

**September 2015**

Tracked changes to F-10

Australian Curriculum



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## Introduction

Following the release of the Australian Government's *Review of the Australian Curriculum* report, the Education Council asked ACARA to make improvements to the Australian Curriculum with a focus on four themes.

This document represents ACARA's response to two of those four themes:

- uncrowding the primary curriculum; and,
- rebalancing the curriculum.

ACARA has listened to feedback about the Australian Curriculum. The Australian Curriculum has been enhanced to improve its manageability, simplify its presentation and strengthen the focus on literacy.

On 18 September 2015, the Education Council endorsed all outstanding Australian Curriculum including:

- revised Foundation – Year 10 Australian Curriculum for English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, and Health and Physical Education
- Foundation – Year 10 Australian Curriculum: Languages for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese
- Australian Curriculum: Work Studies, Years 9–10.

In addition, the Education Council endorsed ACARA's improvements to Foundation – Year 10 Australian Curriculum content descriptions and achievement standards for English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education, which will improve its manageability, particularly for primary schools, simplify its presentation and strengthen the focus on literacy.

This document identifies all changes to the Australian Curriculum and is available with track changes to help teachers and users of the Australian Curriculum identify the improvements and enhancements.

The current version (Version 7.5) of the Australian Curriculum will continue to be available until the end of 2016. Version 8 of the Australian Curriculum (which includes the changes endorsed by the Education Council) will be available from October 2015. More information will be provided about how to access both versions in due course.

The Australian Curriculum has been written to equip young Australians with knowledge, understanding and skills that will enable them to engage effectively and prosper in our society, compete in a globalised world and thrive in the information-rich workplaces of the future.

As a national endeavor, the Australian Curriculum offers economies of scale, a reduction in effort for individual states and territories, and an opportunity for teachers to share resources and professional development across Australia.

A national curriculum also allows schools, and states and territories to make decisions about when and how implementation will take place, and to set priorities within and across the curriculum to meet the learning needs of students better.

At ACARA, we are confident that young people and the nation are better off as a result of the work done by tens of thousands of people during the last few years. The Australian Curriculum and our national assessment and reporting programs are the foundations for improving learning outcomes for all young Australians, regardless of where they live or the socio-educational advantages or disadvantage they may have.

**English Scope and Sequence: Foundation to Year 6 - Language Strand**

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Language variation and change sub-strand</b>							
<p><i>Language variation and change</i></p> <p><i>How English varies according to context and purpose including cultural and historical contexts</i></p>	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)
<b>Language for interaction sub-strand</b>							
<p><i>Language for social interactions</i></p> <p><i>How language used for different formal and informal social interactions is</i></p>	Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)	Understand that language is used in combination with other means of communication, for example facial expressions and gestures	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key	Understand that successful cooperation with others depends on shared use of social conventions, including	Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to	Understand that strategies for interaction become more complex and demanding as levels of formality

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>influenced by the purpose and audience</i>		to interact with others (ACELA1444)  Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	interpersonal language resources varies depending on context (ACELA1461)	turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)	clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)	signal social roles and relationships (ACELA1501)	and social distance increase (ACELA1516)
<b>Evaluative language</b>  <i>How language is used to express opinions, and make evaluative judgments about people, places, things and texts</i>	Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)	Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)	Understand the uses of objective and subjective language and bias (ACELA1517)
<b>Text structure and organisation sub-strand</b>							
<b>Purpose audience and structures of different types of texts</b>  <i>How texts serve different purposes and</i>	Understand that texts can take many forms, can be very short (for example an exit sign) or quite	Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Understand that different types of texts have identifiable text structures and language features	Understand how different types of texts vary in use of language choices, depending on their purpose and context	Understand how texts vary in complexity and technicality depending on the approach to the	Understand how texts vary in purpose, structure and topic as well as	Understand how authors often innovate on text structures and play with language features



Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>how the structures of types of texts vary according to the text purpose</i>	long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)		that help the text serve its purpose (ACELA1463)	(for example, tense and types of sentences) (ACELA1478)	topic, the purpose and the intended audience (ACELA1490)	the degree of formality (ACELA1504)	to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)
<b>Text cohesion</b> <i>How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns</i>	Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	Understand patterns of repetition and contrast in simple texts (ACELA1448)	Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)	Understand that paragraphs are a key organisational feature of written texts (ACELA1479)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectiveness (ACELA1491)	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Punctuation</b></p> <p><i>How punctuation works to perform different functions in a text.</i></p>	<p>Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)</p>	<p>Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)</p>	<p>Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)</p>	<p>Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)</p>	<p>Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)</p>	<p>Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)</p>	<p>Understand the uses of commas to separate clauses (ACELA1521)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Concepts of print and screen</b></p> <p><i>The different conventions that apply to how text is presented on a page or screen</i></p>	<p>Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)</p>	<p>Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)</p>	<p>Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</p>	<p>Identify the features of online texts that enhance navigation (ACELA1790)</p>	<p>Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)</p>	<p>Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub-pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</p>	<p>This sequence ends at Year 5</p>
<b>Expressing and developing ideas sub-strand</b>							
<p><b>Sentences and clause level grammar</b></p> <p><i>What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types</i></p>	<p>Recognise that sentences are key units for expressing ideas (ACELA1435)</p>	<p>Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the</p>	<p>Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses</p>	<p>Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement</p>	<p>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases</p>	<p>Understand the difference between main and subordinate clauses and that a complex sentence involves at least</p>	<p>Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>of conjunctions (compound and complex)</i>		surrounding circumstances (ACELA1451)	usually linked by a coordinating conjunction (ACELA1467)	(ACELA1481)	and prepositional phrases (ACELA1493)  Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	one subordinate clause (ACELA1507)	
<b>Word level grammar</b>  The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.	Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)	Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)	Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)	Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)	Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)	Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)	Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Visual language</b></p> <p><i>How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound</i></p>	<p>Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)</p>	<p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p>	<p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p>	<p>Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)</p>	<p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</p>	<p>Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)</p>	<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p>
<p><b>Vocabulary</b></p> <p><i>The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text</i></p>	<p>Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics being taught at school (ACELA1437)</p>	<p>Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of</p>	<p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose</p>	<p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p>	<p>Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</p>	<p>Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</p>	<p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		address in different contexts	(ACELA1454)				
<b>Sound and letterPhonics and word knowledge sub-strand</b>							
<p><u>Phonological and phonemic awareness (sounds of language)</u></p> <p><u>Basic knowledge of the ability to identify the discrete sounds in speech (phonemes) and to reproduce and manipulate them orally of language and how these are combined in spoken words</u></p>	<p>Recognise and generate rhymesrhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)</p> <p>Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend</p>	<p>Segment consonant blends or clusters into separate phonemes at the beginnings and ends of one syllable words</p> <p>Manipulate sounds-phonemes in spoken words including by addition phoneme, deletion and substitution of initial, medial and final phonemes to generate new words (ACELA1457)</p>	<p>Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with</p>	<p>This sequence ends at Year 2From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words</p>			

