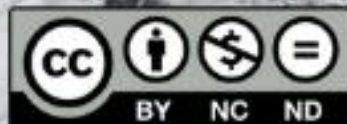


An aerial photograph of a cyclone, showing a dark, swirling eye in the center surrounded by white, turbulent clouds and waves.

Cyclone **TRACY**

CURRICULUM MAPPING V9

**MUSEUM
AND ART
GALLERY**
NORTHERN
TERRITORY
EDUCATION 2025



Foundation, Years 1 and 2

	Year Level	Learning Area	Sub-strand	Content Descriptor	Elaborations
AC9HSFK03	Foundation	HASS	Geography	The features of familiar places they belong to, why some places are special and how places can be looked after	-exploring the features of their own place, and the places they are familiar with or aware of; for example, places they have visited, places in stories or places featured on television or on websites.
AC9HSFS03	Foundation	HASS	Interpreting, analysing and evaluating	Share a perspective on information, such as stories about significant events and special places	-sharing aspects of events special to past generations of their family from provided stories and discussing why those events and places are special.
AC9HSFS04	Foundation	HASS	Concluding and Decision making	Draw conclusions in response to questions	-exploring the location and features of places they belong to and what makes those places special
AC9HS1K03	Year 1	HASS	Geography	The natural, managed, and constructed features of local places, and their location	-describing the daily and seasonal weather of their place using simple terms such as "rainy", "humid", "hot", etc. Then comparing it with the weather of other places that they know or are aware of.
AC9HS1K04	Year 1	HASS	Geography	How places change and how they can be cared for by different groups including First Nations Australians	-describing how local places change due to changing weather and seasons, and how we can care for places because of those changes; for example, changes in houses after Cyclone Tracy.
AC9HS1S02	Year 1	HASS	Questioning and Reasoning	Collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models	-gathering evidence of features in a local place; for example, using observations, online aerial photographs and sketches, and noting how they change, such as by comparing current observations of a place with photographs of it taken in

					the past, or recording observations of weather and seasons
ACS9HS1S06	Year 1	HASS	Communicating	develop narratives and share observations, using sources, and subject specific terms	-retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs -using terms to denote the sequence of time; for example, "then", "now", "past" and "present"
AC9S1U02	Year 1	Science	Earth and space sciences	describe daily and seasonal changes in the environment and explore how these changes affect everyday life	-noticing how daily weather indicators and seasonal patterns help us to make plans for activities in our daily lives -making and recording observations of phenomena such as changes to weather, seasonal changes to plants such as colour of dropping leaves, and growth of flowers or fruit
AC9S1H01	Year 1	Science	Science as A Human Endeavour	describe how people use science in their daily lives, including using patterns to make scientific predictions	-Sharing examples of how they have used science knowledge at home, such as by listening to or viewing weather forecasts or observing weather patterns when planning family events or outings or wearing appropriate clothing for the season. -knowledge of the Larrakia or local seasons
AC9HS2K02	Year 2	HASS	History	how technological developments changed people's lives at home, and in the ways they worked, travelled and communicated	Examining changes in technologies over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped peoples lives; for example, changes in weather forecasting accuracy
AC9HS2S03	Year 2	HASS	Interpreting, analysing, and evaluating	interpret information and data from observations and provided sources, including the	-interpreting symbols and codes that provide information such as weather maps

				comparison of objects from the past and present	
AC9HS2S04	Year 2	HASS	Interpreting, analysing, and evaluating	discuss perspectives related to objects, people, places and events	-discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers
AC9HS2S05	Year 2	HASS	Concluding and decision-making	draw conclusions and make proposals	- using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it
AC9M2ST02	Year 2	Mathematics	Statistics	create different graphical representations of data using software where appropriate; compare the different representations, identify and describe common and distinctive features in response to questions	-collecting data from a limited list of choices, creating 2 different graphical representations of the data, discussing and comparing the different representations; for example, comparing two different representations of similar data.
AC9E2LE02	Year 2	English	Engaging with and responding to literature	identify features of literary texts, such as characters and settings, and give reasons for personal preferences	-discussing their feelings about the positive and negative behaviours of non-human characters, such as a cyclone
AC9HP2P03	Year 1 and 2	Health and PE	Personal, social and community health	identify how different situations influence emotional responses	- identifying how someone might feel, think and act during an emergency through role-play and imaginative play
AC9HP2P05	Year 1 and 2	Health and PE	Personal, social and community health	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe	- identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends

Years 3 and 4

	Year Level	Learning Area	Sub-strand	Content Descriptor	Elaborations
AC9HS3K01	Year 3	HASS	History	causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes	-investigating reasons for change in the local community, why change was brought about and what happened because of it; for example, changes in use of certain buildings
AC9HS3S02	Year 3	HASS	Questioning and researching	locate, collect, and record information and data from a range of sources, including annotated timelines and maps	-locating sources suited to learning about the past, such as photographs, interviews, newspapers, digital media, stories, cemetery observations, interviews with older people and maps including those online -sequencing information about local people and events in annotated timelines to show change
AC9HS3S03	Year 3	HASS	Interpreting, analysing and evaluating	interpret information and data displayed in different formats	-interpreting data to identify patterns of change over time; for example, building dates to make inferences about changing designs, building codes and materials used
AC9HS3S06	Year 3	HASS	Concluding and decision making	propose actions or responses to an issue or challenge that consider possible effects of actions	-considering anticipated effects of actions designed to protect and improve places that people perceive as important, such as places of environmental, cultural or religious value, or historic significance
AC9M3ST02	Year 3	Mathematics	Statistics	create and compare different graphical representations of data sets including using software where appropriate; interpret the data in terms of the context	-using newspapers or prepared resources to find examples of different displays of data interpreting and describing the information they present
AC9M4ST02	Year 4	Mathematics	Statistics	analyse the effectiveness of different displays or visualisations in illustrating and comparing data distributions, then discuss the shape of distributions and the variation in the data	-suggesting questions that can be answered by a given data display and using the display to answer these questions

