



## Program Overview

The Ku-ring-gai Chase National Park is one of Australia's most spectacular and important areas of land. During the day, the students will explore the Park's history and features, observe how the Park is used by different people and discuss why this park should be protected.

## Inquiry Questions

1. Where is Ku-ring-gai Chase National Park?
2. What features and uses of the National Park?
3. Why is Ku-ring-gai Chase NP protected and valued?
4. How should this Park be managed and protected?

## Learning Experiences

### Explore Kalkari

Kalkari Visitors Centre provides the students with an opportunity to learn about the features and human uses of the Ku-ring-gai Chase National Park. Within the building, the students will be able to observe and record a range of preserved animals to get a sense of the type of animals that call the Park home. Within the Centre, students will also be able to observe Aboriginal artefacts and learn about Aboriginal engravings - a significant feature of the Park.

### Bush walk - Kalkari to Bobbin Head

The bush walk provides an opportunity for the students to further understand the features of the National Park through the observation and recording of plants and animals.

During the walk, caring for the environment will be modelled through walking on paths and ensuring all rubbish is taken home.

The management of National Parks will be explored at sites indicating previous pest control and hazard reduction burning.

Aboriginal bush resources and language will be explored during the walk with students able to learn about some traditional uses of plants from the area.

Students will use a variety of fieldwork tools to gather and record observations including sketching, mapping, scratch-art and an investigation of the invertebrates of the bush during a mini beast search.

### Bobbin Head Mangroves

The Mangrove ecosystem at Bobbin Head is home to a variety of different animals and is the nursery area of many fish as well as home to crabs and birds. During the exploration of the boardwalk area, the students will learn why this is such an important area and how they can protect areas like this when visiting.

### Final Discussion

Students will have an opportunity to reflect and discuss the value of the Ku-ring-gai Chase NP and share why they value the Park.

## Key Syllabus Outcomes and Content

### Geography K-6

GE2-1, GE2-2, GE2-3, GE2-4

Perception of environments

Students:

- investigate the ways people, including Aboriginal and Torres Strait Islander Peoples, value environments, for examples: (ACHGK022, ACHGK023,ACHGK024 )
- discussion of why people value environments differently e.g. cultural, recreational values

Protection of environments

- investigate sustainable practices that protect environments, including those of Aboriginal and

Torres Strait Islander Peoples, for example:  
( ACHGK023,ACHGK024,ACHGK025)

- examination of how environments can be used sustainably e.g. recreational practices

Perception and protection of places

Students:

- investigate how the protection of places is influenced by people's perception of places, for example: (ACHGK018)
- discussion of how people's perceptions influence the protection of places in Australia, eg sacred sites, national parks, world heritage areas