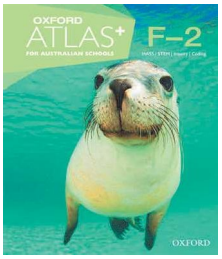
OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS

Revised Victorian Curriculum links

Years F-2



Oxford Atlas+ for Australian Schools F-2 provides extensive coverage of the Science and Humanities and Social Sciences syllabi for Years F-2, along with targeted support for the Technologies syllabus, all integrated into one resource. This table details how each topic from *Atlas+ F-2* aligns to the Victorian Curriculum 2.0.

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS: F-2		
YEAR	HUMANITIES	ATLAS+ PAGES
HISTORY		
F-2	The stories of family and close connections, where they were born and raised, and how they are related to each other VC2HH2K01	48-53
F-2	Differences in family structures and roles and how these have changed or remained the same over time VC2HH2K02	46-53
F-2	Differences and similarities between students' daily lives and how these have changed or remained the same over time VC2HH2K03	50-53
F-2	How they, their family and close connections, friends and communities commemorate significant past events that are important to their community VC2HH2K04	58-59
F-2	The history of a local historical site of social, cultural or spiritual significance and how it has changed over time VC2HH2K05	44-45, 58-59
F-2	The consequences of changing technologies on people's lives at home, and the ways they worked, travelled and communicated in the past VC2HH2K06	52-53
Geography		
F-2	How places can be spatially represented from local to national scales, the representation of Australia as states and territories and Countries and Places, and Australia's major features and places VC2HG2K04	60-97
F-2	People's interconnections with places in Australia and the world VC2HG2K07	48-49, 56-57
F-2	How places are identified and named, including by Aboriginal and Torres Strait Islander Peoples VC2HG2K02	46-47
F-2	The interconnections between Aboriginal and Torres Strait Islander Peoples and Country and Place, and the importance of Country and Place VC2HG2K03	46-47
F-2	Weather and seasons, including Aboriginal and Torres Strait Islander Peoples' seasonal calendars VC2HG2K06	26-27, 46-47
F-2	The natural and constructed features of places, how they change and how they can be cared for VC2HG2K05	36-39
F-2	The places in which they live, why their places are important to them, the features of places, and how places can be looked after VC2HG2K01	28-29, 38-39, 44-45, 54-55
HISTORICAL CONCEPTS AND SKILLS		
F-2	Sequence events chronologically VC2HH2S02	48-53
F-2	Identify the features and content of sources VC2HH2S03	52-53
F-2	Identify examples of continuity and change by comparing the past and present VC2HH2S05	44-53, 56-59
F-2	Identify the significance of an individual, event and/or place VC2HH2S07	44-45, 52-53
F-2	Create a chronological account of events using historical terms and information from sources VC2HH2S08	48-53
F-2	Identify the causes and consequences of changes VC2HH2S06	44-53, 56-59
F-2	Identify perspectives of people in the past or present in sources VC2HH2S04	46-53
F-2	Ask historical questions about objects, people, places and events in the past and present VC2HH2S01	44-45, 52-53

