

inquisitive

MAPPING INQUISITIVE

Science & Technology

TO NSW SAMPLE UNITS



See exactly how Inquisitive's NSW Units Align with Department Sample Units



Designed for real classroom use, this document clearly maps Inquisitive's NSW 2024 syllabus-aligned units to the Department's sample units - saving valuable planning time, supporting confident programming, and helping you deliver the content you need.

By using Inquisitive's complete units, you will also be provided with assessments that have been carefully designed to align with syllabus outcomes and content points.

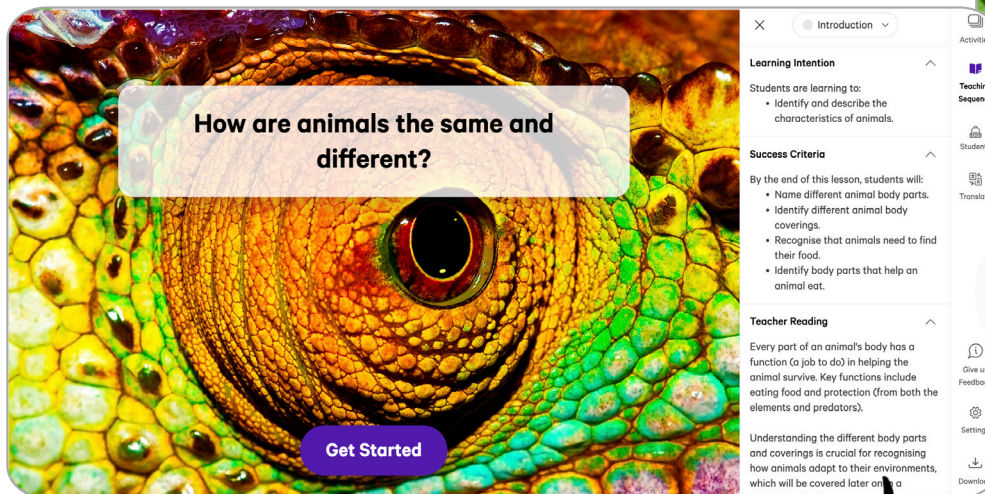
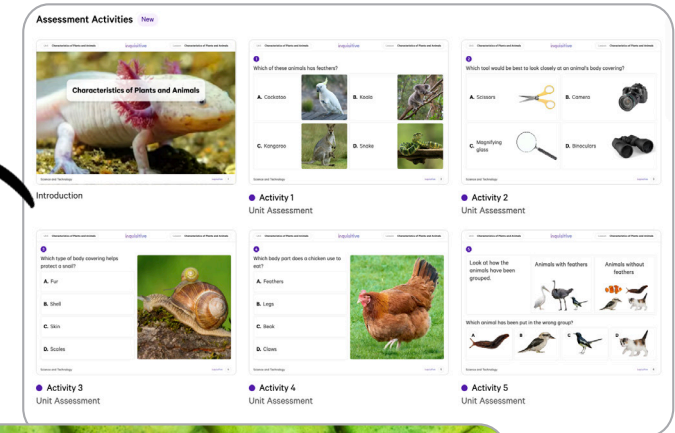
Mapped units will continue to be updated as they are released.

[View Science and Technology Units for the New NSW Syllabus](#)

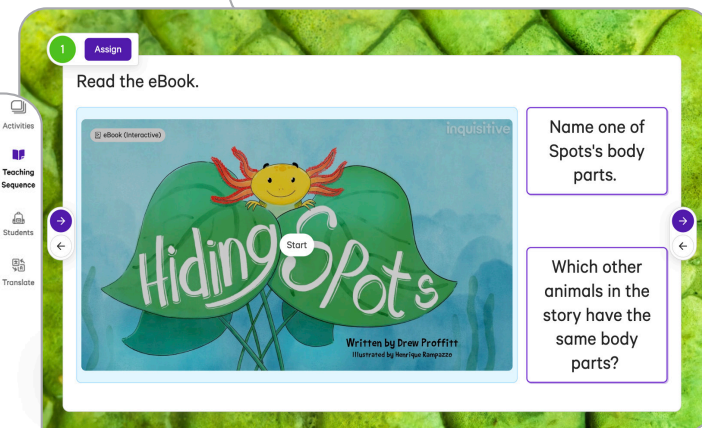
High-Quality, Ready-to-Teach Programs for the New NSW Syllabus

- 1 Comprehensive coverage of the new NSW Syllabus
- 2 Embedded literacy and high-impact teaching strategies
- 3 Learning that genuinely engages students
- 4 Complete units, not just lesson plans
- 5 Exceptional value for a whole school resource

Formative and
Summative
Assessments



Full units including interactive lesson slides,
teaching notes and student access



Digital Slides with Embedded
Videos, Interactives and eBooks

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Our Sense Organs	Students are introduced to the 5 sense organs and explore how each one supports observation. Identify the sense organs and match each organ with the function.	Animal Senses
2	Making Observations	Explore how humans use their sense organs to observe the world around them and identify the 5 sense organs and describe their functions.	Animal Senses Focus on Animal Senses (humans are addressed in Stage 1)
3	Sensory Tools	Identify and use tools that help them observe their surroundings.	Living or Non-Living?
4	Nature Walk	Observe features in their surroundings, comparing what they notice with and without tools and explaining how the tools help them observe.	
5	Living Things	Investigate how living things get air, water and energy to survive by planting seeds and compare the characteristics of living and non-living things.	Plant Survival
6	Questions	Students will pose questions to compare and sort living and non-living things.	Living or Non-Living
7	Parts of Plants	Examine and name flowers, fruit, leaves, roots and stems of plants.	Plant Parts
8	Needs of Plants	Learn that plants need air, water and sunlight to survive, and explore how each of these needs helps plants make their own food.	Plant Survival
9	Plant Function	Explore the parts of plants and describe their function.	Plant Parts
10	Needs of Animals	Recognise that animals need to find their own food. Students describe how animals get air, water and energy to survive.	Animal Survival
11	Animal Body Coverings	Describe animal bodies and their coverings.	Characteristics of Animals
12	How and What Animals Eat	Identify what animals eat and the different ways they eat.	Animal Survival

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
13	Observable Characteristics	Group animals based on their characteristics and justifying how they have been grouped.	Grouping Animals by their Characteristics
14	Grouping Animals	Continuing from the previous lesson to observe and group animals based on their characteristics and justify the grouping.	
15	Native Plants	Name native plants used by Aboriginal Peoples. Describe the ways Aboriginal Peoples use Knowledges of the characteristics of plants to survive.	Using Characteristics of Plants and Animals to Survive
16	Native Animals	Describe ways Aboriginal and/or Torres Strait Islander Peoples use Knowledges of the characteristics of animals to survive.	

