CSIRO National Science Experiment: Wild Watch

Australian Curriculum links

iNaturalist
CSIRO Wild Watch

Participation in the project supports CSIRO's National Research Collections Australia by undertaking citizen science that contributes to the study of flora and fauna locations. Observations added by young people to the Atlas of Living Australia (ALA) through iNaturalist increases the data available to researcher and can advance research being conducted across Australia and the globe. CSIRO Wild Watch helps build awareness of the critical role biodiversity plays in the environment and the importance of protecting it. Young people develop a deeper understanding of the natural world and how science contributes to its conservation when they can directly contribute and collaborate.

Science

Science Understanding
Biological sciences
Year 5
AC9S5U01
examine how particular structural features and behaviours of living things enable their survival in specific habitats

Science as a human endeavour
Year 5-6
Science Nature & development of science
AC9S5H01, AC9S6H01
Examine why advances in science are often the result of collaboration or build on the work of others

Year 5-6
Use and influence of science
AC9S5H02, AC9S6H02
Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions

Science Understanding
Year 7
Biological sciences
AC9S7U01
investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous key

Year 7-8
Science Nature & development of science
AC9S7H01, AC9S8H01
explain how new evidence or different perspectives can lead to changes in scientific knowledge

CSIRO Wild Files & supplemental activities

CSIRO Wild Files give a short introduction to the organisms, offer some interesting facts about each of the organisms, explain why they're of interest to CSIRO researchers and Australia more broadly. The information provided will give young people a starting point when learning about the six organisms CSIRO researchers are interested in. The supplemental activities are an opportunity for students to conduct their own research to learn more about the six organisms of interest to CSIRO researchers. The knowledge gained through these supplemental activities aligns with multiple Year 5-8 Australian Curriculum content descriptors. These curriculum links are specified for each activity below.

Sightings map

The Sightings Map activity supports the development of geographical skills by encouraging students to interpret and analyse the mapped data to identify similarities and differences between species distributions, explain patterns and trends in biodiversity, and infer relationships between organisms and their environments. The activity fosters critical thinking, spatial literacy, and ecological awareness, while giving students a meaningful opportunity to engage with real-world data in a creative and purposeful way.

English - Language

Language for expressing and developing ideas
Year 6
AC9E6LA07
identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

Geography - Skills

Questioning and researching using geographical methods
Year 7 and 8
AC9HG7S03, AC9HG8S03
interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends and infer relationships
Year 7 and 8
AC9HG7S02, AC9HG8S02
collect, organise and
represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate

CSIRO Wild Files & supplemental activities

Wanted poster

In this activity, students research and present key facts about a living thing using a combination of written and visual elements. As they create, edit, and publish their posters, students apply specialist vocabulary, expanded noun groups, and connectives to build informative and persuasive texts. The inclusion of images, bold headings, and structured layouts allows them to explore multimodal features while developing skills in punctuation and text structure appropriate to purpose. This task brings literacy to life, engaging students in meaningful writing through a scientific lens.

English - Literacy

Year 5
AC9E5LY06
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

Year 6
AC9E6LY06
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

Year 7
AC9E7LY06
plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 8
AC9E8LY06
plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical

CSIRO Wild Files & supplemental activities

AmAZed! Mini Book

In this activity, students plan, create, edit, and publish a **multimodal text** that showcases their understanding of the organism through a blend of **informative, imaginative, and reflective writing.** They organise and expand ideas by selecting appropriate **text structures** such as headings, subheadings, and captions and use **language features** like technical vocabulary, descriptive phrases, and **literary devices** such as metaphor or alliteration to engage their audience. Visual features, including photographs, diagrams, or stylised layouts, enhance the clarity and appeal of the page. Whether the purpose is to inform readers about biodiversity, persuade them to care about conservation, or reflect on the organism's ecological role, this task empowers students to tailor their writing to suit both purpose and audience while developing sophisticated communication skills.

English - Literacy

Creating texts
Year 5
AC9E5LY06
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation

Year 6
AC9E6LY06
plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

Year 7
AC9E7LY06
plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical

Year 8
AC9E8LY06
plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical

HASS F-6 - Skills

Questioning and researching
Year 5-6
AC9HS5S02, AC9HS6S02
locate, collect and organise information and data from primary and secondary sources in a range of formats

Digitising Natural History Collections

This information sheet discusses the current state or digitisation process in CSIRO's National Research Collections Australia, discussing the technology involved in creating digital copies of specimens in the collections. This overview examines the benefits of digitisation, as well as some of the challenges in creating a digital collection. This can help to make concepts such as large volume data storage relevant by examining its use in scientific collections.

Science

Science Understanding
Year 7
Biological sciences
AC9S7U01
investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous key

Year 7-8
Science Nature & development of science
AC9S7H01, AC9S8H01
explain how new evidence or different perspectives can lead to changes in scientific knowledge

Digital Technology

Knowledge and Understanding
Year 5-6
Data representation
AC9TDI6K03
explain how digital systems represent all data using numbers

Year 7-8
Data representation
AC9TDI8K03
investigate how digital systems represent text, image and audio data using integers

Processes and Production
Year 5-6
Evaluating
AC9TDI6P06
evaluate existing and student solutions against the design criteria and user stories and their broader community impact

Year 7-8
Evaluating
AC9TDI8P10
evaluate existing and student solutions against the design criteria, user stories and possible future impact