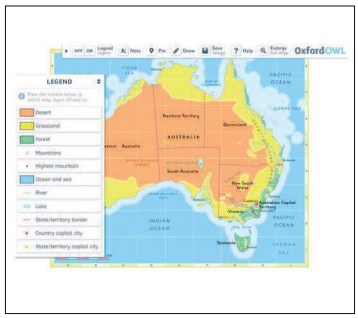
GEOGRAPHY SKILLS		
F-2	Develop narratives and share observations about places, using sources such as maps and photographs VC2HG2S05	44-45, 52-53, 60-79
F-2	Draw conclusions and make proposals about places VC2HG2S04	54-55, 60-79
F-2	Ask geographical questions about places and our connection to them VC2HG2S01	44-45, 48-49, 54-55
F-2	Collect, sort and record information and data from observations, including from fieldwork and maps VC2HG2S02	44-59
F-2	Represent and describe the information and data from observations in different formats, including sketches and labelled maps or photographs VC2HG2S03	44-59
YEAR	SCIENCE	ATLAS+ PAGES
BIOLOGICAL SCIENCES		
F-2	Plants and animals have observable features that can be used to group them in different ways VC2S2U01	28-35
F-2	Plants and animals have basic needs, including air, water, food and shelter; the places where they live meet those needs VC2S2U02	28-37
F-2	Plants and animals have external features that perform different functions to enable their survival; in plants these features include roots, stems, leaves, flowers, fruit, bulbs, trunks and branches while different features in animals enable them to move, breathe, eat and respond to their environment VC2S2U03	32-35
CHEMICAL SCIENCES		
F-2	Objects can be made of one or more different materials; these materials have observable properties VC2S2U04	54-55
F-2	Materials can be combined in a variety of ways for particular purposes; the properties of objects and mixtures can differ from the properties of the materials from which they are made VC2S2U05	38-39, 42-43, 56-57
F-2	Materials can be changed physically by different actions without changing their material composition, including by bending, twisting, stretching, crushing, squashing and breaking into smaller pieces VC2S2U06	42-43, 56-57
EARTH AND SPACE SCIENCES		
F-2	Daily and seasonal changes in the weather and the environment can be observed and affect decisions made in everyday life VC2S2U07	26-27
F-2	Taking care of Earth's water, land and air involves consideration of reducing, re-using and recycling materials to conserve Earth's resources VC2S2U09	34-41, 60-79
F-2	Earth is one of 8 planets in our solar system; observing the sky reveals patterns in the changing positions of the Sun, Moon, planets and stars VC2S2U08	24-25
PHYSICAL SCIENCES		
F-2	The way objects move depends on a variety of factors including their size, shape and material VC2S2U10	42-43
F-2	Pushes and pulls are forces that can change an object's movement or shape and can be represented in terms of strength and direction VC2S2U11	42-43
F-2	Sound can make materials vibrate and vibrating materials can make sound; different actions can be used to produce sounds of varying pitch and volume VC2S2U12	40-41
SCIENCE AS A HUMAN ENDEAVOUR		
F-2	Science is used by people in their daily lives, including asking questions and using patterns from observations of the world around them to make scientific predictions VC2S2H02	30-31, 34-41
F-2	Scientific knowledge is based on observations of the natural world using the senses, and scientific tools and instruments VC2S2H01	40-41
SCIENCE INQUIRY		
QUESTIONING AND PREDICTING		
F-2	Experiences can be used as a basis for posing questions to explore observed patterns and relationships, and to make predictions VC2S2I01	24-43
PLANNING AND CONDUCTING		
F-2	Observations are made using the senses and recorded, including informal measurements, using digital tools as appropriate VC2S2I03	24-43

F-2	Scientific questions and predictions can be investigated safely by following procedures that have sequenced steps VC2S2I02	24-43
PROCESSING, MODELLING AND ANALYSING		
F-2	Data and information can be sorted and ordered using provided tables and organisers, and visual or physical models, to show simple patterns VC2S2I04	24-43, 30-31, 36-37, 42-43
EVALUATING		
F-2	Observations can be compared to predictions and the observations of others, which may lead to further questions being identified VC2S2I05	24-43
COMMUNICATING		
F-2	Observations, findings and ideas can be shared with others by using everyday and some scientific vocabulary VC2S2I06	24-43
YEAR	DIGITAL TECHNOLOGIES	ATLAS+ PAGES
DIGITAL SYSTEMS AND SECURITY		
F-2	Identify and explore digital systems including hardware and software components for a purpose VC2TDI2S01	26-27
DATA, INFORMATION AND PRIVACY		
F-2	Explore patterns in data and represent data as objects, pictures, symbols, numbers and words VC2TDI2D01	26-27, 30-31
F-2	Explore and use the basic features of common digital tools to create, locate and communicate content for a diverse audience VC2TDI2D02	46-47
CREATING DIGITAL SOLUTIONS		
F-2	Follow, describe and represent algorithms involving a sequence of steps, branching (decisions) and iteration (repetition) needed to solve simple problems VC2TDI2C02	30-31, 36-37
F-2	Discuss how existing digital systems satisfy identified needs for known users VC2TDI2C03	30-31, 46-47, 48-49, 52-53
YEAR	DESIGN AND TECHNOLOGIES	ATLAS+ PAGES
TECHNOLOGIES AND SOCIETY		
F-2	How familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability VC2TDE2S01	56-57
TECHNOLOGIES CONTEXTS		
F-2	Explore how technologies affect movement in products and systems VC2TDE2C01	42-43
F-2	Explore how plants and animals are grown for food, clothing and shelter VC2TDE2C02	38-39, 54-57
F-2	Explore how food can be selected and prepared for healthy eating VC2TDE2C03	56-57
F-2	Explore the characteristics and properties of materials and components that are used to create designed solutions VC2TDE2C04	42-43
CREATING DESIGNED SOLUTIONS		
F-2	Explore needs or opportunities, materials, components, tools and processes for designing and creating designed solutions VC2TDE2D01]	56-57
F-2	Explore, generate and communicate design ideas through describing, drawing or modelling, using manual and digital tools VC2TDE2D02	24-25, 32-33, 44-45, 56-57
F-2	Use materials, components, tools and techniques to safely make designed solutions VC2TDE2D03	24-25, 32-33, 44-45
F-2	Describe and select design ideas and solutions based on personal preferences and including sustainability VC2TDE2D04	32-33, 36-37, 44-45, 56-57
F-2	Sequence steps for making designed solutions cooperatively VC2TDE2D05	24-25, 28-29, 36-37, 56-57

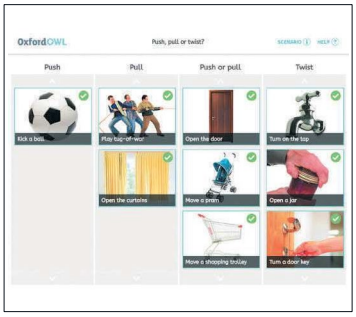
Are you getting the most out of Atlas+ for Australian Schools F-2?

