**HASS (History and Social Sciences)**

### History

**Colonial Explorers**
- What do we know about the lives of people in Australia’s colonial past and how do we know? What were the significant events and who were the significant people that shaped Australian colonies? (Year 5 HISTORY ACHASSK107 | ACHASSK108 | ACHASSK109 | ACHASSK110)

**Maritime Archaeology**
- Why did the great journeys of exploration occur? (Year 5 HISTORY ACHASSK107 | ACHASSK108 | ACHASSK109 | ACHASSK110)
- How do we know about the ancient past? (Year 7 HISTORY The Ancient World)

**Convicts**
- Why did the Europeans settle in Australia? (Year 4 HISTORY ACHASSK030) QCAA: First Contacts: a first fleet story
- How did an Australian colony develop over time and why? (Year 5 HISTORY ACHASSK107 | ACHASSK109)

**Queensland Remembers: 1939–2000**
- How and why do people choose to remember significant events of the past? (Year 3 HISTORY ACHASSK064)
- How did Australian society change throughout the twentieth century? (Year 6 HISTORY ACHASSK136)

**Gold Diggers**
- 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 ACHASSK107 | ACHASSK108 | ACHASSK109 | ACHASSK110)

**School History**
- How has family life changed or remained the same over time? (Year 1 HISTORY ACHASSK030)
- How have changes in technology shaped our daily life? (Year 2 HISTORY ACHASSK045)

**Kitchen c.1930s-1950s**
- How has family life changed or remained the same over time? (Year 1 HISTORY ACHASSK030)
- How have changes in technology shaped our daily life? (Year 2 HISTORY ACHASSK046)

**Toys**
- How has family life changed or remained the same over time? (Year 1 HISTORY ACHASSK030)
- How have changes in technology shaped our daily life? (Year 2 HISTORY ACHASSK046)

### Geography

**Australia’s Asia-Pacific Neighbours**
- Daily and seasonal changes in our environment, including the weather, affect everyday life. (Prep EARTH & SPACE ACSSU004)
- How and why are places similar and different? (Year 3 GEOGRAPHY ACHASSK088)
- How do places, people and cultures differ across the world? (Year 6 GEOGRAPHY ACHASSK140)

**Multicultural Hats**
- Daily and seasonal changes in our environment, including the weather, affect everyday life. (Prep EARTH & SPACE ACSSU004)
- What are the different features of places? (Year 1 GEOGRAPHY ACHASSK032)
- How and why are places similar and different? (Year 3 GEOGRAPHY ACHASSK068)

**Cultural Celebrations: Feasts**
- What is my history and how do I know? (Prep HISTORY ACHASSK029)
- How do we describe the sequence of time? (Year 1 HISTORY ACHASSK030)
- What factors affect my connection to places? QCAA: My connections to places (Year 2 GEOGRAPHY ACHASSK050)
- How and why do people choose to remember significant events of the past? (Year 3 HISTORY ACHASSK085)

**Queensland House Design**
- What makes a place special? How can we look after the places we live in? (Prep GEOGRAPHY ACHASSK015)
- How can we care for places? (Year 1 GEOGRAPHY ACHASSK031)
- What remains of the past are important to the local community? Why? (Year 2 HISTORY ACHASSK044 | ACHASSK045)

**Cultural Traditions: Torres Strait Islands**
- How Torres Strait Islander communities pass down traditional knowledge over generations about their connections to Country/Place and the sustainable use of materials from the natural environment. (Prep–Year 1 HISTORY | GEOGRAPHY)
- How and why do people choose to remember significant events of the past? (Year 3 HISTORY ACHASSK085) (Prep–Year 2 SCIENCE)

**Traditional Food: Dry Tropics and Torres Strait**
- How traditional owners from Queensland’s dry tropics and the Torres Strait use traditional knowledge about the seasonal use and sustainability of food resources from the land, sea, waterways and sky. (Year 1–Year 2 HISTORY | GEOGRAPHY)

