

Northern Territory Level 1-5 Science and SOSE Outcomes for Earth Quest

Level 1 Science

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Earth and Beyond	Students identify physical features of their environment, including the sky, that affect them.	<ul style="list-style-type: none"> list ways that the local environment influences daily life. (<i>Earth, sky and people</i>) identify features of the day and night sky and relates them to patterns of behaviour in everyday life. (<i>Our place in space</i>) 	Seasons in a Spin Swirled World The Air Up There Turn the Tides What Weather What's in the Air
Life and Living	Students identify the characteristics and basic needs of plants, animals and environments	<ul style="list-style-type: none"> identify observable physical characteristics and those of other familiar living things. (<i>Structure and function</i>) identify personal features and those of animals and plants that change over time. (<i>Biodiversity, change and continuity</i>) 	

Level 2 Science

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Earth and Beyond	Students describe changes in their physical environment including the sky and how they are affected.	<ul style="list-style-type: none"> record ways we monitor and use information about changes to the Earth. (<i>Earth, sky and people</i>) investigate the apparent motion of the Sun in relation to the Earth and how this affects everyday life. (<i>Our place in space</i>) 	
Life and Living	Students describe how the needs, features and functions of living things are related and change over time.	<ul style="list-style-type: none"> describe the types of relationships which exist between living things. (<i>Living together</i>) link observable features to their functions in familiar living things. (<i>Structure and function</i>) 	Evolution Plants in Place Food Pyramids Landscape Journey Deep Sea Glow

		<ul style="list-style-type: none"> compare and contrast similarities and differences within and between groups of familiar living things. (<i>Biodiversity, change and continuity</i>) 	
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Level 3 Science

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Earth and Beyond	Students link changes in the environment to physical processes on or beyond the Earth and to human activities.	<ul style="list-style-type: none"> relate changes in the physical environment to physical processes. (<i>The changing Earth</i>). illustrate patterns of change observable on Earth caused by the relationship between the Sun, Earth and Moon. (<i>Our place in space</i>) 	
Life and Living	Students organize the features of living things into systems which determine their interaction with the environment.	<ul style="list-style-type: none"> map relationships between living things in a habitat. (<i>Living together</i>) identify external and internal features of living things that work together to form systems with particular functions. (<i>Structure and function</i>) explain why some living things have become extinct and identifies current endangered species. (<i>Biodiversity, change and continuity</i>) 	

Level 4 Science

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Earth and Beyond	Student describe and predict from a scientific perspective the impacts of changes in the physical environment and the universe.	<ul style="list-style-type: none"> examine ways scientists investigate the Earth, the solar system and the universe. (<i>Earth, sky and people</i>) identify changes in the atmosphere and the interior of the Earth that cause catastrophic events. (<i>The changing Earth</i>) 	

		<ul style="list-style-type: none"> locate and describe features of our universe. (<i>Our place in space</i>) 	
Life and Living	Students identify that systems can interact and that such interactions can lead to change.	<ul style="list-style-type: none"> identify events that affect balance in an ecosystem. (<i>Living together</i>) explain the functioning of systems within living things. (<i>Structure and function</i>) explain how living things have changed over geological time, using evidence from various sources. (<i>Biodiversity, change and continuity</i>) 	

Level 5 Science

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Earth and Beyond	Students use scientific ideas to explain changes in the physical environment in terms of the cycling of matter and human exploitation.	<ul style="list-style-type: none"> identify science ideas that we use in the development of our physical environment. (<i>Earth, sky and people</i>) comment on the significance of the cycling of matter as a change process. (<i>The changing Earth</i>) 	Exploring Earth Food Pyramids Galaxy Gaze What's in the Air?
Life and Living	Students examine scientific evidence for models and concepts that are used to explain the processes that connect living systems and lead to change.	<ul style="list-style-type: none"> present evidence that plants and animals are made up of functional units called cells. (<i>Structure and function</i>) identify features of groups of living things that enable them to compete successfully in their environments. (<i>Biodiversity, change and continuity</i>) 	Deep Sea Glow Evolution Food Pyramids Living Cells Plants in Place Urban Jungle