A suite of *Oxford Atlas+ for Australian Schools* online resources for teachers and students can be found on Oxford Owl. A Teacher Dashboard is available for each volume of the atlas, while Student Dashboards are available for Years 3-6.

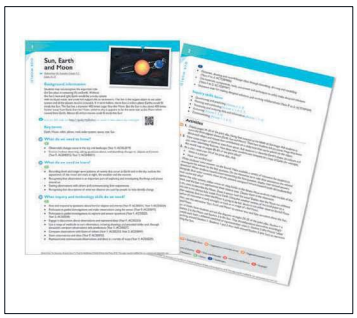
Mapping skills interactives are designed to enrich and supplement the mapping skills section of the print books.



Interactive layered maps enable deeper exploration of geographical regions.



Digital interactives based on spread topics found within the altases help students to develop computational thinking.



Detailed professional support notes include suggested pre-assessment and assessment activities, ideas and experiments.

+ downloadable activity sheets, graphic organisers, videos, weblinks, unplugged activities and more!

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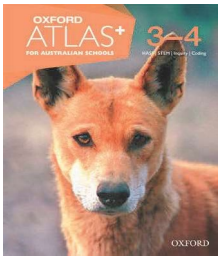
OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS

Updated Victorian Curriculum links

Years 3-4



Oxford Atlas+ for Australian Schools 3-4 provides extensive coverage of the Science and Humanities and Social Sciences syllabi for Years 3-4, along with targeted support for the Technologies syllabus, all integrated into one resource. This table details how each topic from *Atlas+3-4* aligns to the Victorian Curriculum 2.0.

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS: *3-4*		
YEAR	HUMANITIES	ATLAS+ PAGES
HISTORY		
3-4	The significance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who are connected to their area VC2HH4K01	52-55
3-4	Causes and consequences of changes in a local community and the contributions and experiences of people from diverse backgrounds to a local community VC2HH4K02	62-63, 66-67
3-4	Significant events, symbols and emblems that express Australian identity and diversity and how they are celebrated, commemorated or recognised, including Australia Day, Anzac Day, Harmony Week, the Australian flag, the Aboriginal flag and Torres Strait Islander People's flag VC2HH4K03	60-61, 68-69
3-4	The significance of national, religious and cultural celebrations and commemorations in Australia and other places around the world VC2HH4K05	66-67
3-4	The diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and Place VC2HH4K06	52-55
3-4	Aboriginal Peoples' experiences, perspectives and responses to the impact of colonisation following the arrival of the First Fleet VC2HH4K09	58-59
3-4	The changing ways Aboriginal and Torres Strait Islander Peoples' knowledge, understandings and experiences are recognised, including Acknowledgement of Country, NAIDOC Week, Reconciliation Week and National Sorry Day VC2HH4K04	60-61
3-4	The experiences and perspectives of individuals and groups, including military and civilian officials and convicts, involved in the establishment of the first British colony on Gadigal Country (Sydney) VC2HH4K08	58-59
GEOGRAPHY		
3-4	The major geographical divisions of the world (including the equator, tropics, poles, hemispheres, continents and oceans) and how these are represented by using compass directions and different map projections VC2HG4K05	6-7, 92-139
3-4	The similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features VC2HG4K08	22-27, 52-53, 72-89
3-4	Climate and the characteristics and location of the main climatic types in Australia and the world, such as the temperate, Mediterranean and arid climates VC2HG4K06	40-41
3-4	The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent VC2HG4K03	26-33, 36-37
3-4	The relationships between people and their place and its environment VC2HG4K01	52-55, 62-63
3-4	Sustainability and its application to the use of natural resources and the management of waste VC2HG4K09	32-33
3-4	Activities in the local place (such as retail, recreation, manufacturing, farming, education and commercial) and reasons for their location VC2HG4K02	74-89
CIVICS AND CITIZENSHIP		
3-4	The features of government, law and key democratic values VC2HC4K01	64-65
3-4	How and why decisions are made democratically in communities VC2HC4K02	64-65
3-4	The roles of local government and how members of the community use and contribute to local services VC2HC4K03	64-65