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<a href="#">and manipulate phonemes in single syllable words</a>		<a href="#">use of letters in reading and writing</a>				
<p><b>Alphabet and phonic knowledge</b></p> <p><b>The <del>written code of English</del> relationship between sounds and <del>the letters</del> (graphemes) and how these are combined in words when reading and writing</b></p>	<p>Recognise <del>the</del> and name all upper and lower case letters (graphemes) of the alphabet and know <del>there are lower and upper case letters</del> the most common sound that each letter represents (ACELA1440)</p> <p><a href="#">Write consonant-vowel-consonant</a></p>	<p><del>Recognise</del> Use short vowels, <del>sound letter</del> matches including common long vowels, <del>and</del> consonant digraphs and consonant blends when writing, and <a href="#">blend these to read single syllable words</a> (ACELA1458)</p> <p>Understand <del>the</del> variability of</p>	<p><a href="#">Use most letter-sound matches including vowel digraphs, less common long vowel patterns, letter clusters and silent letters when reading and writing words of one or more syllable</a></p> <p><a href="#">Understand that a sound can be represented by</a></p>	<p><a href="#">Understand how to apply knowledge of letter-sound relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns</a></p>	<p><a href="#">Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes</a></p>	<p><a href="#">Understand how to use phonic knowledge to read and write less familiar words that share common letter patterns but have different pronunciations</a></p>	<p><a href="#">Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words</a></p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>(CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words</u>	<u>sound—that a letter matches (ACELA1459) can represent more than one sound and that a syllable must contain a vowel sound</u>	<u>various letter combinations</u>				
<b>Spelling</b>  <i>Knowledge for spelling including knowledge about how the sounds (phonemes) of words are represented by various letters or letter patterns and knowledge of irregular spellings and spelling rules meaning units within words</i>	<del>Know</del> <u>Understand</u> that spoken sounds and words can be written down using how to use knowledge of letters and sounds of the alphabet and how to write some high-frequency sight	<del>Know that regular</del> <u>Understand</u> how to spell one and two syllable words are made up of letters and with common letter patterns  clusters that correspond to the sounds heard, and how to use Use	Understand how to use <u>knowledge of</u> digraphs, long vowels, blends and silent letters to spell <u>one and two syllable</u> words including some <u>compound words</u>  , and use Use <u>knowledge of</u> letter patterns and morphemes	Understand how to use <u>sound-letter_ sound</u> relationships and <u>knowledge of</u> spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485) <u>patterns to spell words</u>	Understand how to use <u>strategies for</u> spelling words, including <u>knowledge of</u> letter patterns spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters	Understand how to use <u>banks knowledge of</u> known words, as well as <u>word origins,</u> base words, prefixes and suffixes, <u>word origins, letter patterns and spelling generalisations to learn and spell</u> new words	Understand how to use <u>banks knowledge of</u> known words, word origins including some <u>Latin and Greek roots</u> , base words, <u>prefixes, suffixes and prefixes, morphemes, letter spelling patterns and</u>



Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>(morphemes) and word origins</u>	<p>words and known words (ACELA1758)</p> <p>Know how to use including onset and rime to spell words (ACELA1438)</p> <p>Know how to read and write some high-frequency words and other familiar words</p> <p>Understand that words are units of meaning and can be made of more than one meaningful part</p>	<p>visual memory to read and write high-frequency words (ACELA1778)</p> <p>Recognise and know how to use simple grammatical morphemes in to create word families for example 'play' in 'played' and 'playing' (ACELA1455)</p>	<p>and syllabification to break up simple words and use visual memory to read and write irregular high-frequency words (ACELA1471) and words whose spelling is not predictable from their sounds</p> <p>Recognise common morphemic word families using knowledge of prefixes and suffixes and how they change a word's meaning (ACELA1472)</p>	<p>Recognise and know how to write most high frequency sight words (ACELA1486) including some homophones</p> <p>Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word</p>	<p>(ACELA1779), spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words</p> <p>Recognise Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)</p>	<p>(ACELA1513)</p> <p>Recognise uncommon Explore less common plurals, for example 'foci' (ACELA1514) and understand how a suffix changes the meaning or grammatical form of a word</p>	<p>spelling generalisations to learn and spell new words, for example including technical words and words adopted from other languages (ACELA1526)</p>

## English Scope and Sequence: Foundation to Year 6 – Literature Strand

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Literature and context sub-strand</b>							
<i>How texts reflect the context of culture and situation in which they are created</i>	Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	Discuss how authors create characters using language and images (ACELT1581)	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)	Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)
<b>Responding to literature sub-strand</b>							
<i>Personal responses to the ideas, characters and viewpoints in texts</i>  <i>An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences</i>	Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making	Compare opinions about characters, events and settings in and between texts (ACELT1589)	Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)	Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on	Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		connections with students' own experiences (ACELT1582)				the viewpoints of others (ACELT1609)	
<b>Expressing preferences and evaluating texts</b>  <i>Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference</i>	Share feelings and thoughts about the events and characters in texts (ACELT1783)	Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)	Develop criteria for establishing personal preferences for literature (ACELT1598)	Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)	Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)
<b>Examining literature sub-strand</b>							
<b>Features of literary texts</b>  <i>The key features of literary texts and how they work to construct a literary work, such as plot, setting,</i>	Identify some features of texts including events and characters and retell events from a text	Discuss features of plot, character and setting in different types of literature and explore some	Discuss the characters and settings of different texts and explore how language is used	Discuss how language is used to describe the settings in texts, and explore how the settings shape	Discuss how authors and illustrators make stories exciting, moving and absorbing and	Recognise that ideas in literary texts can be conveyed from different viewpoints, which	Identify, describe, and discuss similarities and differences between texts, including those by