Level 1 SOSE

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Place and Space	Students identify built features and natural features of places using direct observation. They identify places that are important to self and to others.	<ul style="list-style-type: none"> identify and describe natural features of places identify and describe built features of places 	Dig a Hole Hidden Depths Landscape Journey Making Mountains Plants in Place Urban Jungle What Weather?
Natural and Social Systems	Students identify elements of natural and social systems in their immediate surroundings. They identify rules and routines in familiar social systems. They identify how elements of natural and social systems meet their own needs.	<ul style="list-style-type: none"> identify and classify elements of natural systems e.g. sun, people, animals, rocks, soil, water, plants talk about how elements of a system are connected, based on observations of a small ecosystem, e.g. a tree and the life it supports 	All exhibits

Level 2 SOSE

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Place and Space	Students read and use symbols which describe the location of places relative to each other. They describe choices people make in their use of places. They identify ways people cooperate to care for places.	<ul style="list-style-type: none"> map and describe a journey identify the globe as a symbol representing the earth and locate major features such as water bodies and countries 	Dig a Hole Landscape Journey Seasons in a Spin Size of Planets Tectonic Plates Turn the Tides
Natural and Social Systems	Students identify connections between elements which make up natural systems. They identify the shared experiences and agreed ways of thinking about and doing things which connect their lives to other people's lives. They identify individuals as parts or elements of both social and natural systems.	<ul style="list-style-type: none"> describe an element in a natural environment and the living things it supports, e.g. a tree, creek, pond, sand-dune 	Deep Sea Glow Food Pyramids Landscape Journey Urban Jungle

Level 3 SOSE

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Place and Space	Students describe places according to their location and the distribution of natural and built features at each place. They describe ways natural features affect peoples' ways of life in particular places. They identify issues to do with the value and care of places.	<ul style="list-style-type: none"> describe places according to their climate, landforms, soils, vegetation, built features recognize and name major landmasses and waterforms on outline maps identify and describe natural hazards 	Dig a Hole Landscape Journey Plants in Place Tectonic Plates
Natural and Social Systems	Students describe interactions between elements of systems using examples such as a cycle within a natural system and a flow within an economic system and the place of people in both.	<ul style="list-style-type: none"> describe ways in which nutrients are cycled e.g. plants use soil nutrients, animals use plant nutrients, animal/plant dies and nutrients compost into soil. 	Plants in Place Swirled World Urban Jungle

Level 4 SOSE

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Place and Space	Students describe the association of features that gives rise to similarities between selected places. They describe ways people's shared values and practices affect their interactions with places and the natural resources in those places.	<ul style="list-style-type: none"> locate places with similar patterns of climate, vegetation, landuse and generalise about their location 	Landscape Journey Plants in Place
Natural and Social Systems	Students describe social systems and processes of social regulation. They describe decision-making processes used by individuals and groups to combine natural and human resources to meet needs and wants. They describe responses to change of different elements (including people) in both natural and social systems and explain how systems alter or breakdown.	<ul style="list-style-type: none"> identify elements in natural systems adapting/failing to adapt to changing inputs e.g. bushfires, exotic plants/animals 	Deep Sea Glow Evolution Fossil Finder Landscape Journey Plants in Place Swirled World

Level 5 SOSE

STRAND	OUTCOMES	This means that students, for example:	EARTH QUEST EXHIBITS
Place and Space	Students give reasons for the similarities and differences in patterns and processes observed between places. They explain how people's use of natural and built features changes over time. They explain why individuals and groups identify, value and use natural and human resources of places differently.	<ul style="list-style-type: none">• identify factors affecting the climate of a place e.g. latitude, altitude, distance from sea, prevailing winds, mountain barriers	Landscape Journey Swirled World The Air Up There What Weather?
Natural and Social Systems	Students describe selected natural systems in terms of variations in their elements, linkages and flows.	<ul style="list-style-type: none">• describe differences in large-scale natural systems by referring to variations in inputs and outputs, e.g. variations in tropical vegetation densities and species resulting from the mix of sun, water, soil and people	Evolution Food Pyramids Landscape Journey Plants in Place