

# Planning for teaching and learning across the Science strands

## Victorian Curriculum F–10 Version 2.0

This guide has been developed to support Victorian teachers and leaders to plan for teaching and learning across the Science strands while implementing the Victorian Curriculum F–10 Version 2.0.

### Interconnecting the Science strands

When planning for teaching and learning, teachers can develop focus questions based on the single strands and the interconnections between multiple strands.

The Venn diagram demonstrates the interconnections between the Science strands. Each component of the Venn diagram outlines a Science strand and its sub-strands, as well as the focus question stem(s) relevant to each Science strand.

### Before you begin

- » Go to the Victorian Curriculum F–10 Version 2.0 website and familiarise yourself with the [Structure section of the Science curriculum Version 2.0](#). This will build your understanding of the related curriculum strands and sub-strands.

Teachers should consider the 3 Science strands and their related sub-strands when planning for teaching and learning.

## Science



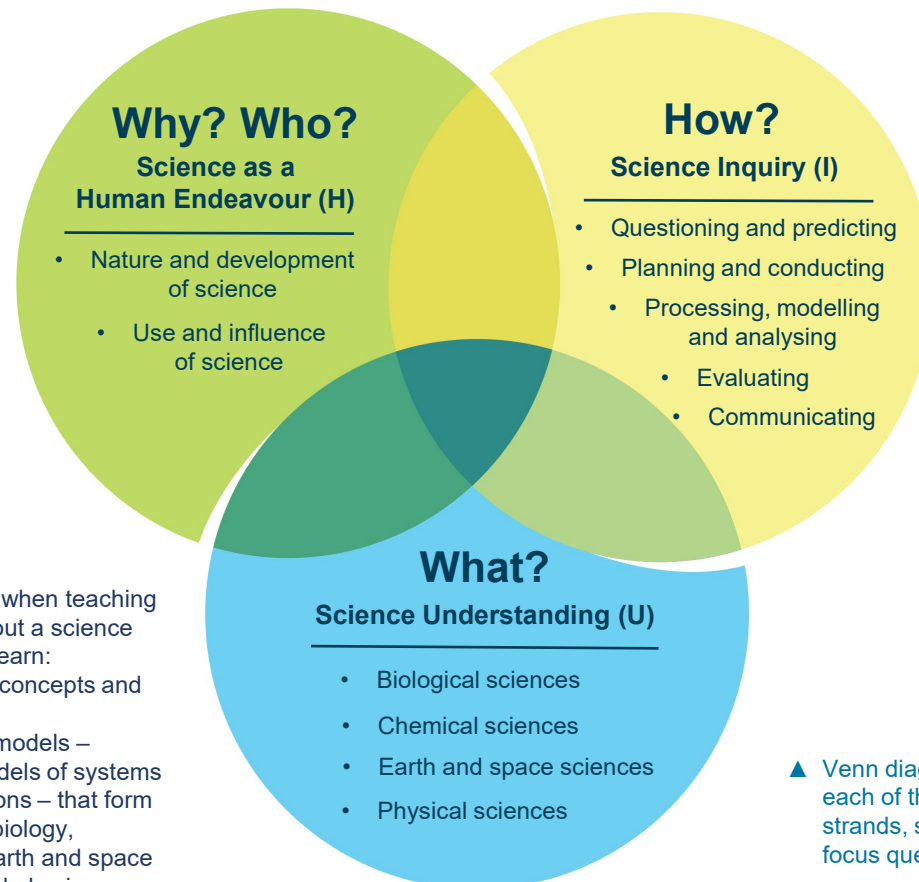
**'Why'** science matters and **'who'** is involved in science. Students will:

- consider the social, ethical and environmental impacts of scientific work
- explore the roles of individuals, teams and communities in scientific progress.

**'How'** we investigate the world.

Students will:

- pose questions
- plan and conduct investigations
- use appropriate tools and technologies
- collect, analyse and evaluate data
- draw evidence-based conclusions
- communicate findings.



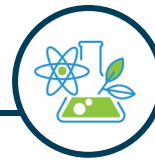
**'What'** we know when teaching and learning about a science topic. Students learn:

- foundational concepts and theories
- explanatory models – including models of systems and interactions – that form the basis of biology, chemistry, Earth and space sciences, and physics.

▲ Venn diagram showing each of the Science strands, sub-strands and focus question stems.