UNIT 2			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Observing Materials	Students use their senses to observe a range of materials and identify their properties.	Identifying Materials Describing Materials
2	Objects Are Made of Materials	Students use their senses to compare and sort materials, identifying similarities and differences. They explore how objects are made from materials chosen to suit their purpose.	
3	Observing Materials Using the Senses	Investigate everyday materials to identify properties. Through The Three Little Pigs, they describe materials using Tier 2 vocabulary and discuss their suitability for a purpose.	Selecting Materials (The Three Little Pigs are not in this lesson, however, students do describe materials using Tier 2 vocabulary and discuss their suitability for a purpose)
4	Using Tools to Observe	Students use tools to closely observe materials, examining surface details and textures. They use Tier 2 vocabulary to describe and compare materials.	Identifying Materials Describing Materials
5	Comparing Materials	Compare materials to identify similarities and differences. Students sort materials by one observable property and describe simple categories using appropriate language.	
6	Posing Questions	Observe a range of materials using their senses and pose questions about what they notice. Students share their thinking about the properties of materials and how they might be used for everyday purposes.	
7	Exploring a Question	Explore different materials to build a bridge for the 3 little pigs. They observe, compare and describe the materials' properties using Tier 2 vocabulary.	Manipulating Materials (Students do not build a bridge in this lesson, however, they do observe, compare and describe the materials' properties using Tier 2 vocabulary)

UNIT 2			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
8	Materials in Everyday Objects	Observe pairs of everyday objects that have the same purpose but are made from different materials.	Selecting Materials (Focuses on materials used for a purpose)
9	Manipulating Materials	Students manipulate a range of different materials to show that their properties remain the same.	Manipulating Materials
10	Properties Remain the Same	Students manipulate materials by bending, twisting, crushing and stretching them to identify that properties remain unchanged.	
11	Needs and Wants	Explore the difference between needs and wants. Students identify basic needs and discuss how everyday objects help meet those needs.	Pack It Perfect (a design specific unit which addresses needs and wants)
12	Similar Products	Explore how needs guide choices about objects and materials. Students observe and compare everyday objects and discuss how their materials and properties help meet user needs.	Selecting Materials
13	Natural Materials on Country	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials based on their properties, for specific purposes.	Using Natural Materials
14	Weaving Materials	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials based on their properties, for weaving used in dilly bags, baskets and fishing tools.	
15	Tools on Country	Explore how Aboriginal and/or Torres Strait Islander Peoples use natural materials, based on their properties, for tool making.	
16	Design a House	Students consolidate their understanding of properties of materials and user needs by designing a house to meet the user need for shelter.	Pack It Perfect (Inquisitive covers this outcome by focusing on package designs)

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Establish Plant Growing Kits	Revise how to use their senses and tools for observation and data collection. They begin an activity to grow a plant from a seed.	Investigating Changes to a Plant
2	Making Observations	Students use digital devices to record observations of changes in their plant seed. Students learn to protect personal information when using digital tools and contribute to developing class rules for their safe and responsible use.	Ask First Safe Access
3	Capture, Save and Retrieve Data	Review how to make observations and collect data. They are introduced to an algorithm for capturing and storing images with a digital tool.	Introducing Algorithms Let's Use It (ES1 Lesson)
4	Living Things	Students complete an activity to check for misconceptions about living things. They use common characteristics to identify living and non-living things.	Living or Non-Living? (ES1 Lesson)
5	Plant Life Cycle	Students learn to identify and describe the key stages in a scientific model of a plant life cycle and pose questions about it.	Life Cycle of a Plant
6	Describing Changes	Students observe changes and collect data from their plant growing activity. They compare their plant growth to a model of the plant life cycle and learn to describe the observable changes.	Investigating Changes to a Plant
7	Knowledges of Life Cycles	Students view a multimedia resource about plants native to Kamay (Botany Bay), including Knowledges of Aboriginal Peoples about those plants. They describe how Aboriginal Peoples use Knowledges of the life cycles of plants.	Using Life Cycle Knowledge
8	Three-Dimensional Plant Model	Students use modelling clay to represent key stages of the plant life cycle. They label each stage using written text or capture verbal explanations using a digital device.	Life Cycle of a Plant
9	Observations and Data	Students learn about different types of data scientists collect, and the techniques used to collect it. Students determine the types of data they can collect from a local habitat.	Introduction to Data Grouping Data

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
10	Collect Data in a Local Habitat	Students collect data about the variety of living things in a local habitat. Students collect data by counting, drawing, describing capturing an image using a digital tool.	Let's Use It (ES1 Lesson)
11	Data Sorting	Students group data about living things collected in a local habitat. They justify their groupings based on observations.	Grouping Data
12	Frog Life Cycle	Students learn to describe the observable changes in the life cycle of a frog. They use cards to order and label the main stages of the life cycle.	Tremendous Transformations
13	Bird Life Cycle	Describe the observable changes in the life cycle of a bird and learn about how Aboriginal Peoples use Knowledges of the life cycle of an emu to sustainably harvest eggs.	Life Cycle of an Animal (This lesson does not refer to Aboriginal Peoples use Knowledges) Using Life Cycle Knowledge (Aboriginal Perspectives)
14	Kangaroo Life Cycle	Describe the observable changes in the life cycle of a kangaroo and learn about how Aboriginal Peoples use Knowledges of the life cycles of various plants and animals.	Using Life Cycle Knowledge
15	Extinct Animals	Learn the definition of extinct and examine images of fossils and learn how scientists use them to learn about extinct Australian megafauna.	End of a Life Cycle
16	Extinct Kangaroo	Revise learning about fossils as evidence for extinct animal and explore Aboriginal Knowledges through artwork that represents an extinct kangaroo species.	Using Life Cycle Knowledge (Inquisitive acknowledges Aboriginal and Torres Strait Islander Peoples culture)