3-4	The differences between rules and laws, why laws are important and how they affect the lives of people VC2HC4K04	64-65
3-4	The rights and responsibilities of people in their communities VC2HC4K05	62-63, 66-67
3-4	Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity VC2HC4K06	66-67
3-4	Why people participate within communities and how students can actively participate and contribute to communities VC2HC4K07	66-67
YEAR	HUMANITIES CONCEPTS AND SKILLS	ATLAS+ PAGES
HISTORY		
3-4	Identify and describe continuity and change VC2HH4S06	56-61
3-4	Describe the causes and consequences of change VC2HH4S07	56-61
3-4	Describe the significance of symbols, emblems, individuals, events and developments VC2HH4S08	60-61, 66-89
3-4	Ask a range of historical questions to identify evidence of the experiences of people in the past VC2HH4S01	58-59
3-4	Sequence significant events and peoples' life stories chronologically to identify continuity and change VC2HH4S02	56-59
3-4	Describe different historical interpretations VC2HH4S05	58-59, 68-69
GEOGRAPHY		
3-4	Identify and develop questions to guide a geographical inquiry on the diversity of places and environments VC2HG4S01	26-33, 52-69
3-4	Represent and analyse information and data collected in different formats VC2HG4S03	28-33, 52-69
3-4	Draw conclusions based on analysis of information on places and environments, using the concepts of space, interconnection and environment VC2HG4S04	26-33, 52-69
CIVICS AND CITIZENSHIP SKILLS		
3-4	Identify and develop questions to investigate contemporary political, legal and civic issues VC2HC4S01	64-65
3-4	Describe at least one political, legal or civic institution or system and why it is important VC2HC4S03	64-65
YEAR	SCIENCE	ATLAS+ PAGES
BIOLOGIAL SCIENCES		
3-4	Living things have characteristics that distinguish them from non-living things and things that were once living, including fossils VC2S4U01	34-39
3-4	Plants and animals have different life cycles; offspring are similar, but not identical, to their parents VC2S4U02	26-29, 36-39
3-4	Consumers, producers and decomposers have different roles and interactions within a habitat; food chains can be used to represent feeding relationships VC2S4U03	28-29
CHEMICAL SCIENCES		
3-4	Solids, liquids and gases have observable properties; adding or removing heat energy leads to a change of state between solids, liquids and gases VC2S4U04	44-45
3-4	The properties of natural and made materials, including fibres, metals, glass and plastics, influence their use and re-use VC2S4U05	30-33
EARTH AND SPACE SCIENCES		
3-4	Weather events and climate have impacts on the land, air, water and living things; human activity can affect climate VC2S4U08	22-27
PHYSICAL SCIENCES		
3-4	Heat energy can be generated from different sources; temperature changes may happen when heat is transferred from one object to another VC2S4U09	40-45
3-4	Forces, including frictional, gravitational, electrostatic and magnetic, can be exerted by one object on another through direct contact or from a distance and affect the motion (speed and direction) of objects VC2S4U10	46-51

SCIENCE AS A HUMAN ENDEAVOUR		
3-4	Scientific knowledge, skills and data can be used by people to explain how they will meet a need or solve a problem VC2S4H02	22-23, 26-27, 42-45, 48-49
3-4	Data from observations obtained through scientific inquiry can be used to develop explanations of natural phenomena VC2S4H01	22-23, 26-27, 42-45, 48-49
YEAR	SCIENCE INQUIRY SKILLS	ATLAS+ PAGES
QUESTIONING AND PREDICTING		
3-4	Observations can be used as a basis for posing questions to identify patterns and relationships, and to predict the outcomes of investigations VC2S4I01	16-25, 34-51
PLANNING AND CONDUCTING		
3-4	Scientific investigations to answer questions or test predictions can be planned and conducted using provided scaffolds, including identifying the attributes of fair tests, and considering the safe use of materials and equipment VC2S4I02	16-25, 34-51
3-4	Observations, including formal measurements, can be made and recorded by following procedures to use familiar scaled instruments and digital tools as appropriate VC2S4I03	20-21, 34-35, 42-51
PROCESSING, MODELLING AND ANALYSING		
3-4	Data and information can be organised and represented to identify patterns and simple relationships by constructing tables, graphs and visual or physical models VC2S4I04	16-17, 20-25, 34-45, 48-51
EVALUATING		
3-4	Findings can be compared to those of others, including, as appropriate, whether a test was fair or not, to enable conclusions to be drawn, and may lead to the identification of further questions for investigation VC2S4I05	16-25, 34-35, 38-35
COMMUNICATING		
3-4	Observations, findings and ideas can be communicated for an identified purpose and audience by using scientific vocabulary and digital tools as appropriate VC2S4I06	16-25.34-45. 48-51
YEAR	DIGITAL TECHNOLOGIES	ATLAS+ PAGES
DIGITAL SYSTEMS AND SECURITY		
3-4	Explore and describe a range of digital systems and their peripherals for a variety of purposes VC2TDI4S01	40-41
DATA, INFORMATION AND PRIVACY		
3-4	Collect, organise and present different types of data using software tools to create information and solve problems VC2TDI4D02	30-31, 36-39
3-4	Use the core features of common digital tools to create, locate and communicate content, following agreed conventions for a diverse audience VC2TDI4D03	36-37
CREATING DIGITAL SYSTEMS		
3-4	Define simple problems with teacher-provided requirements VC2TDI4C01	16-17, 20-21, 24-29, 36-37, 40-41, 44-45, 58-61, 64-65
YEAR	DESIGN TECHNOLOGIES	ATLAS+ PAGES
TECHNOLOGIES CONTEXTS		
3-4	Describe the ways of producing food and fibre VC2TDE4C02	42-43, 66-67
CREATING DESIGNED SOLUTIONS		
3-4	Explore needs or opportunities for designing and testing materials, components, tools and processes needed to create designed solutions VC2TDE4D01	30-33, 46-47
3-4	Generate and communicate design ideas and decisions using technical terms and graphical representation techniques, using manual and digital tools VC2TDE4D02	20-21, 24-25, 30-33, 38-39, 46-47, 60-63
3-4	Select and use materials, components, tools and techniques to safely make designed solutions VC2TDE4D03	22-23, 32-33, 44-47, 62-63

