Science

Year 6 Plan 2025

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Semester 1	Semester 2
	Unit 1	Unit 2
Unit description	**Term 1:** Students will explore Earth and Environmental Sciences, focusing on the impact of extreme weather events like cyclones, bushfires, and earthquakes. Through explicit teaching, inquiry-based learning, and real-world case studies, they will investigate the causes and effects of these disasters, how they shape landscapes, and their effects on communities. Students will also collaborate in groups to research and present a natural disaster of their choice. **Term 2:** Students will examine how environmental changes affect living things by conducting a self-designed investigation on mould growth on bread. They will pose questions, make predictions, and draw conclusions from observations. Additionally, they will learn about key historical discoveries related to microorganisms and their modern-day impacts, culminating in a multimodal presentation of their findings.	Students investigate and compare reversible and irreversible changes in materials through hands-on experiments, identifying variables, assessing safety risks, and efficiently collecting and interpreting data to refine their methods. Separately, students explore how electricity is transferred in circuits and how energy can be transformed from one form to another during electricity generation.

Assessment		Semester 1	Semester 2
		Assessment task	Assessment task
Range and balance of assessment conventions[1]	**Technique** **If *other*, or more than one, specify**	Test/Examination Multimodal response	Choose an item.
	Mode	☒ Written ☒ Visual ☒ Practical ☒ Multimodal	☐ Written ☐ Spoken/Signed ☐ Visual ☐ Aural ☐ Practical ☐ Gestural ☐ Multimodal
	Conditions	*Refer to task sheet*	*Refer to task sheet*
Aspects of the achievement standard		Shade the cells to indicate aspects covered in the assessment	
Science Understanding and Science as a Human Endeavour ☼			
compare and classify different types of observable changes to materials.			
analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity.			
explain how natural events cause rapid change to Earth's surface.			
describe and predict the effect of environmental changes on individual living things.			
explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.			
Science Inquiry ☼			
follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.			
identify variables to be changed and measured and describe potential safety risks when planning methods.			
collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.			
describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.			