

F-10 Australian Curriculum: Science Elaborations for the Aboriginal and Torres Strait Islander Cross-curriculum priority

| | STRAND – SUB-STRAND | CONTENT DESCRIPTION | CROSS-CURRICULUM PRIORITY ELABORATION (NEW ELABORATIONS IN BLUE) |
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| Foundation | | | |
| 1 | SU Biological sciences | Living things have basic needs, including food and water (ACSSU002) | <ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples care for living things |
| 2 | SU Physical sciences | The way objects move depends on a variety of factors, including their size and shape (ACSSU005) | <ul style="list-style-type: none"> exploring how the size and shape of traditional instructive toys used by Aboriginal and Torres Strait Islander Peoples influence their movement |
| 3 | SU Earth and space sciences | Daily and seasonal changes in our environment affect everyday life (ACSSU004) | <ul style="list-style-type: none"> learning how Aboriginal and Torres Strait Islander Peoples' concepts of time and weather patterns explain how things happen in the world around them |
| 4 | SHE Nature and development of science | Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013) | <ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples gain knowledge about the land and its vital resources, such as water and food, through observation |
| Year 1 | | | |
| 5 | SU Biological sciences | Living things have a variety of external features (ACSSU017) | <ul style="list-style-type: none"> exploring how Aboriginal and Torres Strait Islander Peoples' observations of external features of living things are mimicked and replicated in traditional dance |
| 6 | SU Chemical sciences | Everyday materials can be physically changed in a variety of ways (ACSSU018) | <ul style="list-style-type: none"> exploring how Aboriginal and Torres Strait Islander Peoples apply physical changes to natural materials to render them useful for particular purposes |
| 7 | SU Earth and space sciences | Observable changes occur in the sky and landscape (ACSSU019) | <ul style="list-style-type: none"> recognising the extensive knowledge of daily and seasonal changes in weather patterns and landscape held by Aboriginal and Torres Strait Islander Peoples |
| 8 | SU Physical sciences | Light and sound are produced by a range of sources and can be sensed (ACSSU020) | <ul style="list-style-type: none"> exploring how traditional musical instruments used by Aboriginal and Torres Strait Islander Peoples produce their characteristic sounds |
| 9 | SHE Nature and development of science | Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021) | <ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples use changes in the landscape and the sky to answer questions about when to gather certain resources |
| 10 | SHE Use and influence of science | People use science in their daily lives, including when caring for their environment and living things (ACSHE022) | <ul style="list-style-type: none"> considering that technologies used by Aboriginal and Torres Strait Islander Peoples require an understanding of how materials can be sustainably sourced to make tools and weapons, musical instruments, clothing, cosmetics and artworks |

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| 11 | SIS Communicating | Represent and communicate observations and ideas in a variety of ways (ACSIS029) | <ul style="list-style-type: none"> acknowledging and learning about Aboriginal and Torres Strait Islander Peoples' ways of representing and sharing observations |
| 12 | SIS Evaluating | Compare observations with those of others (ACSIS213) | <ul style="list-style-type: none"> consulting with Aboriginal and Torres Strait Islander Peoples to compare observations and evaluate identifications of animal tracks |
| Year 2 | | | |
| 13 | SU Chemical sciences | Different materials can be combined for a particular purpose (ACSSU031) | <ul style="list-style-type: none"> investigating the ways in which Aboriginal and Torres Strait Islander Peoples combine different materials to produce utensils (hafting, weaving, sewing and gluing) |
| 14 | SU Earth and space sciences | Earth's resources are used in a variety of ways (ACSSU032) | <ul style="list-style-type: none"> considering how Aboriginal and Torres Strait Islander Peoples live in regions with scarce resources or in sensitive environments |
| 15 | SU Physical sciences | A push or a pull affects how an object moves or changes shape (ACSSU033) | <ul style="list-style-type: none"> investigating the push and pull movements of traditional Aboriginal and Torres Strait Islander children's instructive toys |
| 16 | SHE Nature and development of science | Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034) | <ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples observe and describe developmental changes in living organisms and answer questions about when to harvest certain resources |
| 17 | SHE Use and influence of science | People use science in their daily lives, including when caring for their environment and living things (ACSHE035) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples use science to meet their needs, such as food supply |
| Year 3 | | | |
| 18 | SU Biological sciences | Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' systems of classifying living things and how these systems differ from those used by contemporary science |
| 19 | SU Biological sciences | Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) | <ul style="list-style-type: none"> recognising Aboriginal and Torres Strait Islander Peoples' use of observable features to group living things |
| 20 | SU Chemical sciences | A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046) | <ul style="list-style-type: none"> investigating how changes of state in materials used by Aboriginal and Torres Strait Islander Peoples, such as beeswax or resins, are important for their use |
| 21 | SU Earth and space sciences | Earth's rotation on its axis causes regular changes, including night and day (ACSSU048) | <ul style="list-style-type: none"> exploring how cultural stories of Aboriginal and Torres Strait Islander Peoples explain the cyclic phenomena involving sun, moon and stars and how those explanations differ from contemporary science understanding |
| 22 | SU Physical sciences | Heat can be produced in many ways and can move from one object to another (ACSSU049) | <ul style="list-style-type: none"> investigating the production and transfer of heat in Aboriginal and Torres Strait Islander Peoples' methods of cooking, such as the use of ground ovens |