3-4	Sequence steps to individually and collaboratively make designed solutions VC2TDE4D05	20-21, 32-35, 38-39, 42-45, 48-51, 62-63

Are you getting the most out of Atlas+ for Australian Schools 3-4?

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A Teacher Dashboard is available for each volume of the atlas, while Student Dashboards are available for Years 3-6.

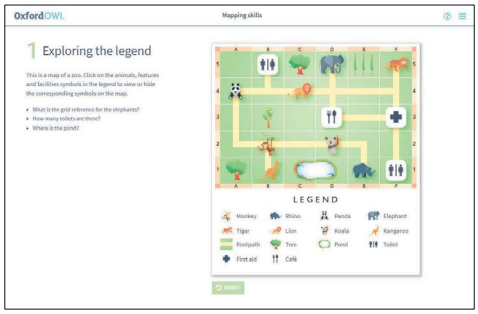
Student Dashboard features:

- mapping skills interactives enrich and supplement the mapping skills section in the print books
- digital interactives based on spread topics found within the atlases help develop computational thinking
- coding interactives containing visual coding instructions to build students skills [Years 3-6)
- interactive layered maps enable deeper exploration of geographical regions
- video links connect to high-quality videos
- selected *OZBOX* topic cards can be assigned by teachers for further exploration of topics and concepts in the atlases [Years 3-6)
- self-correcting quizzes help students test their knowledge and understanding (Years 3-6)

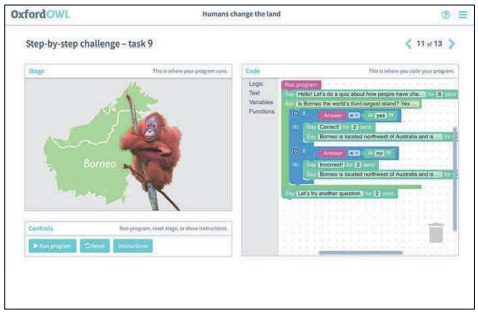
Teacher Dashboard features:

- professional support notes with teaching activities. ideas and experiments
- suggested pre-assessment and assessment activities
- videos. mapping skills interactives. interactive maps and topic interactives for front-of-class teaching
- links to relevant *OZBOX* cards. with the ability to assign cards to students (Years 3-61
- downloadable activity sheets and graphic organisers
- online tracking of student quiz results.

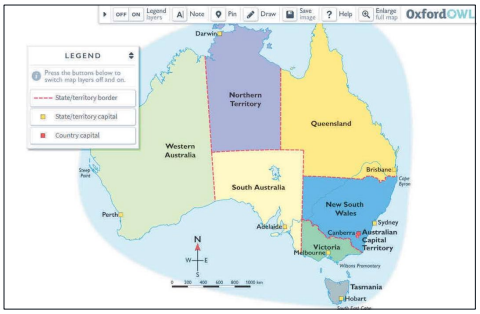
Visit oup.com.au/atlas to learn more!



Mapping skills interactives



Coding interactives



Interactive maps

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS

Updated VIC Curriculum links

Years 5-6

Oxford Atlas+ for Australian Schools 5-6 provides extensive coverage of the Science and Humanities and Social Sciences syllabi for Years 5-6, along with targeted support for the Technologies syllabus, all integrated into one resource. This table details how each topic from *Atlas+ 5-6* aligns to the Victorian Curriculum 2.0.

