<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Main Ideas</th>
<th>Duration (weeks)</th>
<th>Assessment Item</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavenly Bodies and Sensational Seasons</td>
<td>In this unit students will:</td>
<td>10 weeks</td>
<td>Exam (Part A and Part B)</td>
<td>Week 8</td>
</tr>
</tbody>
</table>
|                                               | • understand the relative positions of Earth, the moon and the sun in space  
|                                               | • describe the rotations and orbits of Earth and the moon relative to the sun  
|                                               | • understand that science knowledge changes with new evidence and they will identify how the positions of Earth, the moon and the sun cause different predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena  
|                                               | • explore and compare cultural beliefs related to phases of the moon, eclipses and solar phenomena  
|                                               | • examine how science and technology have contributed to understanding solar storms and reducing their effects on Earth  
|                                               | • explore the relationship between the tilt of Earth on its axis, its rotation and revolution around the sun, and seasons  
|                                               | • understand that different environmental factors define the seasons for different cultures  
|                                               | • examine the relationship between the angle of Earth's tilt and the intensity of the sunlight hitting Earth  
|                                               | • examine data about weather and climate from different sources  
|                                               | • understand that the behaviour and appearance of plants and animals and the activity and practices of humans change in response to seasonal changes  
|                                               | • explore how science understanding influences the development of practices within agriculture  
|                                               | • investigate the application of separation techniques in water treatment and recycling processes, and compare and contrast artificial treatment processes with the water cycle to understand how humans have impacted on and mimic natural processes  
|                                               | • consider ways in which science understanding contributes to the development of water management processes to produce sustainable, clean water supplies, both locally and in developing countries  
|                                               | • conduct a water audit for the home and school and suggest ways to manage water use  
| Waste not, want not – application of separation techniques |                                                                                                                                                                                                            |                  |                                             |                                 |