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| 23 | SHE Nature and development of science | Science involves making predictions and describing patterns and relationships (ACSHE050) | <ul style="list-style-type: none"> researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander Peoples |
| 24 | SHE Use and influence of science | Science knowledge helps people to understand the effect of their actions (ACSHE051) | <ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander Peoples' knowledge of the local natural environment, such as the characteristics of plants and animals |
| 25 | SIS Communicating | Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060) | <ul style="list-style-type: none"> consulting Aboriginal and Torres Strait Islander Peoples' representations of living things as evidenced and communicated through formal and informal sharing of information |
| 26 | SIS Communicating | Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060) | <ul style="list-style-type: none"> acknowledging and exploring Aboriginal and Torres Strait Islander Peoples' ways of communicating information about anatomical features of organisms |
| 27 | SIS Planning and conducting | With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054) | <ul style="list-style-type: none"> consulting with Aboriginal and Torres Strait Islander Peoples to guide the planning of scientific investigations, including safety considerations for field investigations |
| 28 | SIS Questioning and predicting | With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS053) | <ul style="list-style-type: none"> consulting with and using existing knowledge held by Aboriginal and Torres Strait Islander Peoples to guide the formulation of investigable questions regarding invasive species |
| Year 4 | | | |
| 29 | SU Biological sciences | Living things have life cycles (ACSSU072) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples understand and utilise the life cycles of certain species |
| 30 | SU Biological sciences | Living things depend on each other and the environment to survive (ACSSU073) | <ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples perceive themselves as being an integral part of the environment |
| 31 | SU Chemical sciences | Natural and processed materials have a range of physical properties that can influence their use (ACSSU074) | <ul style="list-style-type: none"> considering how Aboriginal and Torres Strait Islander Peoples use natural and processed materials for different purposes, such as tools, clothing and shelter, based on their properties |
| 32 | SU Chemical sciences | Natural and processed materials have a range of physical properties that can influence their use (ACSSU074) | <ul style="list-style-type: none"> considering how Aboriginal and Torres Strait Islander Peoples' knowledge of natural and processed materials informs the preparation of effective, vibrant and long-lasting paints |
| 33 | SU Earth and space sciences | Earth's surface changes over time as a result of natural processes and human activity (ACSSU075) | <ul style="list-style-type: none"> considering how Aboriginal and Torres Strait Islander Peoples' fire management practices over tens of thousands of years have changed the distribution of flora and fauna in most regions of Australia |