**ENGLISH**

**Pirates**
- Create literacy texts using realistic and fantasy settings and characters that draw on the world represented in texts students have experienced. (Year 5 LITERATURE: Creating literature ACELTL1612)

**These Boots: Aaron Payne**
- Make connections between the ways different authors may represent similar story lines, ideas and relationships. (Year 4 LITERATURE: Literature and context ACELTL1602)
- Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts. (Year 5 LITERATURE: Literature and context ACELTL1608)
### Regional Loans Bookings

**Townsville**
- **Museum of Tropical Queensland** | 70-102 Flinders Street Townsville

**Contact:** Regional Loans Bookings | loans.mtb@qm.qld.gov.au

#### Science

**Biological Sciences**

<table>
<thead>
<tr>
<th>Title</th>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Amphibians and Reptiles</td>
<td><strong>BIOLOGICAL ACSSU044</strong></td>
<td>Living things have basic needs, including food and water. (Year 2 BIOLOGICAL ACSSU030) Living things grow, change and have offspring similar to themselves. (Year 2 BIOLOGICAL ACSSU030) Living things have a variety of external features. (Year 1 BIOLOGICAL ACSSU017) PC: Dinosaurs and more.</td>
</tr>
<tr>
<td>Mangrove Habitat (Diorama)</td>
<td><strong>BIOLOGICAL ACSSU043</strong></td>
<td>Living things have structural features and adaptations that help them to survive in their environment. (Year 5 BIOLOGICAL ACSSU043) The growth and survival of living things are affected by the physical conditions of their environment. (Year 6 BIOLOGICAL ACSSU094)</td>
</tr>
<tr>
<td>Animal Defence</td>
<td></td>
<td>Living things have a variety of external features. (Year 1 BIOLOGICAL ACSSU017) PC: Dinosaurs and more.</td>
</tr>
<tr>
<td>Marine Turtles</td>
<td></td>
<td>Living things have a variety of external features. (Year 1 BIOLOGICAL ACSSU017) Living things have life cycles. (Year 4 BIOLOGICAL ACSSU072)</td>
</tr>
<tr>
<td>Butterfly Life Cycle</td>
<td><strong>BIOLOGICAL ACSSU072</strong></td>
<td>Living things grow, change and have offspring similar to themselves. (Year 2 BIOLOGICAL ACSSU030) Living things have life cycles. (Year 4 BIOLOGICAL ACSSU072)</td>
</tr>
<tr>
<td>Minibeasts</td>
<td><strong>BIOLOGICAL ACSSU073</strong></td>
<td>Living things have a variety of external features. (Year 1 BIOLOGICAL ACSSU017) Living things live in different places where their needs are met. (Year 1 BIOLOGICAL ACSSU211) Living things can be grouped on the basis of observable features and can be distinguished from non-living things. (Year 3 BIOLOGICAL ACSSU044)</td>
</tr>
<tr>
<td>Coral Reef Habitat</td>
<td><strong>BIOLOGICAL ACSSU075</strong></td>
<td>Living things, including plants and animals, depend on each other and the environment to survive. (Year 4 BIOLOGICAL ACSSU073) Interactions between organisms can be represented by food chains and food webs. (Year 7 BIOLOGICAL ACSSU112) Ecosystems consist of communities of interdependent organisms and abiotic components of the environment. (Year 9 BIOLOGICAL ACSSU176)</td>
</tr>
<tr>
<td>Observed Features</td>
<td></td>
<td>Living things can be grouped on the basis of observable features and distinguished from non-living things. PC: Feather, fur or leaves? (Year 3 BIOLOGICAL ACSSU044)</td>
</tr>
<tr>
<td>Human Senses</td>
<td><strong>BIOLOGICAL ACSSU043</strong></td>
<td>Exploring and observing using the senses: hearing, smell, touch, sight. (Prep NATURE AND DEVELOPMENT ACHE013)</td>
</tr>
<tr>
<td>Rainforest Camouflage</td>
<td></td>
<td>Living things can be grouped on the basis of observable features and distinguished from non-living things. (Year 3 BIOLOGICAL ACSSU044) 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</td>
</tr>
<tr>
<td>Life Cycles</td>
<td></td>
<td>Living things grow, change and have offspring similar to themselves. (Year 2 BIOLOGICAL ACSSU030) PC: Watch it grow! Living things have life cycles. (Year 4 BIOLOGICAL ACSSU072)</td>
</tr>
<tr>
<td>Emergency: Flood</td>
<td></td>
<td>Sudden geological changes or extreme weather conditions can affect Earth’s surface (Year 6 EARTH &amp; SPACE ACSSU099). How can the impact of bushfires or floods on people and places be reduced? (Year 5 GEOGRAPHY ACHASSK114) QCAA: Investigating natural hazards</td>
</tr>
<tr>
<td>Prehistoric World: Marine</td>
<td><strong>BIOLOGICAL ACSSU043</strong></td>
<td>Discover fossils of ancient sea creatures.</td>
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<tr>
<td>Finding Megafauna</td>
<td><strong>BIOLOGICAL ACSSU017</strong></td>
<td>Earth’s surface changes over time as a result of natural processes and human activity. (Year 4 EARTH &amp; SPACE ACSSU075) PC: Beneath our feet and/or QCAA: Being a soil scientist. 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 ACSSU195)</td>
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<tr>
<td>Queensland Marine Fossils</td>
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<td>Earth’s surface changes over time as a result of natural processes and human activity. (Year 4 EARTH &amp; SPACE ACSSU075) 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 ACSSU195)</td>
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<tr>
<td>Muttaburrasaurus Bones</td>
<td><strong>BIOLOGICAL ACSSU017</strong></td>
<td>Living things have a variety of external features. (Year 1 BIOLOGICAL ACSSU017) 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 ACSSU195)</td>
</tr>
<tr>
<td>Solar System Activity</td>
<td></td>
<td>Earth’s rotation on its axis causes regular changes, including night and day. (Year 3 EARTH &amp; SPACE ACSSU048) The Earth is part of a system of planets orbiting around a star (the Sun). (Year 5 EARTH &amp; SPACE ACSSU078)</td>
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**Earth & Space Sciences**

