 Living World

2012 Science and Technology K-6 Syllabus:

NE - Students explore and learn about science as a unique way of answering questions and finding out about phenomena in the natural world, and the importance of scientific evidence in decision making and problem solving. Students identify that many different people from different cultures make contributions to developments in scientific knowledge. They recognise the significance and influence of science and technology in their world.

S1-S3: Living World (LW) – students develop their understanding of living things. They investigate the diversity of living things, including plants, animals and micro-organisms, as well as their interdependence and interactions with each other and their environment. They explore their life cycles and structural features and how these aid survival.

Science and Technology K–6 Syllabus 2012
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2017 Science and Technology K-6 Syllabus:

The Living World strand explores living things and their needs. The key concepts developed within this strand are: living things have similar characteristics; are interdependent and interact with each other and their environment; living things and their features are related to the environments in which they live. Through this strand, students explore life cycles, structural adaptations and behaviours of living things. These developmental features and characteristics aid survival in particular environments.

Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments, such as farms and plantations. Students develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions. Students also develop knowledge, understanding and an appreciation for a variety of foods, sound nutrition principles and food preparation skills when making food decisions.

[Science and Technology Syllabus K–6 Syllabus 2017](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-and-technology-k-6-new-syllabus)
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| Stage | Outcome 2012  | 2012 Science and Technology K-6 Syllabus | Outcome 2017  | 2017 Science and Technology K-6 Syllabus | What is different? |
| --- | --- | --- | --- | --- | --- |
| Early stage 1 | Ste-8NE | identifies the basic needs of living things | STe-3LW-ST | explores the characteristics, needs and uses of living things |  |
| Stage 1 | St1-10LWSt1-11LW | describes external features, changes in and growth of living thingsdescribes ways that different places in the environment provide for the needs of living things | ST1-4LW-TST1-5LW-T | describes observable features of living things and their environmentsidentifies how plants and animals are used for food and fibre products |  |
| Stage 2 | St2-10LWSt2-11LW | describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable featuresdescribes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things | ST2-4LW-SST2-5LW-T | compares features and characteristics of living and non-living thingsdescribes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter |  |
| Stage 3 | St3-10LWSt3-11LW | describes how structural features and other adaptations of living things help them to survive in their environmentdescribes some physical conditions of the environment and how these affect the growth and survival of living things | ST3-4LW-SST3-5LW-T | examines how the environment affects the growth, survival and adaptation of living thingsexplains how food and fibre are produced sustainably in managed environments for health and nutrition |  |