

**CURRICULUM ALIGNMENT  
& CLASSROOM RESOURCES**  
**SCHOOL GARDEN COMPETITION**  
*Supported by Brunnings*



**FOUNDATION - GRADE 6**

## COMPETITION OVERVIEW

The School Garden Competition supported by Brunnings is a great opportunity for school students to learn and apply their gardening skills in a fun environment.

The 2024 theme is Mini Farm. Schools are invited to design and grow a mini farm for display during the Ekka. Students must also create a document to be on display, which outlines the purpose of the farm, who is included on the farm and the key roles and responsibilities of each aspect.

## IMPORTANT CONTACTS

*Competition Enquiries*

[entries@rna.org.au](mailto:entries@rna.org.au)

*Education Content Enquiries*

[education@ekka.com.au](mailto:education@ekka.com.au)

*Ekka School & Group Bookings Enquiries*

[groupbookings@ekka.com.au](mailto:groupbookings@ekka.com.au)

**VERSION 8.4*****Science Understanding: Biological Sciences***

Living things have basic needs, including food and water ([ACSSU002](#))

***Science Inquiry Skills: Planning and Conducting***

Participate in guided investigations and make observations using the senses ([AC SIS011](#))

**VERSION 9*****Science Understanding: Biological Sciences***

Observe external features of plants and animals and describe ways they can be grouped based on these features ([AC9SFU01](#))

***Science Inquiry: Planning and Conducting***

Engage in investigations safely and make observations using their senses ([AC9SFI02](#))

**CLASSROOM RESOURCES*****ARC Centre of Excellence for Translational Photosynthesis***

This unit contains six lessons including an inquiry-based investigation, easy-to-set and see science displays, word games, practical activities and maths learning activities. These lessons have been created and compiled by the ARC Centre of Excellence for Translational Photosynthesis, based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/foundation/>

**ADDITIONAL LEARNING OUTCOME*****Australian Good Meat***

The pre-Ekka activity from Australian Good Meat provides students with the opportunity to learn about the seasons on farms and the jobs that occur because of the changing conditions.

These nine activities involve hands-on, practical lessons for the classroom and connects well with our theme of the School Garden competition, 'Mini Farm'.

<https://www.goodmeat.com.au/globalassets/good-meat-v2/education/teaching-resources/2/lesson-1/gme-teacher-f-2-lesson-1-v1.pdf>



*Creative & Critical  
Thinking*



*Literacy*



*Numeracy*



## VERSION 8.4

### *Science Understanding: Biological Sciences*

Living things have a variety of external features ([ACSSU017](#))

### *Science Inquiry Skills: Planning and Conducting*

Participate in guided investigations to explore and answer questions ([AC SIS025](#))

## VERSION 9

### *Science Understanding: Biological Sciences*

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs ([AC9S1U01](#))

### *Science Inquiry: Planning and Conducting*

Suggest and follow safe procedures to investigate questions and test predictions ([AC9S1I01](#))

## CLASSROOM RESOURCE

### *ARC Centre of Excellence for Translational Photosynthesis*

This is a teacher resource designed to achieve biological understanding outcomes, based on current photosynthesis research. The unit contains five lessons including an inquiry-based investigation, easy-to-set and see science displays, word games, practical activities and maths learning activities. The lessons have been created and compiled by the ARC Centre of Excellence for Translational Photosynthesis, based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/year1/>



*Creative & Critical  
Thinking*



*Literacy*



*Sustainability*

**"DON'T STALL,  
CLICK THE LINK  
NOW!"**



## CLASSROOM RESOURCE

### *Primezone – A Year On A Farm*

This unit has five inquiry teaching sequences involving exploring tasks that must be undertaken on a farm all year round, where animals are raised, crops are grown and the different foods we eat, and fibres we use, are produced. Students explore what farmers do to care for their animals and how they grow crops for food and fibre and the timeframes involved. This resource connects well with our theme of the School Garden competition, 'Mini Farm' as students are encouraged to explore farm life throughout the year and use it as inspiration for their competition entry.



<https://ezrwbvk28gx.exactdn.com/wp-content/uploads/2020/08/A-Year-On-A-Farm.pdf>



"LEARN MORE  
ABOUT FARMS AT  
RURAL DISCOVERY  
DAY!"