UNIT 2			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	What's In A Kitchen?	Explore the common components in kitchens and discuss how kitchen products and appliances are designed to meet a user need.	
2	Online Grocery Shopping	Explore online shopping as a digital system and consider how it affects people's lives.	
3	Food Designs	Learn that the foods we eat are planned, selected and produced to meet different needs, including providing nutrition for healthy growth, as well as taste, convenience and sustainability.	Plants or Animals? (Students learn about parts of plants and animals that can be used for food)
4	Timber to Kitchen	Investigate how timber is used to make various kitchen products, following the journey from tree to product.	Plants or Animals? (Students learn about where wood comes from and how it can be used in the design of shelters)
5	Cotton Fibres	Learn about cotton fibres and how they are used in kitchen products.	Plants or Animals? (Students learn about where cotton comes from and how it can be used in the design of products such as clothing)
6	Posing Questions	Continue to explore a range of materials found in kitchen products and pose questions about which materials work best for a product.	
7	Testing Materials	Test how different materials absorb liquids and how effective they are for cleaning spills.	

UNIT 2

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
8	The Design Process	Students are introduced to a design process to understand user needs and create solutions. They investigate everyday objects to see how needs are met and how design steps help solve problems in logical, manageable ways.	<u>Garden Helpers</u> (Students use the design thinking process to design a new gardening tool that can be used in more than one way for community gardeners)
9	Empathising	Students gather stories and ask questions about kitchen products as they empathise to explore user needs.	
10	Define User Needs	Explore the design process and learn to define user needs through user stories.	
11	Generate Ideas	Generate ideas to solve the design challenge by sketching and discussing a range of possible solutions.	
13	Select An Idea	Students use criteria to select the one idea from their generated ideas that best meets user needs.	
14	Improve The Idea	Students refine ideas to improve a kitchen product by seeking, providing and implementing peer feedback.	
15	Developing A Pitch	Students develop a pitch to explain their kitchen product design, focusing on how it solves a problem and meets user needs.	
16	Presenting A Pitch	Students present a pitch to explain their kitchen product design, focusing on how it solves a problem and meets user needs.	

UNIT 3			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	What is weather?	Observe and describe local weather conditions using scientific vocabulary, then record their observations using symbols.	Weather Reporters
2	Temperature	Students use a thermometer to measure and record the temperature in degrees Celsius (°C) in their local environment.	
3	Cloud Cover	Students use a cloud frame to observe, describe and measure cloud cover.	
4	Rainfall	Students learn about how a rain gauge collects and measures rainfall.	
5	Seasons	Explore the seasons and identify the types of weather that are typical in each season in New South Wales.	The Seasons Tell a Story
6	Seasonal Patterns and People	Explore how daily human behaviours are influenced by different weather patterns. They will sequence and sort sentences to show cause and effect relationships between the weather and the actions of people.	
7	Plants in Season	Explore how the appearance of plants changes with the seasons.	
8	Animals in Season	Explore how animal behaviours are influenced by seasons. They sequence simple and compound sentences and construct a flow chart to demonstrate their understanding.	
9	Bambai Calendar	Explore the seasonal calendar of the Banbai People in New South Wales and how they use seasonal indicators.	
10	D'harawal Calendar	Explore the seasonal calendar of the D'harawal People in New South Wales and how they use seasonal indicators.	
11	Weather Data	Students collate their recorded daily weather to identify changes and patterns.	Weather Reporters
12	Weather Patterns	Students identify patterns in their collated weather data.	

UNIT 3

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
13	Rocks	Students manipulate and observe different rocks to identify and describe their features using Tier 2 vocabulary.	Rock Detectives
14	All About Rocks	Students manipulate a range of rocks to describe their texture, colour and grain or crystal size using a bank of adjectives.	
15	Rocks in Natural Formations	Students observe and identify rocks found in natural formations.	Rock Stars!
16	Rocks in Built Structures	Students observe and identify rocks in built structures.	

UNIT 5			
NSW DEPARTMENT SAMPLE UNITSW			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Introduction to Sounds	Students observe sounds in the classroom and school grounds using their sense of hearing and touch. Students collect data about the different sounds.	Make Some Noise
2	Describing Sounds	Explore how sound travels through air, water and solids, and how different materials can change or block the way sound is heard.	Changing Sounds
3	Sound Travels	Explore how sounds travel through air, solids and water. They use a digital device to record sounds as they travel through air and a solid.	
4	Feeling Sound Vibration	Construct a cup telephone to explore how sound is produced by vibrations and how it travels through materials.	Creating Sounds
5	Seeing Sound Vibration	Observe how sound vibrations cause everyday materials to vibrate.	
6	Cultural Sounds	Learn about the way sounds are created and used by Aboriginal and Torres Strait Islander Peoples and design and make an instrument for a specific purpose that produces sound by striking or shaking.	Using Natural Materials to Make Sounds
7	Using Natural Materials	Learn about the way natural materials are used in Aboriginal instruments to create sounds by striking, blowing and swinging.	
8	Volume and Pitch	Test different actions and materials to produce a range of pitches and volumes.	Sound Makers: Exploring Materials
9	Create and Capture Sound Patterns	Create variations in volume and pitch using a range of materials and actions, using devices to capture and save sounds.	Feel the Vibration! Sound Makers
10	Design an Instrument	Engage in the design process by generating ideas for an instrument using available materials. Students capture their ideas using a digital device.	The Great Instrumental Exchange
11	Make An Instrument	Students use their design plans to make a shaker instrument.	
12	Test and Improve	Students will test their instruments to evaluate how well they work and identify possible improvements.	

UNIT 5

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
13	Sounds for a Purpose	In this lesson, students will compare the use of Aboriginal and/or Torres Strait Islander Peoples' instruments to their own designed instruments. They will create a short performance to use their designed instrument for a purpose.	Using Natural Materials to Make Sounds
14	Animal Sounds	Explore the ways animals make and use different sounds.	Interactive tool to support lesson
15	Sound Memory	Students use instruments to copy and create a variety of sounds in a memory game, changing the pitch and volume.	Comparing Sounds
16	School Band	Use the sounds of the orchestra to identify and categorise blowing, plucking, striking and shaking instruments.	Feel the Vibration!

