



Stage 2 – Science Living World Coast

Copacabana Beach or Norah Head

Program Overview

Rock platforms are fascinating displays of biodiversity that foster curiosity and offers opportunities for students to explore and discover. The cliffs reveal the past and the sandy beach reflects the dynamic nature of our coastline.

Key Questions:

1. How do natural processes and human actions change the Earth's surface over time?
2. How can we group living things?
3. What are the similarities and differences between the life cycles of living things?

Learning Experiences & Content

The Rocky Coast

Activity One: Students will investigate living things on the rock platform using a visual guide. Group discussion will include the topics of tides, what animals eat on the rock platforms and how they find their food. e.g. filter feeders, grazers, scavengers, hunters.

Activity Two: Study of headland and rocks: Students will identify the thin layers of siltstone, shale and thicker sandstone beds that were laid down before the Mesozoic Era. They will discuss how the boulders fell and collect some smaller rocks that might add to the story. Students will use iPads to create a photographic artwork that shows the different sediment layers in the cliff.

The Sandy Coast

Activity One: Students will conduct a science investigation to discover where sand comes from, what it is made of, the importance of sand dunes and the hardiness of the Spinifex plant we find on dunes.

Activity Two: Students will collect man-made and natural items from the berm. Discussion includes where they came from, effects on the environment and how they can better care for our beaches.



Games – optional

Students will play a tag game that has a message about protecting marine habitats, followed by a sand modelling activity.



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Outcomes

A student:

- ✿ **ST2-1WS-S** questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations
- ✿ **ST2-10ES-S** investigates regular changes caused by interactions between the Earth and the Sun, and changes to the Earth's surface
- ✿ **ST2-4LW-S** compares features and characteristics of living and non-living things

Skills Focus

Working Scientifically

Students will work scientifically through participation in guided scientific investigations. They will collect and analyse data and compare results with predictions and suggest possible reasons for their findings

Content

How the Earth's surface changes over time

Students:

- ✿ investigate why the Earth's surface changes over time as a result of natural processes and human activity

Classification of living things

Students:

- ✿ collect data and identify patterns to group living things according to their external features, and distinguish them from non-living things (**ACSSU044**)

Life cycles of living things

Students:

- ✿ identify that living things have life cycles (**ACSSU072**)