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| 34 | SU Physical sciences | Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076) | <ul style="list-style-type: none"> investigating the effect of contact and non-contact forces on the movement of objects in traditional Aboriginal and Torres Strait Islander children's instructive toys and games |
| 35 | SHE Nature and development of science | Science involves making predictions and describing patterns and relationships (ACSHE061) | <ul style="list-style-type: none"> considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander Peoples in everyday life |
| 36 | SIS Questioning and predicting | With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACSIS064) | <ul style="list-style-type: none"> acknowledging and using information from Aboriginal and Torres Strait Islander Peoples to guide the formulation of investigable questions regarding life cycles |
| Year 5 | | | |
| 37 | SU Biological sciences | Living things have structural features and adaptations that help them to survive in their environment (ACSSU043) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited |
| 38 | SU Chemical sciences | Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077) | <ul style="list-style-type: none"> recognising Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of evaporation and how the effect of evaporation can be reduced to conserve water, such as by covering surfaces |
| 39 | SU Chemical sciences | Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077) | <ul style="list-style-type: none"> recognising Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of solids, liquids, gases |
| 40 | SU Earth and space sciences | The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078) | <ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander Peoples' understanding of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, petroglyphs, paintings and stone arrangements |
| 41 | SU Physical sciences | Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080) | <ul style="list-style-type: none"> recognising Aboriginal and Torres Strait Islander Peoples' understanding of refraction as experienced in spear fishing and in shimmering body paint, and of absorption and reflection as evidenced by material selected for construction of housing |
| 42 | SHE Use and influence of science | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples' traditional ecological and zoological knowledge informs sustainable harvesting practices of certain species, such as dugongs and turtles |
| 43 | SHE Use and influence of science | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) | <ul style="list-style-type: none"> investigating how Torres Strait Islander Peoples and Aboriginal Peoples of arid regions of Australia use scientific knowledge to manage precious water resources |
| 44 | SHE Nature and development of science | Science involves testing predictions by gathering data and using evidence to develop explanations of events and | <ul style="list-style-type: none"> learning how Aboriginal and Torres Strait Islander Peoples use observation of the night sky to assist with navigation |

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| | | phenomena and reflects historical and cultural contributions (ACSHE081) | |
| 45 | SIS Planning and conducting | Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086) | <ul style="list-style-type: none"> consulting with Aboriginal and Torres Strait Islander Peoples to guide the planning of scientific investigations, considering potential risks for field investigations |
| 46 | SIS Communicating | Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093) | <ul style="list-style-type: none"> acknowledging and exploring Aboriginal and Torres Strait Islander Peoples' ways of representing and communicating information about anatomical features, including structural adaptations |
| 47 | SIS Questioning and predicting | With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS231) | <ul style="list-style-type: none"> acknowledging and using information from Aboriginal and Torres Strait Islander Peoples to guide the formulation of investigable questions about adaptations |
| Year 6 | | | |
| 48 | SU Biological sciences | The growth and survival of living things are affected by physical conditions of their environment (ACSSU094) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment |
| 49 | SU Chemical sciences | Changes to materials can be reversible or irreversible (ACSSU095) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' knowledge of reversible processes, such as the application of adhesives, and of irreversible processes, such as the use of fuels for torches |
| 50 | SU Earth and space sciences | Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096) | <ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander Peoples' cultural stories that provide evidence of geological events |
| 51 | SHE Nature and development of science | Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples test predictions and gather data in the development of technologies and processes |
| 52 | SHE Use and influence of science | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100) | <ul style="list-style-type: none"> discussing how modern approaches to fire ecology in Australia are being informed by Aboriginal and Torres Strait Islander Peoples' traditional ecological knowledge and fire management practices |
| 53 | SHE Nature and development of science | Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098) | <ul style="list-style-type: none"> learning how Aboriginal and Torres Strait Islander Peoples' knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances |
| 54 | SIS Questioning and predicting | With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232) | <ul style="list-style-type: none"> consulting with Aboriginal and Torres Strait Islander Peoples to clarify investigable questions based upon their traditional ecological |