UNIT 6

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
1	Introduction to Light	Explore a range of light sources in and beyond the classroom. They learn that light travels from a source to their eyes, enabling them to see objects.	Light Moves
2	Light Travels in Straight Lines	Investigate how light travels through the air in straight lines.	
3	Light Reflects	Investigate how light behaves by shining it onto various reflective materials to observe and compare how different surfaces reflect light.	Mirror, Mirror
4	Reflected or Absorbed	Explore how light interacts with different materials, including how light can be reflected or absorbed. Students create texts to describe their observations.	Light Bends
5	Translucent, Transparent or Opaque?	Classify materials as translucent, transparent or opaque. They record their observations using nouns, noun groups, drawings and labels.	Transparent, Translucent or Opaque?
6	Refraction	Observe how light bends or changes direction when it passes from one material to another. They learn that this bending of light is called refraction.	Light Bends
7	Refraction in Solids	Observe how light refracts, or changes direction, when it passes through different solid materials. They investigate everyday examples to explore how refraction occurs.	
8	Dispersion	Explore how white light can be separated into different colours when it passes through certain materials. They learn that this spreading of light is called dispersion.	
9	Absorbing and Reflecting Colour	Investigate how some materials absorb light instead of reflecting or transmitting it. They explore how absorption affects how bright or dark objects appear and how colour can still be seen when light is reflected.	Mirror, Mirror
10	Exploring Shadows	Investigate how opaque objects block light to create shadows. They experiment with different materials to observe and create varied shadow effects.	Transparent, Translucent or Opaque?

UNIT 6

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON

LESSON NAME

OVERVIEW

11

Light in Everyday
Products

Explore how everyday products and digital systems produce light, including lamps, televisions, computer screens and traffic lights. They describe how these light-based technologies are used and how they affect people's lives.

12

Barcode Scanners

Investigate how barcode scanners are used in everyday life. They explore how light is reflected and absorbed when a barcode is scanned.

13

Generate Ideas

Students apply their understanding of how materials interact with light to generate creative design ideas for a night light.

14

Plan for Production

Students select one of their previously generated ideas and refine it into a planned night light design.

15

Make a Night Light

Students use their design plans to build a night light prototype, choosing materials based on what they know about how light interacts with different materials.

16

Revise and Improve

Students share their design plan and revise and refine plans based on feedback.

Design and Technologies:
Using Light (Coming Soon)

UNIT 7

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
1	Night Sky	Explore the night sky, identify its visible features and create a labelled diagram.	Star Gazing Moonlit Nights
2	Day Sky	Explore the sky in the day and identify visible features, including understanding that the Sun provides light energy that allows us to see.	Star Gazing
3	Cultural Representations - Sun	Examine ways that diverse communities and people understand and relate to the Sun through unique knowledge systems and stories.	Sky Stories Around the World
4	Cultural Representations - Moon	Examine ways diverse communities and people understand and relate to the Moon through unique knowledge systems and stories.	
5	Cultural Representations - Stars	Examine ways diverse communities and people understand and relate to stars through unique knowledge systems and stories.	Sky Stories Around the World What is Sky Country?
6	Earth's Rotation	Learn that the Earth's rotation on its axis causes the cycle of day and night as a repeating pattern.	Day to Night
7	The Sun's Path	Demonstrate that the Sun rises in the east and sets in the west because of the Earth's rotation.	Day to Night Shadow Time
8	Changes to Shadows	Students record changes to the length of shadows at different times to mark the passage of time.	Shadow Time
9	The Moon Reflects Light	Students recognise that the Moon reflects light energy from the Sun and does not produce its own light.	Moonlit Nights
10	Phases of the Moon	Observe the lunar cycle and describe the Moon's changing appearance.	

UNIT 7			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
11	Exploring the Moon's Phases	Identify and describe each of the Moon's phases using Tier 2 and Tier 3 vocabulary.	Moonlit Nights
12	Sequencing the Moon's Phases	Students sequence the Moon's phases and create a flow chart to show the phases of the Moon.	
13	Sky Country	Learn about how Aboriginal Peoples are connected to Sky Country, describing the importance of the night sky and the day sky.	What is Sky Country?
14	Torres Strait Islander Peoples' Connections to Sky Country	Learn about how Torres Strait Islander Peoples are connected to Sky Country and describe the importance of the stars in daily life.	
15	Seven Sisters	Learn about how Aboriginal Peoples are connected to Sky Country, creating a response to the stories of the Seven Sisters.	
16	Patterns in the Lunar Cycle	Students review and analyse their lunar observations collected throughout the unit to identify patterns in the Moon's changing appearance	Moonlit Nights

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Earth’s Systems	Students are introduced to the 4 interrelated systems of Earth: the atmosphere, lithosphere, hydrosphere and biosphere.	Earth’s Major System
2	Systems Model	Students create a model to represent the systems of the Earth.	
3	Systems Supporting Survival	Explore how the needs of living things are provided by Earth’s systems.	Systems Supporting Life
4	Habitats, Ecosystems and Environments	Explore the relationship between habitat, ecosystem and environment before creating a visual representation to demonstrate their understanding.	Habitats, Ecosystems and Environments
5	A Local Habitat	Explore living and non-living things in a local habitat.	
6	Fair Testing	Students are introduced to fair testing. They explore what makes a test fair, why fair tests are used in science and begin applying this understanding by following a modelled investigation.	Fair Testing is embedded throughout Inquisitive units.
7	Testing Plant Growth	Students set up fair test investigations for determining the effects of changes in soil, water and light on plants.	Systems Supporting Life
8	Documenting Fair Tests	Students, document their procedures using temporal connectives and labelled diagrams and decide how to measure and record the results of the investigations.	Fair Testing is embedded throughout Inquisitive units.
9	Food Chains	Investigate how energy flows through a food chain by building food chain models and using scientific vocabulary.	Energy for Living Things
10	Energy Flow	Explore energy flow in food chains by researching species, acting out feeding relationships and applying scientific vocabulary.	
11	Interdependence	Explore how plants and animals depend on each other to survive.	Plants Depend on Animals
12	Living Connections	Research and share examples of ways in which plants and animals depend on each other for survival.	Animals Depend on Plants