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<thead>
<tr>
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<tr>
<td>Regional Loans Schedules</td>
<td></td>
<td>View kit contents and curriculum links: enter a kit title or curriculum code from the list above into the search box at <a href="http://www.network.qm.qld.gov.au/Learning/Resources/QM+Loans">www.network.qm.qld.gov.au/Learning/Resources/QM+Loans</a>. Use contact details above to book, collect and return a QM Loans kit from this list: this service is free, with borrowers responsible for collection and return of kits to the local depot.</td>
</tr>
</tbody>
</table>
### Forces
- Forces can be exerted by one object on another through direct contact or from a distance. (Year 4 PHYSICAL ACSSU076) PC: Magnetic Moves / Smooth Moves and/or QCAA: The Force of Friction
- Change to an object’s motion is caused by unbalanced forces, including Earth’s gravitational attraction, acting on the object. (Year 7 PHYSICAL ACSSU117)

### Sound 17
- Light and sound are produced by a range of sources and can be sensed. (Year 1 PHYSICAL ACSSU020) PC: Look! Listen! and/or QCAA: How do musical instruments make sound?

### Science Toys
- A push or a pull affects how and object moves or changes shape. (Year 2 PHYSICAL ACSSU033) PC: Push-pull

### Sustainable Living
- How have changes in technology shaped our daily life? (Year 2 HISTORY ACHASSK046) QCAA: Investigating changes in technology
- Electrical energy can be generated from a range of sources: consider whether an energy source is sustainable. (Year 6 PHYSICAL ACSSU097) PC: Essential energy