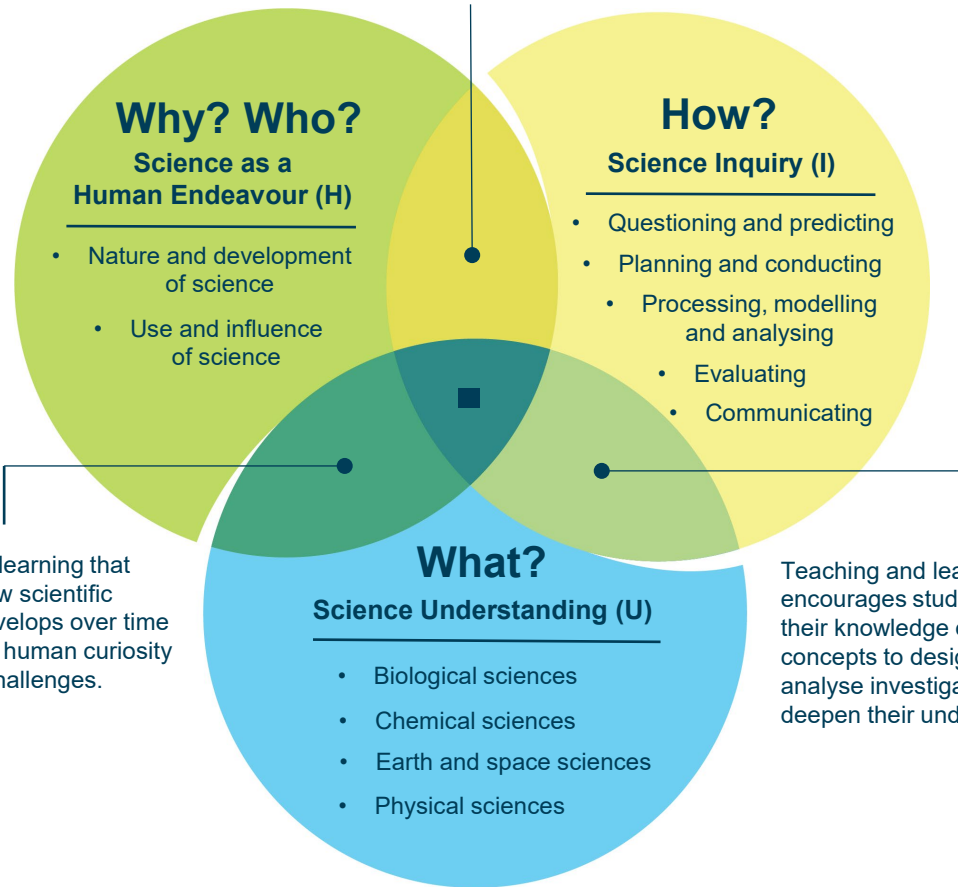
Teachers can choose how to combine strands when planning teaching and learning. These opportunities are outlined below and include links to examples.

# Science



▼ Venn diagram showing the interconnections between the Science strands.

Teaching and learning that encourages students to reflect on how societal needs, values and ethics influence scientific inquiry.



Teaching and learning that focuses on how scientific knowledge develops over time in response to human curiosity and societal challenges.

Teaching and learning that encourages students to apply their knowledge of core scientific concepts to design, conduct and analyse investigations that deepen their understanding.

■ Teaching and learning that gives students opportunities to build a rich and connected understanding of science concepts, apply scientific inquiry skills to investigate real-world issues, and appreciate science as a dynamic, human-driven enterprise that shapes and is shaped by society.

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## Examples

The documents linked below provide example topics and possible focus questions that demonstrate ways of approaching teaching and learning within each Science strand, and across multiple strands. These examples also highlight the purpose of the Science strands, showing how these interconnect to support students in developing scientific understanding, skills and ways of thinking.

Teachers can use these curriculum-aligned examples to guide their planning for teaching and learning in Science.

### Single strand

[Science as a Human Endeavour \(H\)](#)

[Science Understanding \(U\)](#)

[Science Inquiry \(I\)](#)

### Multiple strands

[Science as a Human Endeavour \(H\) and Science Understanding \(U\)](#)

[Science as a Human Endeavour \(H\) and Science Inquiry \(I\)](#)

[Science Understanding \(U\) and Science Inquiry \(I\)](#)

[Interconnecting all 3 Science strands](#)

### Science Version 2.0 curriculum resources

[f10.vcaa.vic.edu.au/learning-areas/science/resources](https://f10.vcaa.vic.edu.au/learning-areas/science/resources)