UNIT 1

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
13	Cultural Burning	Explore how Aboriginal Peoples use cultural burning to care for Country and support habitats to survive.	Caring for Habitats
14	Seasonal Knowledges	Explore how Aboriginal Peoples use seasonal Knowledges and sustainable practices to support habitats to survive.	
15	Plant Growth Data	Use a digital platform to record plant growth data and graph the effects of soil, water and light changes on plants.	Plant Growth
16	Cause and Effect	Students analyse their plant growth results and use causal connectives to explain the relationship between conditions and outcomes.	Systems Supporting Life

UNIT 2			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	The Design Process	Explore the elements of the design process with a focus on the 'empathise' step. Students learn about biomimicry and how it can be used to design a solution to meet user needs.	DESIGN AND TECHNOLOGIES Boat Builders (Coming Soon) Learning from the Land All Shook Up Heat and Eat (Coming Soon)
2	Designs From Nature	Explore natural designs and record their observations through annotated sketches and photography.	
3	Collecting Data	Design and implement a process to collect data about user needs in the school.	
4	Define User Needs	Analyse data to identify and define a user need. This need will guide the design of a project to improve a space in the school.	
5	Biomimicry In Clothing Design	Students explore the use of biomimicry in clothing design and use their research to inform and generate ideas for their school design project.	
6	Biomimicry In Architecture Design	Students research how biomimicry has been used in architecture and continue to develop their own school design.	
7	Plan A Model	Students continue to generate ideas to meet the design challenge. Students consider the needs of the user and select a final idea to take to the planning stage.	
8	Diagrams And Annotations	Create annotated diagrams of their design plans.	
9	Construction Methods And Materials	Students test construction methods inspired by natural lattice structures and investigate water-resistant materials to inform the design of their model.	
10	Final Designs And Flow Charts	Students finalise their designs and use a flow chart to explain a process.	
11	Algorithms	students design an algorithm that uses branching and iteration to program a procedure.	Logic and Loops

UNIT 2			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
12	Build	Students revise their annotated diagrams and build their models.	DESIGN AND TECHNOLOGIES Boat Builders (Coming Soon) Learning from the Land All Shook Up Heat and Eat (Coming Soon)
13	Aesthetics	Students continue to explore biomimicry by identifying designs in nature that may improve the aesthetics of their design.	
14	Adapting Designs	Students continue to adapt their design plans using biomimicry and finalise their designed models.	
15	Evaluate	Students evaluate the designs and models of their peers against the agreed success criteria and provide feedback.	
16	Design Expo	students present their design plans and model to the principal at a design expo.	

UNIT 3			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Landscapes and Landforms	Students demonstrate their understanding of the terms 'landscape' and 'landform' to assist in their understanding of Earth's surface.	Exploring Earthquakes (landscape defined) The Force of Moving Water (landform vocabulary)
2	Torres Strait Islander Legends	Investigate a Torres Strait Islander Legend about the formation of a landform. They consider the cultural significance of the Legend in connecting to Place.	The Force of Moving Water (Dreaming story "Super Snake" about landform creation)
3	Aboriginal Dreaming Stories	Investigate Aboriginal Dreaming Stories about the formation of a landscape or landform on the Country their school is on. They consider the cultural significance of the Dreaming Story in Connecting to Country.	The Force of Moving Water - Activities 1-2 (Dreaming stories explaining landform formation, "Connecting to Country" framing)
4	What is Weathering?	Explore what weathering is and explore the different forms of weathering. Students test a variety of rocks for hardness.	Weathering Rocks - Activities 1-4
5	Weathering by Wind and Water	Revise what weathering is and explore examples of weathering of rocks by water and wind.	Weathering Rocks - Activities 5-6 (flow chart; Devils Marbles/Wave Rock research)
6	Weathering by Living Things	Explore how living things cause weathering of rocks.	Weathering Rocks - Activities 7 (flow chart; Devils Marbles/Wave Rock research)
7	Erosion Caused by Water	Describe how the force produced by moving water causes erosion and how this shapes landscapes and landforms.	The Force of Moving Water - Activities 2-3

UNIT 3			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
8	Planning an Erosion Fair Test	Students plan a fair test to investigate how forces produced by moving water cause erosion.	The Force of Moving Water - Activity 4 (Slope investigation setup)
9	Conducting an Erosion Fair Test	Students conduct a fair test to investigate how forces produced by moving water cause erosion.	Weathering Rocks - Activity 4 (steps/predictions)
10	Explaining Fair Test Results	Students annotate photos of a model and fair test to explain how forces produced by moving water cause erosion.	Weathering Rocks - Activities 5-6 (drawing results and conclusion)
11	Earth's Internal Structure	Investigate the Earth's internal structure through research and note-taking.	Layers of the Earth - Activities 1-3
12	Modelling Earth's Internal Structure	Students build and describe a physical model representing the internal structure of the Earth.	Layers of the Earth - Activities 4-6 (playdough model)
13	Researching Earthquakes	Students research and describe the impact of earthquakes on the landscape.	Exploring Earthquakes - Activities 1-2, 4-7 (Japan/Samoa case studies)
14	Modelling Landslides	Investigate how earthquakes can change Earth's surface. Students create and observe a model demonstrating a landslide and analyse how this movement alters the shape of a slope.	
15	Researching Volcanic Eruptions	Research how volcanic eruptions change landforms and landscapes. Students take notes to support scientific understanding of these processes.	Volcano Power! - Activities 1, 2, 4
16	Volcanoes Change Landscapes	Investigate changes to the landscape caused by volcanoes. Students research and describe volcanic events.	Volcano Power! - Activities 3, 5-7 (model, Pompeii, other planets)

UNIT 5			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Earth's Rotation	Model Earth's rotation and explain the pattern of day and night using diagrams and annotations.	You Make My Day (Other Curriculums) Rotating and Revolving (Year 6)
2	Earth's Revolution	Recognise that Earth's revolution around the Sun takes 365.25 days and represent this process using models and labelled diagrams.	Moving Planets
3	Modelling Earth's Movements	Model Earth's movements and use key vocabulary to explain its rotation and revolution.	
4	Solar Energy	Recognise that the Sun provides Earth with energy. Students research how solar energy is used.	The Sun
5	Solar Oven	Learn that the Sun provides energy in the form of light and heat. Students explore how this energy can be used by making a simple solar-powered oven.	Experiment: Solar Cooking (Year 5, different curriculums)
6	Distance from the Sun	Learn the order of the planets and explore their distances from the Sun using a scaled model.	Objects in the Solar System
7	Size of the Planets	Explore the relative sizes of planets in the solar system by creating scaled planet drawings.	Solar System Models (Year 6)
8	Planet Profiles	Research key features of the planets in our solar system.	Objects in the Solar System
9	Planet Features	Describe key features of the planets in our solar system using multimodal representations.	
10	Planet Infographic	Students apply their learning to create planet profile infographics, with Tier 2 and 3 vocabulary, noun groups and multiple data types to effectively communicate their research.	
11	Asteroids and Comets	Explore the characteristics of asteroids and comets and compare their features.	

