


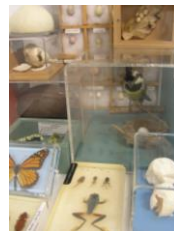












| 4670 BUNDABERG  |   | Bundaberg Regional Art Gallery   1 Barolin Street Bundaberg                          |   |
|---|---|--|---|
| <b>Contact:</b> Regional Loans Bookings   Karen Campbell   karen.campbell@bundaberg.qld.gov.au   07 4130 4750 |   |  |   |
| HASS  | 2019   Semester 1   | SCIENCE  | 2019   Semester 1   |
|                              | <p><b>World War II</b></p> <ul style="list-style-type: none"> <li>The modern world and Australia (Year 10 HISTORY).<br/><i>The focus of this QM Loans kit is on Queensland experiences during the war including conscription and censorship, the shift in international alliances, theatres of war, the changing role of women, the experiences of Indigenous personnel and the effects on Torres Strait Islander communities.</i></li> </ul>   |   | <p><b>Bush &amp; Forest Habitats</b></p> <ul style="list-style-type: none"> <li>Living things live in different places where their needs are met. (Year 1 BIOLOGICAL ACSSU211)</li> <li>Living things can be grouped on the basis of observable features and distinguished from non-living things (Year 3 BIOLOGICAL ACSSU044)<br/>PC: Feather, fur or leaves?</li> </ul> |
|                              | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Why and how did Australia become a nation?<br/>How did Australian society change throughout the twentieth century? (Year 6 HISTORY ACHASSK0134   ACHASSK0135)</li> </ul>   |   | <p><b>Eggs</b></p> <ul style="list-style-type: none"> <li>Living things grow, change and have offspring similar to themselves. (Year 2 BIOLOGICAL ACSSU030) PC: Watch it grow!</li> <li>Living things have life cycles. (Year 4 BIOLOGICAL ACSSU072)</li> </ul>   |
|                             | <p><b>Gold Diggers</b></p> <ul style="list-style-type: none"> <li>What do we know about the lives of people in Australia's colonial past and how do we know? How did colonial settlement change the environment? What were the significant events and who were the significant people that shaped Australian colonies? QCAA: Investigating the colonial period in Australia: Shaping the Australian colonies. (Year 5 HISTORY ACHASS107   ACHASS108   ACHASS109   ACHASS110)</li> </ul> |  | <p><b>Muttaborrasaurus Bones</b></p> <ul style="list-style-type: none"> <li>Living things have a variety of external features. (Year 1 BIOLOGICAL ACSSU017)</li> <li>The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. (Year 10 BIOLOGICAL ACSSU185)</li> </ul>                    |
|                            | <p><b>Solomon Islands</b></p> <ul style="list-style-type: none"> <li>What would it be like to live in a neighbouring country? QCAA: Exploring places near and far (Year 3 GEOGRAPHY ACHASSK067   ACHASSK069)</li> <li>How do places, people and cultures differ across the world? What are Australia's global connections between people and places? (Year 6 GEOGRAPHY ACHASSK140   ACHASSK141)</li> </ul>  |  |   |

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| HASS  | 2019   Semester 2   | SCIENCE  | 2019   Semester 2   |
|                              | <p><b>Aboriginal Tools</b></p> <ul style="list-style-type: none"> <li>How Aboriginal people have a long and continuous connection to Country/Place with traditional knowledge about the properties, use and sustainability of resources from the land, sea, waterways and sky. <i>Objects in this QM Loans kit support inquiry by Year 1 to Year 3 learners:</i> (Year 2–Year 3 HISTORY) (Year 1–Year 3 SCIENCE)</li> </ul> |   | <p><b>Rainforest Camouflage</b></p> <ul style="list-style-type: none"> <li>Living things can be grouped on the basis of observable features and distinguished from non-living things (Year 3 BIOLOGICAL ACSSU044)</li> <li>Living things have structural features and adaptations that help them to survive in their environment. (Year 5 BIOLOGICAL ACSSU043) PC: Desert Survivors and/or QCAA: Adaptations</li> </ul> |
|                              | <p><b>School History</b></p> <ul style="list-style-type: none"> <li>How has family life changed or remained the same over time? (Year 1 HISTORY ACHASSK030)</li> <li>How have changes in technology shaped our daily life? (Year 2 HISTORY ACHASSK046)</li> </ul>   |   | <p><b>Spider and Insect Homes</b></p> <ul style="list-style-type: none"> <li>Living things have basic needs, including food and water. (Prep BIOLOGICAL ACSSU002)</li> <li>Living things live in different places where their needs are met. (Year 1 BIOLOGICAL ACSSU211)</li> </ul>  |
|                             | <p><b>Sustainable Living</b></p> <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life? (Year 2 HISTORY ACHASSK046) QCAA: Investigating changes in technology</li> <li>Electrical energy can be generated from a range of sources: consider whether an energy source is sustainable. (Year 6 PHYSICAL ACSSU097) PC: Essential energy</li> </ul>                                       |  | <p><b>Science Toys</b></p> <ul style="list-style-type: none"> <li>A push or a pull affects how and object moves or changes shape. (Year 2 PHYSICAL ACSSU033) PC: Push-pull</li> </ul>   |
|                            | <p><b>Multicultural Clothing</b></p> <ul style="list-style-type: none"> <li>Daily and seasonal changes in our environment, including the weather, affect everyday life. (Prep EARTH &amp; SPACE ACSSU004)</li> <li>How and why are places similar and different? (Year 3 GEOGRAPHY ACHASSK068)</li> <li>How do places, people and cultures differ across the world? (Year 6 GEOGRAPHY ACHASSK140)</li> </ul>                |  |   |