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| | | | knowledge, such as predictions regarding the impact of invasive species |
| Year 7 | | | |
| 55 | SU Biological sciences | Classification helps organise the diverse group of organisms (ACSSU111) | <ul style="list-style-type: none"> investigating classification systems used by Aboriginal and Torres Strait Islander Peoples and how they differ with respect to approach and purpose from those used by contemporary science |
| 56 | SU Biological sciences | Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' responses to the disruptive interactions of invasive species and their effect on important food webs that many communities are a part of, and depend on, for produce and medicine |
| 57 | SU Chemical sciences | Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113) | <ul style="list-style-type: none"> investigating separation techniques used by Aboriginal and Torres Strait Islander Peoples, such as hand picking, sieving, winnowing, yandying, filtering, cold pressing and steam distilling |
| 58 | SU Earth and space sciences | Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) | <ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander Peoples' oral traditions and cultural recordings of solar and lunar eclipses and investigating similarities and differences with contemporary understandings of such phenomena |
| 59 | SU Earth and space sciences | Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) | <ul style="list-style-type: none"> researching knowledges held by Aboriginal and Torres Strait Islander Peoples regarding the phases of the moon and the connection between the lunar cycle and ocean tides |
| 60 | SU Earth and space sciences | Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' calendars and how they are used to predict seasonal changes |
| 61 | SU Earth and space sciences | Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116) | <ul style="list-style-type: none"> exploring Aboriginal and Torres Strait Islander Peoples' connections with, and valuing of, water and water resource management |
| 62 | SU Physical sciences | Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117) | <ul style="list-style-type: none"> investigating the effect of forces through the application of simple machines, such as the bow and arrows used by Torres Strait Islander Peoples or the spear throwers used by Aboriginal Peoples |
| 63 | SHE Nature and development of science | Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119) | <ul style="list-style-type: none"> investigating the contributions of Aboriginal and Torres Strait Islander Peoples' knowledge in the identification of medicinal and endemic plants |
| 64 | SHE Use and influence of science | Solutions to contemporary issues that are found using science and technology, may impact on other areas of | <ul style="list-style-type: none"> researching the development of commercial products that are founded upon the traditional knowledge and practices of Aboriginal and Torres |

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| | | society and may involve ethical considerations (ACSHE120) | Strait Islander Peoples and discussing related ethical considerations associated with bio-piracy and intellectual property rights |
| 65 | SHE Nature and development of science | Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223) | <ul style="list-style-type: none"> investigating how land management practices of Aboriginal and Torres Strait Islander Peoples informs contemporary management of the environment to protect biodiversity |
| 66 | SHE Use and influence of science | People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121) | <ul style="list-style-type: none"> investigating how the knowledge and experience of Aboriginal and Torres Strait Islander Peoples are being used to inform scientific decisions, such as the care of Country/Place |
| 67 | SIS Planning and conducting | Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125) | <ul style="list-style-type: none"> collaborating with Aboriginal and Torres Strait Islander Peoples in planning scientific investigations, and seeking guidance regarding culturally sensitive locations during fieldwork |
| 68 | SIS Planning and conducting | Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125) | <ul style="list-style-type: none"> consulting with Aboriginal and Torres Strait Islander land councils in planning scientific investigations, and seeking guidance regarding land access rights |
| 69 | SIS Planning and conducting | Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125) | <ul style="list-style-type: none"> collaborating with Aboriginal and Torres Strait Islander communities and organisations to conduct research investigations about ecosystems, ensuring mutually beneficial outcomes |
| 70 | SIS Processing and analysing data and information | Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (AC SIS130) | <ul style="list-style-type: none"> acknowledging, analysing and interpreting data and information from Aboriginal and Torres Strait Islander Peoples' understandings of the Earth's systems and cycles |
| 71 | SIS Processing and analysing data and information | Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (AC SIS129) | <ul style="list-style-type: none"> collaborating with Aboriginal and Torres Strait Islander Peoples in the production of calendars that demonstrate seasonal patterns and relationships using digital technologies |
| Year 8 | | | |
| 72 | SU Chemical sciences | Chemical change involves substances reacting to form new substances (ACSSU225) | <ul style="list-style-type: none"> investigating chemical reactions employed by Aboriginal and Torres Strait Islander Peoples in the production of substances such as quicklime, plaster, pigments, acids, salts and ethanol |
| 73 | SU Earth and space sciences | Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153) | <ul style="list-style-type: none"> exploring the traditional geological knowledge of Aboriginal and Torres Strait Islander Peoples that is used in the selection of different rock types for different purposes |

