

Curriculum document- Primary

Sustainability Through Your Own Lens- schools photography competition

ResourceSmart Schools

Curriculum Links			
Level 3	Level 4	Level 5	Level 6
Curriculum area- English			
Strand – Language Sub-Strand - Language for expressing and developing ideas. - VC2E3LA10 - identify how images and sound extend the meaning of a text. Strand – Literacy Sub-Strand Analysing, interpreting and evaluating. - VC2E3LY10 - use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to analyse texts by drawing on a growing knowledge of context, text structures and language features to build literal and inferred meanings. Sub-Strand: Creating texts.	Strand – Language Sub-Strand - Language for expressing and developing ideas. - VC2E4LA09 - explore how the use of sound and choices in the framing of an image, the placement of elements in the image, and the salience in the image affect the composition of still and moving images and enhance the meaning of a text. Strand – Literacy Sub-Strand Analysing, interpreting and evaluating. - VC2E4LY09 - use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to expand topic knowledge and ideas, and begin to evaluate texts to build	Strand – Language Sub-Strand - Language for expressing and developing ideas. - VC2E5LA07 - explain how the sequence of still and moving images and the use of sound in texts affect meaning. Strand – Literacy Sub-Strand Analysing, interpreting and evaluating. - VC2E5LY09 - use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to evaluate information and ideas to build literal and inferred meanings. Sub-Strand: Creating texts.	Strand – Language Sub-Strand - Language for expressing and developing ideas. - VC2E6LA07 - identify the ways that still images (such as figures, tables, diagrams, maps and graphs), moving images and sound are used in texts to create point of view. Strand – Literacy Sub-Strand Analysing, interpreting and evaluating. - VC2E6LY08 - use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and connect and compare ideas from a variety of sources

- VC2E3LY11 - create narrative, informative and persuasive texts, written and spoken, with ideas grouped in simple paragraphs, using topic-specific and precise vocabulary and multimodal elements as appropriate. - VC2E3LY12 re-read and edit texts for meaning, appropriate structure, grammatical choices and punctuation	literal and inferred meanings. Sub-Strand: Creating texts. - VC2E4LY1 create narrative, informative and persuasive texts, written and spoken, using relevant, linked ideas for a range of audiences and using multimodal elements as appropriate. - VC2E4LY11- re-read and edit texts for meaning by adding, deleting or moving words or word groups to improve content and structure	- VC2E5LY10 create different types of texts, written and spoken, with relevant, elaborated and sequenced ideas, using text structure appropriate for topic, purpose and audience, and multimodal elements as appropriate - VC2E5LY11- re-read and edit their own texts and the texts of others using agreed criteria for text structures and language features.	to build literal and inferred meanings. Sub-Strand: Creating texts. - VC2E6LY09 create different types of texts, written and spoken, with developed and organised ideas for purpose and audience, and multimodal elements as appropriate. - VC2E6LY10 - re-read and edit their own texts and the texts of others using agreed criteria and exploring editing choices
Curriculum area – Geography Strand – Geographical Knowledge and Understanding. Sub-Strand - Diversity of places and environments. - VC2HG4K01 - the relationships between people and their place and its environment. - VC2HG4K03 the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent.		Curriculum area – Geography Strand – Geographical Knowledge and Understanding. Sub-Strand - Management of places. - VC2HG6K01 how places and environments are changed and managed by people. - VC2HG6K03 the specific geographical and other characteristics that shape their place, how their place is changing and how change is managed. - VC2HG6K04 the importance of sustainability to places and environments, including the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country and Place and how it influences their sustainability practices. - VC2HG6K05 the impacts of bushfires and other climate hazards on environments and communities, and how people and communities manage prevention, preparedness, response and recovery.	
Curriculum area – The Arts – Visual Arts Strand - Developing Practices VC2AVA4D01 develop visual arts practices by exploring and experimenting with visual		Curriculum area – The Arts – Visual Arts Strand - Developing Practices VC2AVA6D01 develop visual arts skills by experimenting with visual conventions, visual arts processes and materials.	