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>characterisation, mood and theme</i>	(ACELT1578) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry	features of characters in different texts (ACELT1584)	to present these features in different ways (ACELT1591)	the events and influence the mood of the narrative (ACELT1599)	hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	can lead to different kinds of interpretations and responses (ACELT1610)	the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)
<i>Language devices in literary texts including figurative language</i>  <i>The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry</i>	Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)	Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms,	Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				(ACELT1600)	neologisms and puns (ACELT1606)	(ACELT1611)	
<b>Creating literature sub-strand</b>							
<p><i>Creating literary texts</i></p> <p><i>Creating their own literary texts based on the ideas, features and structures of texts experienced</i></p>	Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)	Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)	Create literary texts that explore students' own experiences and imagining (ACELT1607)	Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)	Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Experimentation and adaptation</b></p> <p><i>Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts</i></p>	<p><a href="#">Innovate on familiar texts through play</a></p>	<p><a href="#">Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</a></p>	<p><a href="#">Innovate on familiar texts by experimenting with character, setting or plot</a></p>	<p>Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</p>	<p>Create literary texts by developing storylines, characters and settings (ACELT1794)</p>	<p>Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)</p>	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</p>

**English Scope and Sequence: Foundation to Year 6 – Literacy Strand**

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Text in context sub-strand</b>							
<p><i>Texts and the contexts in which they are used</i></p> <p><i>How texts relate to their contexts and reflect the society and culture in which they were created</i></p>	<p>Identify some familiar texts and the contexts in which they are used (ACELY1645)</p>	<p>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</p>	<p>Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</p>	<p>Identify the point of view in a text and suggest alternative points of view (ACELY1675)</p>	<p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</p>	<p>Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)</p>	<p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</p>
<b>Interacting with others sub-strand</b>							
<p><i>Listening and speaking interactions</i></p> <p><i>The purposes and contexts through which students engage in</i></p>	<p>Listen to and respond orally to texts and to the communication of</p>	<p>Engage in conversations and discussions, using active listening</p>	<p>Listen for specific purposes and information, including</p>	<p>Listen to and contribute to conversations and discussions to</p>	<p>Interpret ideas and information in spoken texts and listen for key</p>	<p>Clarify understanding of content as it unfolds in formal</p>	<p>Participate in and contribute to discussions, clarifying and</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>listening and speaking interactions</i>	others in informal and structured classroom situations (ACELY1646)	behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)	instructions, and extend students' own and others' ideas in discussions (ACELY1666)	share information and ideas and negotiate in collaborative situations (ACELY1676)	points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)	interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
<i>Listening and speaking interactions</i>  <i>The skills students use when engaging in listening and speaking interactions</i>	Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY 1784)	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)	Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY 1792)	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY 1688)	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY 1796)	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY 1816)



Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Oral presentations</b>  <i>The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view</i></p>	<p>Deliver short oral presentations to peers                      (ACELY1647)</p>	<p>Make short presentations using some introduced text structures and language, for example opening statements                      (ACELY1657)</p>	<p>Rehearse and deliver short presentations on familiar and new topics                      (ACELY1667)</p>	<p>Plan and deliver short presentations, providing some key details in logical sequence                      (ACELY1677)</p>	<p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences                      (ACELY1689)</p>	<p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements                      (ACELY1700)</p>	<p>Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis                      (ACELY1710)</p>
<b>Interpreting, analysing, evaluation sub-strand</b>							
<p><b>Purpose and audience</b>  <i>Recognising and analysing differences between different types of texts</i></p>	<p>Identify some differences between imaginative and informative texts                      (ACELY1648)</p>	<p>Describe some differences between imaginative and persuasive texts                      (ACELY1658)</p>	<p>Identify the audience of imaginative, informative and persuasive texts                      (ACELY1668)</p>	<p>Identify the audience and purpose of imaginative, informative and persuasive texts                      (ACELY1678)</p>	<p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text                      (ACELY1690)</p>	<p>Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text                      (ACELY1701)</p>	<p>Analyse how text structures and language features work together to meet the purpose of a text                      (ACELY1711)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Reading processes</b></p> <p><i>Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning</i></p>	<p>Read <a href="#">decodable and</a> predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)</p>	<p>Read <a href="#">supportive decodable and predictable</a> texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading (ACELY1659)</p>	<p>Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, re-reading and self-correcting (ACELY1669)</p>	<p>Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, re-reading, reading on and self-correcting (ACELY1679)</p>	<p>Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, cross checking and reviewing (ACELY1691)</p>	<p>Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)</p>	<p>Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)</p>
<p><b>Comprehension strategies</b></p> <p><i>Strategies of constructing meaning from texts, including</i></p>	<p>Use comprehension strategies to</p>	<p>Use comprehension strategies to build</p>	<p>Use comprehension strategies to build</p>	<p>Use comprehension strategies to build</p>	<p>Use comprehension strategies to build</p>	<p>Use comprehension strategies to</p>	<p>Use comprehension strategies to</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>literal and inferential meaning</i>	understand and discuss texts listened to, viewed or read independently (ACELY1650)	literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)	literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)	literal and inferred meaning and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features (ACELY1680)	literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)	interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
<b><i>Analysing and evaluating texts</i></b> <i>Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers</i>	This sequence starts at Year 6						Analyse strategies authors use to influence readers (ACELY1801)
<b>Creating texts sub-strand</b>							
<b><i>Creating texts</i></b>  <i>Creating different types of spoken, written and multimodal texts using knowledge of text</i>	Create short texts to explore, record and report ideas and events using familiar words	Create short imaginative and information texts that show emerging use of	Create short imaginative, informative and persuasive texts using growing	Plan, draft and publish imaginative, informative and persuasive texts	Plan, draft and publish imaginative, informative and persuasive texts	Plan, draft and publish imaginative, informative and persuasive print	Plan, draft and publish imaginative, informative and persuasive texts,

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>structures and language features</i>	and phrases and beginning writing knowledge (ACELY1651)	appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)	containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)
<b>Editing</b> <i>Editing texts for meaning, structure and grammatical features</i>	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)	Re_read student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)	Re_read and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)	Re_read and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	Re_read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	Re_read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)	Re_read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)
<b>Handwriting</b> <i>Developing a fluent, legible handwriting style, beginning with unjoined letters and</i>	Produce some lower case and upper case letters using learned letter formations	Write using unjoined lower case and upper case letters (ACELY1663)	Write legibly and with growing fluency using unjoined upper	Write using joined letters that are clearly formed and consistent in size	Write using clearly-formed joined letters, and develop increased	Develop a handwriting style that is becoming legible, fluent and automatic	Develop a handwriting style that is legible, fluent and automatic and

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>moving to joined handwriting</i>	(ACELY1653)		case and lower case letters (ACELY1673)	(ACELY1684)	fluency and automaticity (ACELY1696)	(ACELY1706)	varies according to audience and purpose (ACELY1716)
<b>Use of software</b>  <i>Using a range of software applications to construct and edit print and multimodal texts</i>	Construct texts using software including word processing programs (ACELY1654)	Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)	Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

## English Scope and Sequence: Year 7-10 – Language Strand

Thread	Year 7	Year 8	Year 9	Year 10
<b>Language Variation and Change sub-strand</b>				
<p><b><i>Language variation and change</i></b></p> <p><i>How English varies according to context and purpose including cultural and historical contexts</i></p>	<p>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</p>	<p>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</p>	<p>Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)</p>	<p>Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</p>
<b>Language for interaction sub-strand</b>				
<p><b><i>Language for social interactions</i></b></p> <p><i>How language used for different formal and informal social interactions is influenced by the purpose and audience</i></p>	<p>Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)</p>	<p>Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)</p>	<p>Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)</p>	<p>Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)</p>
<p><b><i>Evaluative language</i></b></p> <p><i>How language is used to express opinions, and make evaluative judgments about people, places, things and texts</i></p>	<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p>	<p>Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)</p>	<p>Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)</p>	<p>Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)</p>