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| 74 | SU Physical sciences | Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155) | <ul style="list-style-type: none"> investigating traditional fire-starting methods used by Aboriginal and Torres Strait Islander Peoples and their understanding of the transformation of energy |
| 75 | SHE Nature and development of science | Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples connect knowledge from the disciplines of physics, chemistry, biology and geology in the development of material culture |
| 76 | SHE Nature and development of science | Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples employ knowledge from the disciplines of chemistry, biology, physics and geology in their development of pigments and dyes |
| 77 | SHE Use and influence of science | Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135) | <ul style="list-style-type: none"> investigating use of sustainable technologies to deliver basic services in remote Aboriginal and Torres Strait Islander communities and considering ethical implications of these |
| 78 | SHE Use and influence of science | People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples used scientific understandings of complex ecological relationships to develop specific fire based agricultural practices |
| 79 | SIS Planning and conducting | Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS140) | <ul style="list-style-type: none"> collaborating with Aboriginal and Torres Strait Islander Peoples in the planning of scientific investigations, including considerations of heritage sites and artefacts |
| Year 9 | | | |
| 80 | SU Biological sciences | Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176) | <ul style="list-style-type: none"> investigating the interdependence of communities and the role of Aboriginal and Torres Strait Islander Peoples in maintaining their environment |
| 81 | SU Chemical sciences | All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177) | <ul style="list-style-type: none"> investigating how radiocarbon and other dating methods have been used to establish that Aboriginal Peoples have been present on the Australian continent for more than 60,000 years |
| 82 | SU Chemical sciences | Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples use fire-mediated chemical reactions to facilitate energy and nutrient transfer in ecosystems through the practice of firestick farming |
| 83 | SU Physical sciences | Energy transfer through different mediums can be explained using wave and particle models (ACSSU182) | <ul style="list-style-type: none"> investigating the impact of material selection on the transfer of sound energy in Aboriginal and Torres Strait Islander Peoples' traditional musical, hunting and communication instruments |

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| 84 | SU Physical sciences | Energy transfer through different mediums can be explained using wave and particle models (ACSSU182) | <ul style="list-style-type: none"> investigating aspects of heat transfer and conservation in the design of Aboriginal and Torres Strait Islander Peoples' bedding and clothing in the various climatic regions of Australia |
| 85 | SHE Nature and development of science | Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE157) | <ul style="list-style-type: none"> investigating how fire research has evaluated the effects of traditional Aboriginal and Torres Strait Islander Peoples fire regimes and how these findings have influenced fire management policy throughout Australia |
| 86 | SHE Nature and development of science | Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE158) | <ul style="list-style-type: none"> researching how technological advances in monitoring greenhouse gas emissions and other environmental factors have contributed to the reinstatement of traditional fire management practices as a strategy to reduce atmospheric pollution |
| 87 | SHE Use and influence of science | People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160) | <ul style="list-style-type: none"> considering how the traditional ecological knowledge of Aboriginal and Torres Strait Islander Peoples is being reaffirmed by modern science and how this is generating new career opportunities in the field of restorative ecology |
| 88 | SHE Use and influence of science | Values and needs of contemporary society can influence the focus of scientific research (ACSHE228) | <ul style="list-style-type: none"> researching how Torres Strait Islander Peoples are at the forefront of the development of scientific measures to prevent the transfer of certain infectious diseases and pests to the Australian continent |
| 89 | SIS Processing and analysing data and information | Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170) | <ul style="list-style-type: none"> consulting Aboriginal and Torres Strait Islander Peoples' histories and cultures that reveal scientific information about the past |
| 90 | SIS Communicating | Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174) | <ul style="list-style-type: none"> acknowledging and exploring Aboriginal and Torres Strait Islander Peoples' ways of communicating their understanding of the internal systems of organisms |
| 91 | SIS Planning and conducting | Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165) | <ul style="list-style-type: none"> acknowledging cultural heritage protection Acts as they relate to Aboriginal and Torres Strait Islander Peoples in planning field investigations |
| 92 | SIS Processing and analysing data and information | Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170) | <ul style="list-style-type: none"> acknowledging and identifying the relationship between First Peoples' knowledges and contemporary science and the co-contributions in arriving at shared understanding when working "both-ways" |
| 93 | SIS Questioning and predicting | Formulate questions or hypotheses that can be investigated scientifically (ACSIS164) | <ul style="list-style-type: none"> acknowledging and using information from Aboriginal and Torres Strait Islander Peoples to hypothesise about fauna or flora distributions |
| 94 | SIS Questioning and predicting | Formulate questions or hypotheses that can be investigated scientifically (ACSIS164) | <ul style="list-style-type: none"> collaborating with Aboriginal and Torres Strait Islander Peoples to formulate questions and hypotheses that can be investigated scientifically regarding disrupted ecosystems |