UNIT 5			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
12	Gravity	Learn about gravity and observe how it affects objects on Earth.	Gravity in the Solar System
13	Gravity in Space	Learn that gravity is the force keeping Earth, moons, and planets in their positions within the solar system. They model how gravity affects orbits.	
14	Stories in the Sky	Research the origins of planet names across different cultures.	Cultural References to the Solar System
15	Aboriginal Astronomy	Explore how Aboriginal and/or Torres Strait Islander Peoples have developed detailed knowledge systems about the solar system.	Aboriginal and Torres Strait Islander Peoples' Astronomy (Year 6)
16	Sky Connections	Research Aboriginal Knowledges of the night sky, including the cultural significance of planets in our solar system.	

UNIT 6			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Space Survival	Explore space as an extreme environment to identify the needs of users for survival and revisit the design process, focusing on empathising.	DESIGN AND TECHNOLOGIES Boat Builders (Coming Soon) Learning from the Land All Shook Up Heat and Eat (Coming Soon)
2	Space Technology	Explore how astronauts’ needs are met in space and investigate how space technology supports survival.	
3	Defining User Needs	Analyse user needs and opportunities for living in space and develop a design brief.	
4	Food In Space	Research food production processes in space.	
5	Space Clothing	Investigate the processes involved in designing and producing clothing that meets human needs in space.	
6	Generating Design Ideas	Generate a wide range of design ideas and explore different ways their solutions could address user needs in space.	
7	Select and Refine	Select, refine and communicate their most viable design idea.	
8	Testing Materials	Test a range of materials to determine which would be the most suitable for use in their space model.	
9	Testing Construction Methods	Test different construction methods by building and testing small prototypes.	
10	Build a Model	Students begin building their space model using their refined sketches and chosen materials.	
11	Build a Model 2	Students continue building their models, making modifications as needed to improve functionality.	

UNIT 6

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
12	Test The Model	Students test their design model against simulated space environment challenges.	
13	Test The Model 2	Students test their design model against simulated space environment challenges.	
14	Feedback And Refine	Students refine their models based on testing and feedback.	
15	Evaluation	Students evaluate their designed model and develop a presentation for their final model.	
16	Present Final Model	Students present their final models and design ideas.	

DESIGN AND TECHNOLOGIES

Boat Builders (Coming Soon)

[Learning from the Land](#)

[All Shook Up](#)

Heat and Eat (Coming Soon)

UNIT 7			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	What is matter?	Students are introduced to the concept of matter. They explore matter as anything that has mass and takes up space.	Solids and Liquids
2	States of Matter	Explore how matter is made up of very small particles.	Zooming In on Matter
3	Solids	Students learn to identify and describe that solids have a defined shape and volume.	Solids and Liquids
4	Liquids	Students learn that liquids have a definite volume but not a definite shape.	Solids and Liquids Investigating Liquids
5	Gases	Students learn that gases do not have a definite shape or volume and are compressible.	Properties of Gas
6	Manipulating Matter	Investigate how changing the shape of solids, liquids and gases affects their appearance, but not the amount of matter.	Solids and Liquids - Activity 3 (pouring) Properties of Gas (compression)
7	Branching in Algorithms	Students learn about algorithms that use branching to represent a process for defining solids, liquids and gases.	
8	Digital Forms	Learn how a digital form can be used to represent an algorithm using branching to determine if something is a solid, liquid or gas.	
9	Particles and Heat Energy	Explore how adding and removing heat energy affects water and describe how this changes the movement and arrangement of its particles.	Zooming In on Matter
10	Melting	Explore water changing from a solid to a liquid by adding heat energy.	Heating Things Up
11	Boiling and Evaporation	Observe water changing from a liquid to a gas by adding heat energy.	

UNIT 7

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
12	Condensation	Observe water changing from a gas to a liquid by removing heat energy.	Cooling Things Down
13	Freezing	Observe freezing and create an annotated diagram to explain how water changes from a gas to a liquid, and then to a solid as heat energy is removed.	
14	Flow Charts	Students use a flow chart to represent how adding and removing heat energy affects the movement and arrangement of particles when matter is changing state.	Heat and the Water Cycle
15	Factual Text	Students create a factual description of how water can change from a solid to a liquid to a gas and back again through the addition or removal of heat energy.	
16	States of Matter Poster	Students create a digital poster to represent and explain particle arrangement and movement in solids, liquids and gases.	

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Weather Versus Climate	Observe weather, use data to interpret weather patterns and compare weather with climate.	Weather or Climate
2	Climate Over Time	Investigate how the oceans and atmosphere influence global climate zones and describe how climate data is collected and measured.	
3	Meteorological Measurements	Identify and use tools that collect weather data.	Collecting Weather Data
4	Weather Observation	Monitor and record local weather data and compare weather from different locations around NSW. Students will compose compound and complex sentences and label diagrams to explain the function of a weather collection device.	Weather or Climate Collecting Weather Data
5	Digital Systems	Identify digital systems that collect weather data and explain how weather data is processed for use.	Collecting Weather Data
6	Natural Events – Volcanoes and Bushfires	Explore natural events that effect the atmosphere and climate. They use nominalisations to describe the effect of volcanic gases and bushfires on the atmosphere.	Natural Events and Climate
7	Understanding Natural Events	Research extreme natural events to understand the impacts on the atmosphere.	
8	Natural Systems – El Niño and La Niña	Research the effects of natural systems, including El Niño and La Niña, on climate and recognise that digital systems help us understand these effects.	This content is not part of the Stage 3 Curriculum.
9	Examining Our Data	Students will graph the weather data they have collected in their school, then compare their results with official Bureau of Meteorology data to identify similarities and differences.	Weather or Climate (various data is examined but not local weather)