## VERSION 8.4

### *Science as a Human Endeavour: Use and influence of science*

People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))

### *Science Inquiry Skills: Planning and Conducting*

Participate in guided investigations to explore and answer questions ([ACSIS038](#))

## VERSION 9

### *Science as a Human Endeavour: Use and influence of science*

Describe how people use science in their daily lives, including using patterns to make scientific predictions ([AC9S2H01](#))

### *Science Inquiry: Planning and Conducting*

Suggest and follow safe procedures to investigate questions and test predictions ([AC9S2I02](#))

## CLASSROOM RESOURCE

### *ARC Centre of Excellence for Translational Photosynthesis*

This teacher resource makes engagement easy, with experiments and activities based on current food security, sustainability and photosynthesis research. The unit contains seven lessons, including an inquiry-based investigation, easy-to-set and see science displays, word games, practical activities and maths learning activities. The lessons have been created and compiled by the ARC Centre of Excellence for Translational Photosynthesis, based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/year2/>



*Creative & Critical Thinking*



*Literacy*



*Sustainability*



*Aboriginal & Torres Strait Islander Histories & Cultures*



## CLASSROOM RESOURCE

### *Primezone - Farms and People's Connections To Them*

This unit consists of a pdf resource and two supporting videos. It aims to help teachers and students explore Australian farms as places defined differently by diverse groups of people. Students' understanding of the concept of interconnection is developed by investigating their links with places locally and globally and the connection First Nations Peoples maintain with Place. Students discover more about different products, foods and clothes where the primary resources for them are found, grown or manufactured. This resource connects well with our theme of the School Garden competition, 'Mini Farm' as students are encouraged to utilise the activities as inspiration for their competition entry.



<https://ezrwbvk28gx.exactdn.com/wp-content/uploads/2020/08/Farms-and-peoples-connections-to-them.pdf>



## VERSION 8.4

### *Science Understanding: Biological Sciences*

Living things can be grouped on the basis of observable features and can be distinguished from non-living things ([ACSSU044](#))

### *Science Inquiry Skills: Planning and Conducting*

With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ([AC SIS054](#))

## VERSION 9

### *Science Understanding: Biological Sciences*

Compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals ([AC9S3U01](#))

### *Science Inquiry: Planning and Conducting*

Use provided scaffolds to plan and conduct investigations to answer questions or test predictions, including identifying the elements of fair tests, and considering the safe use of materials and equipment ([AC9S3I02](#))

## CLASSROOM RESOURCES

### *ARC Centre of Excellence for Translational Photosynthesis*

Living things can be grouped by their external features and distinguished from non-living things. But it can be difficult to show quickly in plants. This teacher resource makes engagement easy, and the experiments and activities are based on current food security, sustainability and photosynthesis research. The lessons include an inquiry-based investigation, easy-to-set and see science displays, practical activities and maths learning activities. The lessons have been created and compiled, based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/year3/>

### *ABC Education – Gardening Australia: Growing Vegetables and Natives*

Discover what vegetables the students at Swan Valley Anglican School choose to grow first in their new school garden. In this clip, Josh Byrne is helping students transform a bare patch of ground into a productive garden. Find out about the landscaping materials they use, and why particular plants, including natives, are chosen for the garden. The accompanying questions assist teachers in delving further into discussions with their classes and highlight opportunities for research and investigation.

<https://www.abc.net.au/education/gardening-australia-growing-vegetables-and-natives/13898870>



*Creative & Critical  
Thinking*



*Literacy*



*Personal &  
Social Capability*



**Planting Science**

real research for engaged education  
CREATED BY THE ARC CENTRE OF EXCELLENCE  
FOR TRANSLATIONAL PHOTOSYNTHESIS





## VERSION 8.4

### *Science Understanding: Biological Sciences*

Living things depend on each other and the environment to survive  
([ACSSU073](#))

### *Science as a Human Endeavour: Nature and Development of Science*

Science involves making predictions and describing patterns and relationships ([ACSHE061](#))

### *Science as a Human Endeavour: Use and Influence of Science*

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

## VERSION 9

### *Science Understanding: Biological Sciences*

Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships ([AC9S4U01](#))

### *Science as a Human Endeavour: Nature and Development of Science*

Examine how people use data to develop scientific explanations ([AC9S4H01](#))

### *Science as a Human Endeavour: Use and Influence of Science*

Consider how people use scientific explanations to meet a need or solve a problem ([AC9S4H02](#))



*Creative & Critical Thinking*



*Literacy*



*Personal & Social Capability*



*Sustainability*

**"I CAN'T WAIT TO SEE HOW YOUR STUDENTS REVEAL HOW SCIENCE AND AGRICULTURE COME TOGETHER IN THEIR MINI FARMS!"**



## CLASSROOM RESOURCES

### *ARC Centre of Excellence for Translational Photosynthesis*

People rely on plants to survive, and plants are affected by people. This unit shows some of the relationships that make up the earth's ecosystem. The experiments and activities included in this teacher resource are based on current food security, sustainability and photosynthesis research. The unit contains six lessons designed to achieve the biology curriculum outcomes. The lessons include an inquiry based investigation, easy-to-set and see science displays, word games, practical activities and maths learning activities. The lessons have been created and compiled by the ARC Centre of Excellence for Translational Photosynthesis, based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/year4/>



### *ABC Education – Gardening Australia: Growing Vegetables and Natives*

Discover what vegetables the students at Swan Valley Anglican School choose to grow first in their new school garden. In this clip, Josh Byrne is helping students transform a bare patch of ground into a productive garden. Find out about the landscaping materials they use, and why particular plants, including natives, are chosen for the garden. The accompanying questions assist teachers in delving further into discussions with their classes and highlight opportunities for research and investigation.

