australia
Rain	Water that returns to earth from clouds
Snow	Very small particles of ice that fall from the sky in cold climates
Key Facts	
1	Different types of seasons and weather conditions affect people and places.
2	Weather is the day to day conditions of a place and is part of our environment.
3	Weather and seasons can be described using particular terminology (see above)
Science as Human Endeavour	
Science involves observing, asking questions about, and describing changes in, objects and events	
Meteorologists and climatologists make predictions about future weather patterns so that people can plan for water use.	
Science Enquiry Skills	
Represent and communicate observations, ideas and findings using formal and informal representations	
Aboriginal Perspectives	
http://education.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia	
https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars	

Australian Curriculum Achievement Standards

Transition

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

Transition Rubric

Reflection on and sharing of observations, and clear representation of ideas	Reflection on and sharing of observations, and representation of ideas	Reflection on and sharing of observations	Guided reflection and fragmented sharing of observations	Directed reflection of observations
Clear and informed suggestions of how the environment affects people and other living things	Informed suggestions of how the environment affects people and other living things	Suggestions of how the environment affects people and other living things	How the environment affects people and other living things	Statements about how the environment affects people and other living things

NB – the following terminology will be helpful in making grading choices.

- Knowledge/information refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time;
- Understanding - the concepts underpinning and connecting knowledge in a learning area, *related to a student's ability to appropriately select and apply knowledge* to solve problems in that learning area
- Fragmented - disjointed, incomplete or isolated
- Informed - Having relevant knowledge; being conversant with the topic; in the context of Science, informed means referring to scientific background knowledge and/or empirical observations
- Reasoned - logical and sound; presented with justification; in the context of Science, reasoned also means that the evidence is provided through reference to scientific background knowledge and/or empirical observations as part of the justification

Further information is available at https://www.gcaa.qld.edu.au/downloads/p_10/ac_sci_prep_se.pdf


Possible Assessment Task 1

Summary of task

Students had participated in a class discussion about different types of weather, and developed a vocabulary list to describe weather.

Students were provided with a weather forecast and asked to draw the type of clothing they would wear. The teacher then asked the students what they would do if the weather changed.

Report: How the weather affects us

 <p>What would you do if the sun came out? "I would put on my hat. When it got warm, I would take my boots and mittens off."</p>	<h3>Annotations</h3> <p><i>Identifies appropriate clothing for the weather conditions.</i></p> <p><i>Links the change in weather conditions to the need to modify clothing. Identifies transitional requirements as weather conditions change.</i></p> <p><i>Identifies changes of clothing suitable to the changing weather conditions.</i></p>
--	--