UNIT 1			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
10	Human Activities – Industry and Land Use	Explore how different industries and land use influence climate.	Human Activity and Climate Students explore the greenhouse effect and how human activities such as deforestation, waste production and pollution contribute to climate change.
11	Human Activities – Energy	Explore the effects of energy production methods on climate.	
12	Human Activities – Transport	Explore how different modes of transport impact the climate.	
13	Taking Positive Steps	Investigate how human activities affect Earth’s climate and explore solutions, such as the Snowy Hydro Scheme, which reduce negative impacts.	Human Activity and Climate As above, students also examine the domino effect and how they can stop the dominos from falling.
14	Expo Presentation Preparation	Students commence multimodal, research-based explanations for a class presentation.	Multimodal, research based explanations and presentations are used throughout Inquisitive lessons.
15	Planning for the Expo	Students will prepare and finalise their multimodal presentations for the class expo.	
16	Expo	Students share their research about how natural events and human activities impact the atmosphere.	

UNIT 2			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Digestive System	Identify the main organs and their functions within the digestive system.	The Digestive System
2	Respiratory System	Explore the main organs and their functions in the human respiratory system.	The Respiratory System
3	Circulatory System	Explore the main organs of the circulatory system and explain their functions.	The Circulatory System
4	Body Systems Coordinate	Describe how the structures and functions of the digestive, respiratory and circulatory systems coordinate.	Three Systems Working Together
5	Identifying Variables in Fair Tests	Learn about independent, dependent and controlled variables. They co-design a fair test related to the circulatory system.	
6	Conducting and Planning Fair Tests	Students conduct a fair test to investigate the way that the circulatory system responds to physical activity. They document a fair test related to the respiratory system.	
7	Effect of Activity on Body Systems	Students conduct a fair test to investigate the way that the respiratory system responds to physical activity and analyse fair test results.	
8	Binary Code	Learn how digital systems use binary code to store information and explore converting simple text and images into binary.	The Language of Computers
9	Representing Data with Micro:Bits	Students apply their understanding of binary code by programming a micro:bit to display patterns that represent data digitally.	Problem Solving and Digital Designs Designing Digital Systems (These Digital Technologies units cover algorithms, visual programming and user interfaces)
10	Heart Rate Monitor	Students apply their understanding of visual programming to develop a prototype heart rate monitor.	
11	Modifying Algorithms	Students apply their understanding of visual programming to create, test and modify algorithms.	
12	Evaluating Digital Systems	Students compare and evaluate 2 simple game interfaces that have the same purpose.	

UNIT 2

NSW DEPARTMENT SAMPLE UNITS

INQUISITIVE CORRESPONDING LESSONS

LESSON	LESSON NAME	OVERVIEW	
13	Human Structural Adaptations	Learn about adaptations and investigate human structural adaptations that support daily functioning and human survival.	Survival Superpowers
14	Human Behavioural Adaptations	Investigate human behavioural adaptations that support daily functioning and human survival.	
15	Australian Technologies and Inventions	Explore Australian health technologies and inventions. They research how these technologies meet specific needs and record their findings in a written explanation using reliable sources.	Telehealth
16	Research and Report	Students learn to research, create written texts and acknowledge reliable sources on a range of Australian health technologies or inventions.	

UNIT 3			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Electrical Energy	Students recognise that electrical energy can be transferred and transformed.	Lights On (Coming Soon)
2	Explaining Electrical Circuits	Students recognise and explain that electrical circuits make a pathway for the transfer and transformation of electrical energy.	
3	Circuit Challenges	Students are introduced to switches in a circuit. They are challenged to make and record circuits using a range of different component combinations.	
4	Planning a Fair Test	Plan a fair test to identify materials that act as electrical conductors or insulators.	Pathways for Power
5	Conductivity Testing	Conduct a fair test to identify materials that act as electrical conductors or insulators.	
6	Electrical Insulators For Safety	Explore how electrical insulators are used in everyday life to ensure electrical safety.	Safety First: Electricity
7	Digital Conductivity Tester	Students apply their understanding of algorithms to program a micro:bit as a digital conductivity tester.	
8	Modifying Algorithms	Students apply their understanding of algorithms to program a micro:bit to display true/false responses, icons and play sounds.	
9	The Design Challenge	Students revise a design process and discuss the design challenge of creating an electric quiz game for a younger school student.	
10	Electrical Safety	Students engage with the empathise and research elements of the design process to begin to meet the design challenge.	
11	Design a Prototype	Students generate design ideas for an electric quiz game prototype that meets the users’ needs.	

UNIT 3			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
12	Build a Prototype	Students represent their designed solution as a built prototype.	
13	Finalise Built Prototype	Students finalise their built prototype and assess against the design criteria and peer feedback.	
14	User Testing	Students test their electric quiz game prototype with younger students and gather data to refine their design.	
15	Evaluate a Prototype	Students evaluate their electric quiz game prototypes following testing with younger students.	
16	Expo	Students present their final prototype and design journals to an audience as part of an expo.	