Thread	Year 7	Year 8	Year 9	Year 10
<b>Text structure and organisation sub-strand</b>				
<p><b><i>Purpose audience and structures of different types of texts</i></b></p> <p><i>How texts serve different purposes and how the structures of types of texts vary according to the text purpose</i></p>	<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</p>	<p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</p>	<p>Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)</p>	<p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p>
<p><b><i>Text cohesion</i></b></p> <p><i>How texts work as cohesive wholes through language features which link the parts of the text together, such as paragraphs, connectives, nouns and associated pronouns</i></p>	<p>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</p>	<p>Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)</p> <p>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)</p>	<p>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</p>	<p>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</p>



Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Punctuation</b></p> <p><i>How punctuation works to perform different functions in a text.</i></p>	<p>Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses (ACELA1532)</p>	<p>Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)</p>	<p>Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)</p>	<p>Understand conventions for citing others, and how to reference these in different ways (ACELA1568)</p>
<p><b>Concepts of print and screen</b></p> <p><i>The different conventions that apply to how text is presented on a page or screen</i></p>	<p>This sequence ends at Year 5</p>			
<b>Expressing and developing ideas sub-strand</b>				
<p><b>Sentences and clause level grammar</b></p> <p><i>What a clause is and how simple, compound and complex sentences are constructed through one clause (simple) or by combining clauses using different types of conjunctions (compound and complex)</i></p>	<p>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)</p>	<p>Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)</p>	<p>Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)</p>	<p>Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)</p>

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Word level grammar</b></p> <p>The different classes of words used in English (nouns, verbs etc) and the functions they perform in sentences and when they are combined in particular recognisable groups such as phrases and noun groups.</p>	<p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</p>	<p>Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)</p>	<p>Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)</p>	<p>Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)</p>
<p><b>Visual language</b></p> <p><i>How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound</i></p>	<p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</p>	<p>Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)</p>	<p>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</p>	<p>Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</p>
<p><b>Vocabulary</b></p> <p><i>The meanings of words including everyday and specialist meanings and how words take their meanings from the context of the text</i></p>	<p>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</p>	<p>Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)</p>	<p>Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)</p>	<p>Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)</p>

Thread	Year 7	Year 8	Year 9	Year 10
<b>Sound and letter knowledge sub-strand</b>				
<p><u><i>Phonological and phonemic awareness</i></u></p> <p><i>of the ability to identify the discrete sounds in speech (phonemes) and to reproduce and manipulate them orally</i></p> <p><b>Phonemic awareness (sounds of language)</b></p> <p><i>Basic knowledge of sounds of language and how these are combined in spoken words</i></p>	<p><u>From Year 3 onwards, knowledge about phonological and phonemic awareness will continue to be applied when making connections between the sounds (phonemes) in spoken words and the letters (graphemes) in written words</u></p> <p><u>This sequence ends at Year 2</u></p>			
<p><u><i>Alphabet and phonic knowledge</i></u></p> <p><i>The relationship between sounds and letters (graphemes) and how these are combined when reading and writing</i></p> <p><b>Alphabet knowledge</b></p> <p><i>The written code of English (the letters) and how these are combined in words</i></p>	<p><u>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</u></p> <p><u>This sequence ends at Year 6</u></p>			

Thread	Year 7	Year 8	Year 9	Year 10
<p><u>Spelling</u></p> <p><u>Knowledge about how the sounds (phonemes) of words are represented by letters or letter patterns, knowledge of meaning units within words (morphemes) and word origins</u><b>Spelling</b></p> <p><u>Knowledge for spelling including knowledge about how the sounds of words are represented by various letters and knowledge of irregular spellings and spelling rules</u></p>	<p>Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</p>	<p>Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)</p>	<p>Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)</p>	<p>Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)</p>

English Scope and Sequence: Year 7-10 – Literature Strand

Thread	Year 7	Year 8	Year 9	Year 10
<b>Literature and context sub-strand</b>				
<i>How texts reflect the context of culture and situation in which they are created</i>	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)  Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)
<b>Responding to literature sub-strand</b>				
<i>Personal responses to the ideas, characters and viewpoints in texts</i>  <i>An individual response to the ideas, characters and viewpoints in literary texts, including relating texts to their own experiences</i>	Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Expressing preferences and evaluating texts</b></p> <p><i>Expressing a personal preference for different texts and types of texts, and identifying the features of texts that influence personal preference</i></p>	<p>Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)</p> <p>Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)</p>	<p>Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)</p> <p>Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)</p>	<p>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)</p> <p>Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)</p>	<p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</p> <p>Evaluate the social, moral and ethical positions represented in texts (ACELT1812)</p>
<b>Examining literature sub-strand</b>				
<p><b>Features of literary texts</b></p> <p><i>The key features of literary texts and how they work to construct a literary work, such as plot, setting, characterisation, mood and theme</i></p>	<p>Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)</p>	<p>Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understandings and appreciation of aesthetic qualities (ACELT1629)</p>	<p>Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)</p>	<p>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</p>

