

UNITS OF WORK		STAGE 2	ODD YEAR
<b>Units</b>	<i>Surviving The Extremes</i>	<i>Feeling Hot Hot Hot</i>	<i>Paddock to Plate</i>
<b>General Topics</b>	<ul style="list-style-type: none"> <li>• Earth's surface</li> <li>• man-made/natural</li> <li>• what's the weather</li> </ul>	<ul style="list-style-type: none"> <li>• heat changing state</li> <li>• liquids and solids</li> </ul>	<ul style="list-style-type: none"> <li>• food production</li> <li>• food processing</li> </ul>
<b>Outcomes</b>	<b>ST2-2VA, ST2-4WS, ST2-5WT, ST2-8ES, ST2-9ES</b>	<b>ST2-1VA, ST2-4WS, ST2-5WT, ST2-6PW, ST2-12MW, ST2-13MW,</b>	<b>ST2-3VA, ST2-4WS, ST2-5WT, ST2-16P, ST2-12MW, ST2-13MW</b>
<b>Content</b>	<p>Students:</p> <ul style="list-style-type: none"> <li>• use appropriate tools and equipment to collect and record data about some changes in natural conditions, e.g. tides, daily temperature, rainfall and wind</li> <li>• investigate how change in the environment is used by Aboriginal and Torres Strait Islander peoples to develop seasonal calendars</li> <li>• describe some changes in the landscape that have occurred over time as a result of natural processes, e.g. erosion by wind and water</li> <li>• research changes that have occurred in a local environment in Australia or an Asian region as a result of human activities, e.g. increasing erosion, construction of built environments and regeneration of an area</li> <li>• demonstrate that the rotation of the Earth on its axis is the cause of night and day, e.g. by using models of the Earth and sun</li> <li>• describe local seasonal changes that occur as a result of the Earth's movement around the sun</li> <li>• observe and record changes in the length and direction of a shadow during the day to show how the movement of the Earth around the sun can be used to measure time, e.g. by using a shadow clock or sundial</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• describe some everyday situations where solids and liquids change state by adding heat (heating) or removing heat (cooling)</li> <li>• predict and observe the effects of adding heat or removing heat on a variety of everyday solids and/or liquids, e.g. butter, chocolate and water</li> <li>• observe the changes that occur in the physical properties of everyday materials when they are heated, cooled, bent, stretched, folded and twisted</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• describe how scientific knowledge about the effects of heating and cooling is used by people in their everyday life, e.g. the types of clothes worn, the packaging and preparation of food and everyday devices, e.g. freezers, irons or cooktops</li> <li>• identify the properties of some natural and processed materials</li> <li>• describe how a range of common natural and processed materials are used in everyday life</li> <li>• generate ideas about how the physical properties of some natural and processed materials influence their use</li> <li>• examine the process used to produce an existing product by creating a flowchart from design to producing the finished product</li> <li>• examine how people use applications of science and technology in their work, e.g. builders, farmers and graphic designers</li> </ul>