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| Year 10 | | | |
| 95 | SU Biological sciences | Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184) | <ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples' knowledge of heredity as evidenced by the strict adherence to kinship and family structures, especially marriage laws |
| 96 | SU Biological sciences | The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185) | <ul style="list-style-type: none"> investigating some of the structural and physiological adaptations of Aboriginal and Torres Strait Islander Peoples to the Australian environment |
| 97 | SU Chemical sciences | Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187) | <ul style="list-style-type: none"> investigating some of the chemical reactions and methods employed by Aboriginal and Torres Strait Islander Peoples to convert toxic plants into edible food products |
| 98 | SU Earth and space sciences | The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe (ACSSU188) | <ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander Peoples' knowledge of celestial bodies and explanations of the origin of the universe |
| 99 | SU Earth and space sciences | Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples are reducing Australia's greenhouse gas emissions through the reinstatement of traditional fire management regimes |
| 100 | SU Physical sciences | The motion of objects can be described and predicted using the laws of physics (ACSSU229) | <ul style="list-style-type: none"> investigating how Aboriginal and Torres Strait Islander Peoples achieve an increase in velocity and subsequent impact force through the use of spear throwers and bows |
| 101 | SHE Use and influence of science | Values and needs of contemporary society can influence the focus of scientific research (ACSHE230) | <ul style="list-style-type: none"> researching how the values of 19th and early 20th century Australian society, combined with scientific misconceptions about heredity and evolution, influenced policies and attitudes towards Aboriginal and Torres Strait Islander Peoples |
| 102 | SHE Nature and development of science | Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE191) | <ul style="list-style-type: none"> investigating how prior to germ theory Aboriginal and Torres Strait Islander Peoples used their scientific observations to develop traditional medicines to treat wounds and infections of the skin |
| 103 | SHE Nature and development of science | Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries (ACSHE192) | <ul style="list-style-type: none"> researching how technological advances in dating methods of Aboriginal Peoples' material culture are contributing to our understanding of the changing climatic conditions and human interaction with Australian megafauna |
| 104 | SHE Use and influence of science | People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE194) | <ul style="list-style-type: none"> considering how ecological sciences are recognising the efficacy of traditional ecological practices of Aboriginal and Torres Strait Islander Peoples and how restorative programs based on these practices are generating new career opportunities |

| | STRAND – SUB-STRAND | CONTENT DESCRIPTION | CROSS-CURRICULUM PRIORITY ELABORATION (NEW ELABORATIONS IN BLUE) |
|-----|----------------------------------|--|--|
| 105 | SHE Use and influence of science | Values and needs of contemporary society can influence the focus of scientific research (ACSHE230) | <ul style="list-style-type: none"> investigating how disease outbreaks and the emergence of drug-resistant infections have focused scientific research into Aboriginal and Torres Strait Islander Peoples' traditional medicines to identify effective therapeutic compounds for the use in pharmaceuticals |
| 106 | SIS Planning and conducting | Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS199) | <ul style="list-style-type: none"> collaborating with Aboriginal and Torres Strait Islander Peoples to explore the development of a commercial product based upon traditional ecological knowledge while addressing ethical issues |
| 107 | SIS Evaluating | Critically analyse the validity of information in primary and secondary sources, and evaluate the approaches used to solve problems (ACSIS206) | <ul style="list-style-type: none"> acknowledging the need to critically analyse scientific literature for potential cultural bias towards Aboriginal and Torres Strait Islander Peoples |