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Language devices in literary texts including figurative language</b></p> <p><i>The language devices that authors use and how these create certain meanings and effects in literary texts, especially devices in poetry</i></p>	<p>Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)</p>	<p>Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)</p> <p>Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)</p>	<p>Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels and plays on similar themes (ACELT1637)</p> <p>Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)</p>	<p>Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)</p> <p>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)</p>
<b>Creating literature sub-strand</b>				
<p><b>Creating literary texts</b></p> <p><i>Creating their own literary texts based on the ideas, features and structures of texts experienced</i></p>	<p>Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)</p>	<p>Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)</p>	<p>Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation</p>	<p>Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts</p>

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Experimentation and adaptation</b></p> <p><i>Creating a variety of texts, including multimodal texts, adapting ideas and devices from literary texts</i></p>	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</p>	<p>Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)</p>	<p>Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink (ACELT1638)</p>	<p>Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience (ACELT1815)</p> <p>Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)</p>



**English Scope and Sequence: Year 7-10 – Literacy Strand**

Thread	Year 7	Year 8	Year 9	Year 10
<b>Text in context sub-strand</b>				
<p><i>Texts and the contexts in which they are used</i></p> <p><i>How texts relate to their contexts and reflect the society and culture in which they were created</i></p>	Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
<b>Interacting with others sub-strand</b>				
<p><i>Listening and speaking interactions</i></p> <p><i>The purposes and contexts through which students engage in listening and speaking interactions</i></p>	Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Listening and speaking interactions</b></p> <p><i>The skills students use when engaging in listening and speaking interactions</i></p>	<p>Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)</p>	<p>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)</p>	<p>Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)</p>	<p>Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)</p>
<p><b>Oral presentations</b></p> <p><i>The formal oral presentations that students engage in including presenting recounts and information, and presenting and arguing a point of view</i></p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)</p>	<p>Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)</p>

**Interpreting, analysing, evaluation sub-strand**

Thread	Year 7	Year 8	Year 9	Year 10
<p><b><i>Purpose and audience</i></b></p> <p><i>Recognising and analysing differences between different types of texts</i></p>	<p>Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)</p>	<p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</p>	<p>Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</p>	<p>Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)</p>
<p><b><i>Reading processes</i></b></p> <p><i>Strategies for using and combining contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning</i></p>	<p>Use prior knowledge and text processing strategies to interpret a range of types of texts. (ACELY1722)</p>	<p>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)</p>	<p>Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)</p>	<p>Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</p>

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Comprehension strategies</b></p> <p><i>Strategies of constructing meaning from texts, including literal and inferential meaning</i></p>	<p>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)</p>	<p>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (ACELY1734)</p>	<p>Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)</p>	<p>Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)</p>
<p><b>Analysing and evaluating texts</b></p> <p><i>Analysis and evaluation of how text structures and language features construct meaning and influence readers/viewers</i></p>	<p>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</p>	<p>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</p>	<p>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p>	

**Creating texts sub-strand**

Thread	Year 7	Year 8	Year 9	Year 10
<p><b>Creating texts</b></p> <p><i>Creating different types of spoken, written and multimodal texts using knowledge of text structures and language features</i></p>	<p>Plan, draft and publish imaginative, informative and persuasive texts selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</p>	<p>Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</p>	<p>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)</p>	<p>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues (ACELY1756)</p>
<p><b>Editing</b></p> <p><i>Editing texts for meaning, structure and grammatical features</i></p>	<p>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</p>	<p>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)</p>	<p>Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/ visual features. (ACELY1747)</p>	<p>Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects (ACELY1757)</p>
<p><b>Handwriting</b></p> <p><i>Developing a fluent, legible handwriting style, beginning with unjoined letters and moving to joined handwriting</i></p>	<p>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</p>	<p>This sequence ends at this year level</p>		
<p><b>Use of software</b></p>				

