How the knowledge and understanding content is presented in the Science Years 7–10 Draft Syllabus Version 2

- The knowledge, understanding and skills described in the content provide a sound basis for students to successfully transition to the next stage of learning.
- Teachers will make decisions about the sequence of learning and the emphasis to be given to particular content, based on the needs of their students.

Knowledge and understanding content is organised by strands: Physical World, Earth and Space, Living World and Chemical World. Science • Stage 4 Knowledge and Understanding - Earth and Space Life Skills outcomes related Outcomes A student: to Stage 4 and describes the dynamic nature of models, theories and laws in developing scientific Stage 5 outcomes SC4-12KU understanding of the Earth and solar system Outcomes and are included. explains how advances in scientific understanding of processes that occur within and content are linked. on the Earth, influence the choices people make about resource management practices SC4-13KU Related Life Skills outcomes: SCLS-13KU, SCLS-14KU, SCLS-15KU, SCLS-16KU The content statement Scientific knowledge changes as new evidence becomes available, and some scientific discoveries identifies key have significantly changed people's understanding of the solar system. scientific Australian explain that predictable phenomena on Earth, including day and night, seasons and eclipses, are understanding. caused by the relative positions of the sun, Earth and the moon (ACSSU115) curriculum content compare current and historical models of the solar system to show how models are modified or descriptions are rejected as a result of new evidence [CCT] included and describe some examples of how technological advances have led to discoveries and increased scientific understanding of the solar system coded. The content demonstrate using examples, that ideas by people from different cultures have contributed to our provides breadth current understanding of the solar system [IU]. and depth of Scientific understanding influences the choices people make in regard to the use and management of Earth's resources. learning and Students appropriate scope describe uses of a variety of natural and made resources obtained from living things, the for the subject. atmosphere, lithosphere and hydrosphere classify a range of Earth's resources as renewable or non-renewable, including those obtained Teachers integrate from living things and extracted from the atmosphere, lithosphere and hydrosphere (Earth's spheres) (ACSSU116) content from across investigate some strategies people use to conserve and manage non-renewable resources, such as the knowledge and recycling and use of alternative natural and made resources [DD] understanding select a major non-renewable resource found in Australia and discuss different viewpoints that strands into units of people may use to weight criteria in making decisions about the use of this resource [PSC, SE] Learning Across the Curriculum content is embedded.