AC9E3LA03	Year 3	English	Text Structure and Organisation	describe how texts across the curriculum use different language features and structures relevant to their purpose	-describing the typical text structure and language features of factual recounts, autobiographies, information reports, narratives, personal responses to literacy texts (with reasons), sequential explanations, verse poetry and simple arguments, and describe their purposes
AC9E4LA03	Year 4	English	Text Structure and Organisation	identify how texts across the curriculum have different language features and are typically organised into characteristic stages depending on purposes	-recognising that poems have different purposes that influence the organisation into characteristic stages; for example, poems that tell stories, poems that describe and poems that reflect on aspects of life
AC9HP4P01	Year 3 and 4	Health and PE	Personal, social and community health	investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts	-discussing how overcoming challenge or adversity together can unite a group of diverse people
AC9HP4P06	Year 3 and 4	Health and PE	Personal, social and community health	explain how and why emotional responses can vary and practise strategies to manage their emotions	-analysing scenarios and identifying how someone might respond in a helpful way during an emergency

Years 5 and 6

	Year Level	Learning Area	Sub-strand	Content Descriptor	Elaborations
AC9HS5K05	Year 5	HASS	Geography	the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences	-examining how changes due to environmental practices create issues, such as water shortages and increased floods and bushfires, the impact of issues on places and communities, and how people can mitigate the impacts through building codes, zoning, firebreaks and controlled burns, and efficient irrigation
AC9HS5S02	Year 5	HASS	Questioning and researching	locate, collect and organise information and data from primary and secondary sources in a range of formats	-conducting surveys or interviews to gather primary data that support decision-making processes when investigating an issue, and summarising the key points or particular points of view; for example, surveying the views of conflicting parties in a planning or environmental dispute
AC9M5ST02	Year 5	Mathematics	Statistics	interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made	-interpreting real-life data represented as a line graph showing how measurements change over a period of time and make simple inferences
AC9E5LE04	Year 5	English	Examining literature	examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs	-discussing how figurative language including simile and metaphor can make use of a comparison between different things
AC9E6LE04	Year 6	English	Examining literature	explain the way authors use sound and imagery to create meaning and effect in poetry	-explain how imagery builds emotional connections and engagements with the story or theme

AC9TDI6P01	Year 5 and 6	Digital Technologies	Investigating and defining	define problems with given or co-developed design criteria and by creating user stories	-using provided stimulus to identify an issue and writing a user story in groups, for example using a newspaper article to develop a user story, such as: a family in a bushfire or cyclone prone environment needs a way to ensure they are prepared in case of an emergency
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Years 7-10

	Year Level	Learning Area	Sub-strand	Content Descriptor	Elaborations
AC9HG7K04	Year 7	Geography	Water in the world	the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments	-explaining the environmental processes that cause a hazard, such as drought, storms, tropical cyclones or floods -explaining how the impacts of a hazard on people and the environment are influenced by environmental, social or economic factors -identifying examples of responses to a hazard from the community and the government at the local scale, and identifying practices that increased effectiveness - reflecting on the principles of prevention, mitigation and preparedness in responses from the community and the government to explain how the impact of a hazard can be reduced
AC9HG7S03	Year 7	Geography	Interpreting and analysing geographical data and information	interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends, and infer relationships	-explaining patterns and trends; for example, using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard
AC9HG7S04	Year 7	Geography	Concluding and Decision making	draw conclusions based on the analysis of the data and information	-explaining the impacts of a geographical phenomenon or

					challenge on people, places and environments; for example, impacts of water scarcity on individuals, communities and government, or the impacts of declining water quality on people and the liveability of places
AC9HC9K05	Year 9	Civics and Citizenship	Citizenship, diversity, and identity	how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship	-researching the work of an Australian non-government organisation (NGO), philanthropist, community group or religious group and the extent to which they contribute to the Australian community; for example, volunteers that support communities ravaged by natural disasters such as the State Emergency Service (SES), the Salvation Army, the Red Cross, Sikh Volunteers Australia
AC9HC9S03	Year 9	Civics and Citizenship	Analysis, evaluation and interpretation	analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations	- investigating how the Australian Government responds to an issue and examining the process of policy development and implementation, such as the development of welfare changes and financial support in response to natural disasters or emergencies
AC9S10I01	Year 10	Science	Questioning and predicting	develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models	- observing a change in the frequency of extreme weather events and hypothesising causes from scientific models, such as: 'If the El Niño weather pattern occurs more frequently, then there will be more droughts due to decreased rainfall'
AC9S10I08	Year 10	Science	Communicating	write and create texts to communicate ideas, findings and	- creating a digital infographic to highlight the multiple lines of

				arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate	evidence from polar ice caps, ocean temperatures and extreme weather to explain how climate change is impacting Earth
AC9E7LA08	Year 7	English	Language for expressing and developing ideas	investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both every day and technical meanings	-identifying vocabulary used to write about a topic; for example, using terms for poetic devices and words to explain the effects of the devices in poems
AC9E8LA08	Year 8	English	Language for expressing and developing ideas	identify and use vocabulary typical of academic texts	Comparing and contrasting vocabulary choices in academic texts, considering how they are used to create precise information or convey abstract ideas
AC9TDE10K01	Year 9 and 10	Design and Technologies	Technologies and society	analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments	- analysing design and technologies professions and their contributions to society, for example engineers working in disaster recovery or empowering communities to improve access to clean, safe energy