conventions, visual arts processes and materials to create artworks. Strand - Creating - VC2AVA4C01 use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and meaning. Strand - Presenting - VC2AVA4P01 present and/or display artworks in formal and informal settings.	Strand - Creating - VC2AVA6C01 plan and create artworks using visual conventions, visual arts processes and materials to communicate ideas, perspectives and meaning. Strand - Presenting - VC2AVA6P01 select, present and display artworks and visual arts practice in informal and formal settings.
Curriculum area – Critical and Creative Thinking Strand - Questions and Possibilities. - VC2CC4Q01 the construction and use of open and closed questions for different purposes. - VC2CC4Q02 how pre-established preferences may influence thinking when generating and responding to alternative ideas and possibilities. - VC2CC4Q03 simple strategies for generating new ideas and possibilities, including repurposing or rearranging. Strand – Reasoning - VC2CC4R01 -ways to identify, structure and communicate a conclusion justified by a range of reasons. - VC2CC4R02 what is meant by evidence and what is meant by a value and how they are used to support reasoning. - VC2CC4R04 the basis for different kinds of criteria, such as desired qualities or given rules; and how criteria are used to help make judgements when reasoning. Strand: Metacognition - VC2CC4M02 the use of thinking processes to facilitate thinking, including for problem-solving, and verbal and non-verbal strategies for representing thinking processes.	Curriculum area – Critical and Creative Thinking Strand - Questions and Possibilities. - VC2CC6Q01 the construction of questions for identifying and building understanding of information, possibilities, processes and activities. - VC2CC6Q02 the importance of setting aside preconceptions; strategies for setting preconceptions aside when generating and evaluating alternative ideas and possibilities. - VC2CC6Q03 an extended range of strategies to generate new ideas and possibilities including forming a link between different information sources. Strand – Reasoning - VC2CC6R02 ways to consider competing values and the strength of evidence when reasoning. - VC2CC6R04 the use of criteria to support analysis and evaluation when reasoning. Strand: Metacognition - VC2CC6M02 thinking processes suited to different contexts and when and how to use them, including for problem-solving.

Cross curriculum priority – Sustainability

The Sustainability cross-curriculum priority is based on 4 sets of organising ideas. These are their connections to implementing the Sustainability Through your Own Lens activity

Interrelationship of systems	VC2CCPSIS1 All lifeforms are connected through Earth's systems (the lithosphere, biosphere, hydrosphere and atmosphere), on which they depend for their wellbeing and survival.
	VC2CCPSIS2 Sustainable patterns of living require the responsible use of resources; circular economies; maintenance of clean air, water and soils; and the restoration of healthy environments and habitats with ecological integrity.
	VC2CCPSIS3 Economic, social, environmental and cultural systems influence the sustainability of Earth's systems.
Worldviews	VC2CCPSWV1 Worldviews influence local and global action and, therefore, impact the interdependence of Earth's systems. Worldviews can play a crucial role in achieving sustainability.
	VC2CCPSWV2 Worldviews are formed by different experiences at a personal, local, national and global level, and are linked to individual, community and political mandates and actions for sustainability.
	VC2CCPSWV3 Worldviews that are based on, but not limited to, the 4 pillars of sustainable development consider the intergenerational impact of current and future actions.
Responsible design	VC2CCPSRD1 Responsibly designed products and services aim to minimise the human impact on the environment and restore the quality, ecological integrity and diversity of economic, social, environmental and cultural systems.
	VC2CCPSRD2 Responsible design considers unexpected consequences that might impact individuals, communities and ecological integrity in the future. Creative, empathetic and innovative design is integral to the achievement of sustainable living.
	VC2CCPSRD3 Responsible design requires a recognition and appreciation of land custodianship, past practices, contemporary research and technological advancements, and balanced and informed decisions based on understanding possible interconnected economic, social, environmental and cultural impacts.
Futures thinking	VC2CCPSFT1 Sustainable futures thinking is based on informed views that consider possible and desirable futures. It leads to individual, community, organisational and political action that reduces risk.