<https://www.abc.net.au/education/gardening-australia-growing-vegetables-and-natives/13898870>



## VERSION 8.4

### *Science Understanding: Biological Sciences*

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

### *Science as a Human Endeavour: Use and Influence of Science*

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#))

## VERSION 9

### *Science Understanding: Biological Sciences*

Examine how particular structural features and behaviours of living things enable their survival in specific habitats ([AC9S5U01](#))

### *Science as a Human Endeavour: Use and Influence of Science*

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S5H02](#))

## CLASSROOM RESOURCES

### *ARC Centre of Excellence for Translational Photosynthesis*

Living things have structural features and adaptations to help them survive in the environment, but how does it work in real life? The experiments and activities included in this unit are based on current food security, sustainability and photosynthesis research. The unit contains eight lessons designed to achieve the biology curriculum outcomes. The lessons include an inquiry-based investigation, easy-to-set and see science displays, word games, practical activities and maths learning activities. The lessons have been created based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/year5/>

### *ABC Education - 'Kids in the Garden: Plants in our Daily Lives'*

Can you imagine a world without plants? Listen and watch as Nick explains the amazing ways you use plants every day, often without knowing it. Plants play an essential role in our lives from clothes to medicines to food and buildings, different types of plants surround us and sometimes we don't even know it. The accompanying questions assist teachers in delving further into discussions with their classes and highlight opportunities for research, investigation and inspiration for their 'School Garden' entries.

<https://www.abc.net.au/education/kids-in-the-garden-ep-13-plants-in-our-daily-lives/13605914>



*Creative & Critical Thinking*



*Literacy*



*Personal & Social Capability*



*Sustainability*



## VERSION 8.4

### *Science Understanding: Biological Sciences*

The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

### *Science as a Human Endeavour: Use and Influence of Science*

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE100](#))

## VERSION 9

### *Science Understanding: Biological Sciences*

investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions ([AC9S6U01](#))

### *Science as a Human Endeavour: Use and Influence of Science*

investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions ([AC9S6H02](#))

## CLASSROOM RESOURCES

### *ARC Centre of Excellence for Translational Photosynthesis*

The use of genetic technologies is widely debated but the techniques themselves are often not described. This teacher resource is designed to show how plant DNA affects its survival, and how genetic technologies are being used in current research. The experiments and activities included in this unit are based on current photosynthesis and food security research. The unit contains six lessons designed to achieve biology and food and fibre curriculum outcomes. The lessons include interactive games that represent real-world concepts, an inquiry-based investigation, a method for classroom friendly DNA extraction, plus a student challenge to solve the global issue of food security. The lessons have been created and compiled by the ARC Centre of Excellence for Translational Photosynthesis, based on real research techniques, translated for the classroom environment.

<https://photosynthesis.org.au/year6/>



*Creative & Critical Thinking*



*Personal & Social Capability*



*Sustainability*



## *ABC Education – 'Kids in the Garden: Plants in our Daily Lives'*

Can you imagine a world without plants? Listen and watch as Nick explains the amazing ways you use plants every day, often without knowing it. Plants play an essential role in our lives from clothes to medicines to food and buildings, different types of plants surround us and sometimes we don't even know it. The accompanying questions assist teachers in delving further into discussions with their classes and highlight opportunities for research, investigation and inspiration for their 'School Garden' entries.



<https://www.abc.net.au/education/kids-in-the-garden-ep-13-plants-in-our-daily-lives/13605914>



# Ekka

## EDUCATION

### INTERNATIONAL AWARD WINNERS

The Royal Queensland Show (Ekka) is recognised for its excellence, over many years, by winning numerous awards at the International Fairs & Expos (IAFE) Awards.

IAFE has more than 1,000 members representing agricultural fairs from the United States, Canada, the United Kingdom, and Australia.

These awards represent the continued dedication the Ekka plays in bridging the country city divide, and educating the next generation on the essential role farming and agriculture plays in their everyday lives.



[www.ekka.com.au](http://www.ekka.com.au)