OXFORD ATLAS+ FOR AUSTRALIAN SCHOOLS: 5-6		
YEAR	HUMANITIES	ATLAS+ PAGES
HISTORY		
5-6	The causes for the establishment of different British colonies on Aboriginal and Torres Strait Islander Peoples' Countries and Places after 1800 VC2HH6K01	68-69
5-6	The impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environment VC2HH6K02	68–71
5-6	The continuities and changes associated with significant developments or events on a colony VC2HH6K03	70-73
5-6	The causes and consequences of people migrating to a colony from Europe and Asia and the perspectives, experiences and contributions of a particular migrant group within a colony VC2HH6K04	68-69, 72-73
5-6	The role of significant individuals or groups, including Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, on the development of or events in a colony VC2HH6K05	74-75
5-6	Significant individuals, events and ideas that led to Australia's Federation, including the Constitution and democratic systems of government VC2HH6K07	76-77, 82-83
5-6	The changing experiences and perspectives of Australian democracy and citizenship of Aboriginal and Torres Strait Islander Peoples, migrants, women and children since Federation VC2HH6K08	80-81
5-6	The causes for people migrating to Australia from Europe and Asia, including their experiences and perspectives, and their impacts on Australian society during the 20th century VC2HH6K09	78-79
5-6	Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander Peoples and migrants, to changing Australian society VC2HH6K10	78-83
5-6	Different interpretations of a significant historical development in a colony during the 19th century VC2HH6K06	70-73
5-6	Continuities and changes in the experiences of Aboriginal and Torres Strait Islander Peoples during the 20th century VC2HH6K11	80-81
5-6	Different interpretations of a significant historical development in Australian society during the 20th century VC2HH6K12	80-81
GEOGRAPHY		
5-6	The impacts of the interconnections between places on their characteristics VC2HG6K02	78-79, 88-89
5-6	The geographical diversity of the Asia-pacific region, the location of its major countries and the interconnections between these countries and Australia VC2HG6K07	60-61, 118-179
5-6	The main characteristics of the geography of the continents of the world, the locations of their major countries and the interconnections between Australia and these countries VC2HG6K06	62-67, 118-179
5-6	The impacts of bushfires and other climate hazards on environments and communities, and how people and communities manage prevention, preparedness, response and recovery VC2HG6K05	24-27
5-6	How places and environments are changed and managed by people VC2HG6K01	38-39, 44-45, 48-49, 68-69
5-6	Interconnections and differences in the economic, demographic, social and cultural characteristics of countries across the world VC2HG6K08	52-53, 60-61, 66-67, 78-79, 118-179
5-6	The specific geographical and other characteristics that shape their place, how their place is changing and how change is managed VC2HG6K03	96-115
CIVICS AND CITIZENSHIP		

5-6	The features of Australia's democratic institutions and systems, including representation in government and electoral systems VC2HC6K01	82-87
5-6	The roles and responsibilities of the 3 levels of government in Australia VC2HC6K03	82-83
5-6	How federal and state/territory legislation is initiated and passed through parliament VC2HC6K06	84-87
5-6	How and why laws are enforced and the roles and responsibilities of key institutions, such as the police, courts and other parts of the legal system VC2HC6K04	84-85
5-6	The legal rights and responsibilities of citizens in Australia VC2HC6K05	86-87
5-6	The meanings of 'citizenship' and the rights and responsibilities of different kinds of citizenship, including local, state, national, global and digital citizenship VC2HC6K07	48-49, 66-67, 80-81,84-89
5-6	How citizens (members of communities) with shared beliefs and values work together to achieve a civic goal VC2HC6K08	86-89
5-6	The values, principles and institutions that underpin Australia's democracy VC2HC6K02	86-87
ECONOMICS AND BUSINESS		
5-6	Economic resources, including natural, human and capital, and the concept of economic scarcity VC2HE6K01	92-93
5-6	Factors that influence personal consumer and financial decision-making VC2HE6K05	90-93
5-6	Strategies for informed personal consumer and financial decision-making VC2HE6K06	90-93
YEAR	HUMANITIES CONCEPTS SKILLS	ATLAS+ PAGES
HISTORY		
5-6	Sequence significant events, developments and the lives of individuals chronologically to describe continuity and change, and causes and consequences VC2HH6S02	46-47, 50-51, 70-77, 80-81
5-6	Describe the features, content and context of historical sources VC2HH6S03	74-81
5-6	Describe historical perspectives and identify beliefs, values and attitudes of people and groups based on evidence from primary sources VC2HH6S05	66-77, 80-81
5-6	Describe patterns of continuity and change VC2HH6S07	68-75, 80-81
5-6	Explain the causes and consequences of significant events and developments VC2HH6S08	68-79
5-6	Explain the significance of events, individuals and groups that contributed to continuity and change VC2HH6S09	68-81, 86-87
GEOGRAPHY		
5-6	Locate, collect and organise information and data from primary and secondary sources, including from fieldwork VC2HG6S02	24-27, 38-39, 44-53, 60-93
5-6	Represent information and data collected using maps that conform to cartographic conventions, graphs, tables, sketches and other formats VC2HG6S03	24-27,38-39, 44-53, 60-89, 92-93
5-6	Interpret and analyse information and data in a range of formats to identify and describe patterns and trends, or to infer relationships VC2HG6S04	24-27, 38-39, 44-53, 60-89, 92-93
CIVICS AND CITIZENSHIP		
5-6	Develop questions to investigate contemporary political, legal and civic issues VC2HC6S01	86-87
5-6	Explain the key values and features of democratic institutions and systems VC2HC6S03	82-83
5-6	Explain connections between contemporary issues and democratic institutions and systems VC2HC6S04	86-87
5-6	Deliberate about an issue that affects their communities VC2HC6S05	86-87
5-6	Explain reasons to participate in democratic processes VC2HC6S06	82-83
ECONOMICS AND BUSINESS		
5-6	Develop questions to investigate economic, business, work or financial issues and systems VC2HE6S01	90-93
5-6	Locate, collect and organise information and data VC2HE6S02	90-93
5-6	Interpret information and data from graphs, models and text to identify and describe patterns and trends VC2HE6S03	90-93