UNIT 5			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Adaptations	Students are introduced to the concept of adaptations in plants and animals. They will explore the difference between structural and behavioural adaptations and consider how they support survival in specific environments.	Animals Built for Success (Structure in Animals) Animal Survival Skills (Behaviour in Animals) Plant Power (Structure and Behaviour in Plants)
2	Adaptations in Action	Observe behavioural and structural adaptations in a range of organisms and suggest ways the adaptations help them survive in their environments.	Survival Superpowers
3	Survival	Investigate structural and behavioural adaptations of animals, identifying and categorising these features to explain how they support survival in different environments.	Animals Built for Success (Structural) Animal Survival Skills (Behavioural)
4	Minecraft Education	Students use Minecraft Education to discover animals from different climates and document the adaptations that help each species survive in its environment.	Adaptations (Content is covered, however, Minecraft is not used as a tool)
5	Design a Species	Explore how behavioural and structural adaptations enable survival by designing an animal for an extreme environment and visualising it with digital tools.	Animals Built for Success
6	Flowers	Investigate how the characteristics of flowers are adaptations that support reproduction in plants.	Plant Power
7	Fruit and Seeds	Investigate how the characteristics of fruits and seeds are adaptations that support reproduction in plants.	
8	Seed Dispersal Investigation	Students conduct a fair test with paper helicopter 'seeds' to investigate how seed characteristics affect seed dispersal.	The Great Seed Escape

UNIT 5			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
9	Food Webs	Students are introduced to food webs and begin interpreting how energy and matter flow between producers, consumers, and decomposers in an ecosystem.	Food Webs
10	Web of Life	Construct and interpret food webs to explain how energy and matter flow between producers, consumers, and decomposers in an ecosystem.	
11	Introduced Species	Explore how the introduction of plants and animals impacts Australian ecosystems by examining real world case studies of introduced species.	Changes to Ecosystems
12	Loss of a Species	Investigate how the loss of plants and animals affects Australian ecosystems.	
13	Changing Environments	Investigate evidence of environmental change over time by analysing satellite images and digital timelapse data.	Human Activity and Climate (Black Question Only)
14	Claim, Evidence, Reasoning	Investigate fossil evidence and apply a Claim, Evidence, Reasoning process to explain how environments have changed over time and continue to change.	Electrical Energy
15	Caring for Country	Explore how Aboriginal and Torres Strait Islander Peoples use cultural processes and systems to maintain and pass on knowledge about sustainable environmental practices.	Totemic Systems
16	Sustainable Practices	Investigate Aboriginal and Torres Strait Islander Peoples' sustainable harvesting and water sourcing practices, describing how these protect the environment and how the knowledge is maintained.	

UNIT 6			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Materials	Students are introduced to sustainable materials and make material choices that lead to more environmentally sustainable outcomes.	Renew, Reuse, Recycle
2	Waste Audit	Conduct a waste audit of a sample of their school's general waste (landfill) bins and collect and record data.	Renew, Reuse, Recycle E-waste (These lessons will support these activities)
3	Litter Audit	Conduct a litter audit of their playground and collect and record data.	
4	Audit Analysis	Students process and analyse data from a waste and litter audit.	
5	Biodegradation	Observe and compare the breakdown of everyday items to explain how biodegradable materials can enhance sustainability.	Biodegradable and Compostable Materials
6	Dissolving Fair Test	Students conduct a fair test comparing the solubility of different bathroom paper and wipe products in water.	Fairs tests and writing scientifically are embedded throughout Inquisitive units, not specifically in relation to this topic.
7	Writing Scientifically	Students use compound and complex sentences to explain the findings of an investigation into the solubility of different materials.	
8	Recycling	Explain how recycling enhances sustainability and represent the stages of the recycling process.	Renew, Reuse, Recycle E-waste
9	Recycling Programs	Investigate programs that enhance sustainability by collecting and processing hard-to-recycle items.	Sustainable Living
10	Composting	Investigate how composting reduces waste and pollution and create a model of a composting system in a bottle.	Biodegradable and Compostable Materials

UNIT 6			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
11	Composting Programs	Investigate how food organics and garden organics (FOGO) are collected and processed. Students create a communication product explaining FOGO to their community.	DESIGN AND TECHNOLOGIES Waste Wise (Coming Soon) Solar Smart Learning from the Land Smart Food Choices (Coming Soon)
12	Sustainable Design Ideas	Students use data from their school waste and litter audits to identify waste problems at school and to generate design ideas.	
13	Planning Sustainable Solutions	Brainstorm design ideas for possible solutions to a waste problem and user need, then select a solution and plan their design.	
14	Making A Prototype	Create a prototype of their designed waste management solution for their school.	
15	Communicating Designs	Students communicate their prototypes of their designed waste management solutions.	
16	Co-Designing Spaces	Students research how contemporary public art installations in Australia are co-designed using Aboriginal Knowledge systems and cultural practices.	

UNIT 7			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
1	Beyond Our Solar System	Students learn that our solar system is one of billions of others in the Universe.	To Infinity and Beyond
2	Stars and Exoplanets	Students learn about exoplanets and stars outside our solar system.	
3	Galaxies, Nebulae and Black Holes	Students learn about galaxies, nebulae and black holes.	To Infinity and Beyond Space Discoveries and Technologies
4	Researching Astronomical Features	Students learn additional information about astronomical features that exist beyond our solar system.	
5	Nominalisation	Students learn how to recognise, create and choose nominalisations to convey scientific and technological concepts.	
6	Sharing New Knowledge	Students use nominalisations to share information about astronomical features clearly and concisely.	To Infinity and Beyond
7	Aboriginal navigation and wayfinding	Investigate the use of star maps by Aboriginal Peoples for navigation and wayfinding. They examine the alignment between stars, songlines and natural and built features of the landscape.	Aboriginal and Torres Strait Islander Peoples' Astronomy
8	Torres Strait Islander navigation and wayfinding	Investigate the use of constellations by Torres Strait Islander Peoples for seafaring and model application of this knowledge using a digital planetarium.	
9	Conditions in space	Research how the environmental conditions in space differ from those on Earth and explain why these differences make survival difficult for living things.	Life in Space
10	Life Support Systems	Research the life support systems required for human survival in space.	
11	Travelling to Space	Research how spacecraft launch into space and safely return to Earth.	

UNIT 6			
NSW DEPARTMENT SAMPLE UNITS			INQUISITIVE CORRESPONDING LESSONS
LESSON	LESSON NAME	OVERVIEW	
12	Growing Plants in Space	Investigate how astronauts obtain food in space and why growing plants is important for long-term space missions.	
13	Development of Satellites	Examine how discoveries made through satellite technologies have developed our knowledge and advanced technology to benefit humankind.	Space Discoveries and Technologies
14	Satellite Timeline	Examine how satellite technologies develop over time and their benefits to humankind.	
15	Parkes Observatory (Murriyang)	Investigate Parkes Observatory (Murriyang), an Australian radio telescope that transformed space communication.	
16	Creating Written Texts	Analyse a model text and use nominalisation and source acknowledgement to write their own explanation about the Parkes Observatory.	Space Discoveries and Technologies

inquisitive

