

# ParksWide Education Program Descriptions – Primary

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Program	F to 2	3 & 4	5 & 6
Place, Space and Interconnections			
Whitehorse through Time			
First Contact (includes Juby's Garden)			
Colonies to Nation			
Human Impact			
Habitats and Ecosystems			
Features for Survival			
Life Cycles			
Daily and Seasonal change			
Earth's Resources			

## Place, Space and Interconnectedness (F-6)

- How Blackburn Lake has changed over time (including pre-contact)
- How the suburb and school has changed (since 1945)
- Using different scaled maps and photos to find characteristics of an area. (Whitehorse, Suburb, School)
- Follow and annotate the Blackburn Lake Sanctuary map while on a walk
- How the land and water use has changed over time? How do we use it? How has population changed?
- What is the human impact on the land?
- How is the area protected? Why is it called a Sanctuary?
- How has vegetation types/habitats changed?
- Introduction/explanation of the Aboriginal and the Torres Strait Island flags, Australian Language Map and Victorian Language Map
- Influence of Aboriginal Peoples on the Melbourne Area and why it is significant
- Why is the area significant to Aboriginal people?
- Impact of bushfire and floods (on natural and build environments)
- Weather and seasons of the area – Seasons of the Kulin – importance of the seasons on natural resource use – comparison of seasons with other language groups

## Whitehorse through Time (F-4)

- Introduction/explanation of the Aboriginal and the Torres Strait Island flags, Australian Language Map and Victorian Language Map
- Influence of Aboriginal Peoples on the Melbourne Area and why it is significant
- Timeline activity (60,000ya to present)
- How Blackburn Lake has changed over time (including pre-contact)

- How the suburb and school has changed (since 1945)
- Using different scaled maps and photos to find characteristics of an area. (Whitehorse, Suburb, School)
- How the land and water use has changed over time? How do we use it? How has population changed?
- Different perspectives of the past (stories, paintings, sketches, early photos, journals)

### **First Contact (includes Juby's Garden) (3-4)**

- Introduction/explanation of the Aboriginal and the Torres Strait Island flags, Australian Language Map and Victorian Language Map
- Timeline activity (60,000ya to present)
- Archaeological evidence of occupation
- Nature of connection to land
- Effects of European settlement and exploration (Australia, Victoria and Melbourne) including economic, social and political – trapang traders, sealers and whalers, explorers, settlers, etc
- Lack of treaty with Australia, Terra Nullius, Batman Treaty (Victoria),
- Displacement of Victorian Aboriginals, Establishment of missions, Coranderrk
- Frontier wars

### **Colonies to Nation (5-6)**

- Introduction/explanation of the Aboriginal and the Torres Strait Island flags, Australian Language Map and Victorian Language Map
- Timeline activity (60,000ya to present)
- Archaeological evidence of occupation
- Nature of connection to land
- Effects of European settlement and exploration (Australia, Victoria and Melbourne) including economic, social and political – trapang traders, sealers and whalers, explorers, settlers, etc.
- Lack of treaty with Australia, Terra Nullius, Batman Treaty (Victoria),
- Displacement of Victorian Aboriginals, Establishment of missions, Coranderrk, Frontier wars
- How Melbourne was settled
- Environmental and Social impact of settlement - Different experiences and perspectives
- Rights of Aboriginal and Torres Strait Islander Peoples – How changed over time – Significant events for change such as Right to vote, Referendum 1967, Citizenship, Mabo, Sorry Speech, Apology
- Significant individuals – David Unaipon, Doug Nichols, William Barak, Simon Wonga, Patrick Dobson, Mandawuy Yunupingu, etc.

### **Human Impact (3-6)**

- Introduction/explanation of the Aboriginal and the Torres Strait Island flags, Australian Language Map and Victorian Language Map
- Influence of Aboriginal Peoples on the Melbourne Area and why it is significant
- How the land and water use has changed over time? How was it used (including Aboriginal use)? How do we use it now? How has population changed?
- Using different scaled maps and photos to find characteristics of an area and how changed over time. (Whitehorse, Suburb, School)
- What is the human impact on the land and water?
- How is the area protected? Why is it called a Sanctuary?
- How has vegetation types/habitats changed?

## **Habitats and Ecosystems (F-6)**

- Abiotic factors (physical conditions) and Biotic factors (other living things)
- Living / nonliving / products of living things
- Basic needs for survival (food, water, shelter) – What does a habitat provide?
- Types of habitats
- Adaptations that help plants and animals to survive
- Comparing structures of animals and plants living on land or in water
- Comparing where different animals can live, different habitat types
- How different living things get their “food” – plants vs animals
- How living things interact with each other, positive and negative relationships (predator, prey, parasite)
- Food chains and food webs – Producer, consumer, decomposer
- Cycles – water, energy, carbon, oxygen, nitrogen

## **Features for Survival (F-6)**

- Living / nonliving / products of living things
- Basic needs for survival (food, water, shelter)
- Adaptations that help plants and animals to survive
- Comparing structures of animals and plants living on land or in water
- Comparing where different animals can live, different habitat types
- Living things grow, develop and reproduce
- Different life cycles can help them to survive
- How different living things get their “food” – plants vs animals
- Abiotic factors (physical conditions) and how features help survival
- How living things interact with each other
- Fire needed for some seeds to grow

## **Life Cycles (F-4)**

- Living things grow, develop and reproduce
- Different life cycles can help them to survive
- Compare different life cycles

## **Daily and Seasonal Change (F-4)**

- How moon, sun, stars, Earth move – day, month, year (model Earth, moon and sun rotation)
- How do we tell the difference in a day, month, season, year? - Analemmatic sundial, seasons, calendar
- Climate and weather
- European 4 seasons – does it fit?
- Indigenous weather knowledge – Seasons of the Kulin nation (including the Wurundjeri)
- Effect of extreme weather events – floods, drought, fire

## **Earth's Resources (F-4)**

- What are Earth's Resources? soil, water, air, mineral
- How are these resources used? How are they overused? Human Impact – compare with Aboriginal use of resources
- Aboriginal use of resources – seasonal, sustainable, using only what you need
- Effect of extreme weather events – floods, drought, fire
- Sustainable use of resources – Reduce, reuse, recycle, rethink
- Renewable vs nonrenewable