5-6	Develop logical evidence-based conclusions VC2HE6S05	90-93
5-6	Propose responses to contemporary economics and business issues VC2HE6S06	90-93
5-6	Develop descriptions and explanations drawing from sources, and using economics and business terminology VC2HE6S07	90-93
5-6	Establish sources of data and information VC2HE6S04	90-93
YEAR	SCIENCE	ATLAS+ PAGES
	SCIENCE UNDERSTANDING	
	BIOLOGICAL SCIENCES	
5-6	Habitats can be described by their physical conditions; changing the physical conditions of a habitat, including by human activity, may affect the growth and survival of organisms VC2S6U01	36-37, 42-43
5-6	Organisms have evolved over time, as seen in fossils and scientific records; the structural features and behaviours of living organisms enable them to thrive in their environments VC2S6U02	36-37, 40-43
	CHEMICAL SCIENCES	
5-6	The observable properties of matter (solids, liquids and gases) can be explained by modelling the motion and arrangement of their particles; mixtures (including solutions) can be formed by combining 2 or more different substances VC2S6U03	28-31, 34-35
5-6	Changes to substances may be reversible, in which case the substance may be recovered, or irreversible, in which case new substances are formed; for most substances a change of state or dissolving in water is reversible, while irreversible changes include cooking and rusting VC2S6U04	28-31, 34-35
	EARTH AND SPACE SCIENCES	
5-6	Sudden geological changes or extreme weather conditions can affect Earth's surface and atmosphere; the impacts of natural hazards, including earthquakes, volcanic eruptions, wildfires and floods, can be reduced by human actions and technological innovations VC2S6U06	22-27
	PHYSICAL SCIENCES	
5-6	Light can be produced from many sources; light travels in a straight path, can form shadows, and can be absorbed, transmitted, reflected or refracted by objects VC2S6U08	32-33
5-6	Materials may be electrical insulators or conductors; energy can be transferred and transformed in electrical circuits where the components of a circuit play particular roles in the function of the circuit VC2S6U09	52-59
	SCIENCE AS A HUMAN ENDEAVOUR	
5-6	Scientific knowledge, skills and data can be used by individuals and communities to identify problems, consider responses and make decisions VC2S6H02	22-29, 34-35, 40-41, 52-55, 58-59
YEAR	SCIENCE INQUIRY SKILLS	ATLAS+ PAGES
	QUESTIONING AND PREDICTING	
5-6	Investigable questions and reasoned predictions can be used in guiding investigations to identify patterns and test relationships VC2S6I01	20-23, 28-37, 40-43, 54-59
	PLANNING AND CONDUCTING	
5-6	Repeatable scientific investigations to answer questions can be planned and conducted, including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests, considering potential risks, planning for the safe and ethical use of equipment and materials, and obtaining permissions for investigations conducted on Country and Place or in protected areas VC2S6I02	20-23, 28-37, 40-43, 54-59
5-6	Equipment can be used to observe, generate, measure and record data with reasonable precision for repeated measurements, using digital tools as appropriate VC2S6I03	28-35, 40-41, 54-59
	RECORDING, PROCESSING AND ANALYSING	
5-6	Data and information can be organised and processed to show patterns, trends and relationships by constructing representations including tables, graphs and visual or physical models VC2S6I04	20-23, 28-37, 40-43, 54-59
	EVALUATING	

5-6	Methods and findings can be compared with those of others to identify sources of error, to select evidence in support of reasoned explanations and conclusions, and to develop further questions for investigation VC2S6I05	28-35, 40-43, 54-59
	COMMUNICATING	
5-6	Scientific ideas, findings, patterns, trends and relationships can be communicated for a specific purpose and audience, using various presentation formats, scientific vocabulary and digital tools as appropriate VC2S6I06	20-23, 28-37, 40-43, 54-59
YEAR	DIGITAL TECHNOLOGIES	ATLAS+ PAGES
	DATA, INFORMATION AND PRIVACY	
5-6	Explain how digital systems represent all data using numbers and explore how data can be represented using binary VC2TDI6D01	44-45
5-6	Acquire and manipulate different types of data from a range of sources using software tools, including spreadsheets VC2TDI6D02	20-23, 44-45
5-6	Select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours, supported by trusted adults VC2TDI6D05	20-23, 28-37, 40-43, 54-59
	CREATING DIGITAL SOLUTIONS	
5-6	Define problems with teacher-provided or co-developed functional requirements VC2TDI6C01	24-27
5-6	Design and represent algorithms involving multiple alternatives (branching) and iteration VC2TDI6C02	20-29, 34-35, 40-41, 48-49, 52-55, 58-59
5-6	Implement algorithms as visual programs involving control structures, variables and input VC2TDI6C04	20-23, 30-31, 34-35, 42-43. 48-49, 54-55, 62-63, 72-77, 84-85
5-6	Evaluate existing and student-created solutions against the requirements and their broader community impact VC2TDI6C05	58-59
YEAR	DESIGN AND TECHNOLOGIES	ATLAS+ PAGES
	TECHNOLOGIES CONTEXTS	
5-6	Explain how electrical energy can be transformed into movement, sound or light in a product or system VC2TDE6C01	56-59
5-6	Explain how and why food and fibre are produced in managed environments VC2TDE6C02	38-39
5-6	Explain how the properties of foods influence selection and preparation for healthy eating VC2TDE6C03	64-65
5-6	Explain how characteristics and properties of materials, systems, components and tools affect their use when producing designed solutions VC2TDE6C04	92-93
	CREATING DESIGNED SOLUTIONS	
5-6	Investigate needs or opportunities for designing, and the materials, components, tools and processes needed to create designed solutions VC2TDE6D01	28-29, 50-51, 58-59, 80-81
5-6	Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, using manual and digital tools VC2TDE6D02	28-31, 46-51, 54-55, 58-59, 64-65
5-6	Select, explain and use suitable materials, components, tools and techniques to safely make designed solutions VC2TDE6D03	50-53
5-6	Negotiate design criteria that address ethical considerations, including sustainability, to evaluate design ideas, processes and solutions VC2TDE6D04	30-31, 48-51, 54-55, 64-64, 88-89, 92-93
5-6	Develop project plans that include consideration of resources to individually and collaboratively make designed solutions VC2TDE6D05	50-51,54-55

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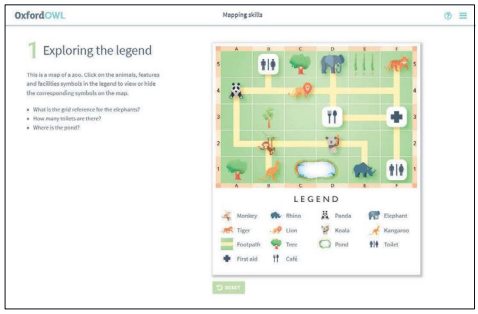

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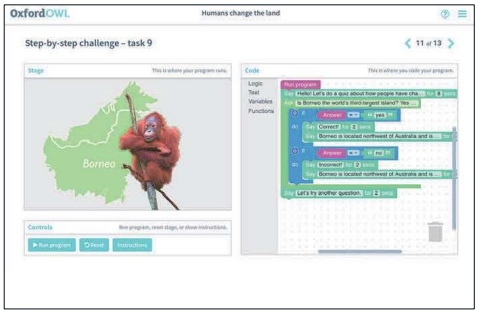

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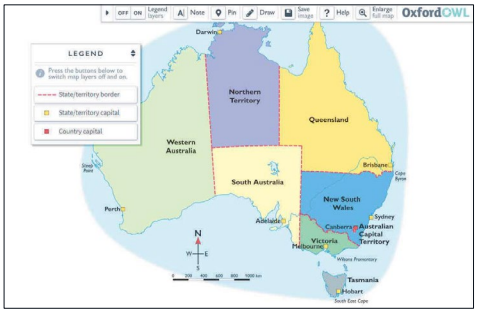
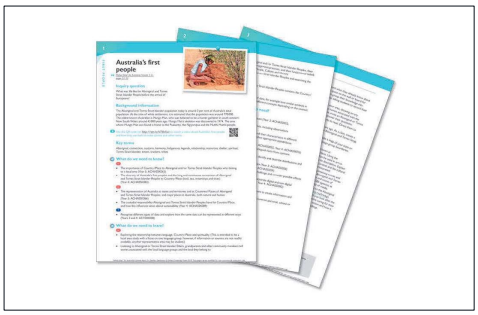


Interactive maps

Topic interactives



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