Thread	Year 7	Year 8	Year 9	Year 10
<i>Using a range of software applications to construct and edit print and multimodal texts</i>	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)	Use a range of software, including word processing programs to create, edit and publish texts imaginatively (ACELY1738)	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user (ACELY1776)

## English Achievement Standards: Foundation to Year 2

Achievement Standard	Foundation Year	Year 1	Year 2
<p><b>Receptive modes (listening, reading and viewing)</b></p>	<p>By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, <u>decodable and</u> predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds <u>and decoding and self-monitoring strategies</u>. They <u>recognise-identify</u> the letters of the English alphabet, <u>in both upper- and lower- case and know and</u> use the <u>most common</u> sounds represented by most letters. <u>They read high frequency words and blend sounds orally to read consonant-vowel-consonant words</u>. They <u>listen to and</u> use appropriate <u>language features interaction skills</u> to <u>listen and</u> respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p>	<p>By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify <u>that texts serve different purposes and that this affects how they are organised. They the language features, images and vocabulary used to</u> describe characters, <u>settings</u> and events <u>in different types of literature</u>.</p> <p>Students read aloud, with developing fluency. <u>They read- and intonation</u>, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of <u>the relationship between</u> sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. <u>They listen for and reproduce letter patterns and letter clusters interaction skills</u>.</p>	<p>By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, <u>settings</u> and events, <u>or to communicate factual information</u>.</p> <p>They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using <u>context, prior knowledge of phonics, syntax, punctuation, semantics and context language and phonic knowledge</u>. They <u>use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency</u>. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.</p>
<p><b>Productive modes (speaking, writing and creating)</b></p>	<p>Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p>	<p>Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.</p>	<p>When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that</p>

Achievement Standard	Foundation Year	Year 1	Year 2
	<p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, <del>letter patterns</del> and <u>orally blend and segment</u> sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of <del>sound and</del> letter <u>and sound</u> knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>	<p>They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations <del>of a few connected sentences</del> on familiar <del>and learned</del> topics. When writing, students provide details about ideas or events, <u>and details about the participants in those events</u>. They accurately spell <del>high frequency</del> words <u>and words</u> with regular spelling patterns. <del>They and</del> use capital letters and full stops. <del>They and</del> correctly form all upper- and lower-case letters.</p>	<p>show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell <del>familiar</del> words <u>with regular spelling patterns</u> and <del>attempt to spell</del> <u>words with less common long vowel patterns</u>. <del>less familiar words and</del> <del>They</del> use punctuation accurately. <del>They legibly, and</del> write <u>words and sentences legibly using</u> unjoined upper- and lower-case letters.</p>



## English Achievement Standards: Years 3-6

Achievement Standard	Year 3	Year 4	Year 5	Year 6
<b>Receptive modes (listening, reading and viewing)</b>	<p>By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.</p> <p>They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They <u>use phonics and word knowledge to fluently read more complex words. They</u> identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately <u>using interaction skills.</u></p>	<p>By the end of Year 4, students understand that texts have different text structures depending on purpose and <u>audience context.</u> They explain how language features, images and vocabulary are used to engage the interest of audiences <u>and</u> describe literal and implied meaning connecting ideas in different texts. They <u>fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They</u> express preferences for particular <u>types of texts, and</u> respond to others' viewpoints. They listen <u>for and share</u> <del>for</del> key points in discussions.</p>	<p>By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.</p> <p><u>When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.</u> They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.</p>	<p>By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p>Students compare and analyse information in different <u>and complex</u> texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p>
<b>Productive modes (speaking, writing and creating)</b>	<p>Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to</p>	<p>Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of</p>	<p>Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.</p>	<p>Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of</p>

Achievement Standard	Year 3	Year 4	Year 5	Year 6
	<p>express and develop in some detail experiences, events, information, ideas and characters.</p> <p>Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of <u>letter-sounds relationships including consonant and vowel clusters</u> and high frequency words to spell words accurately. <u>They re-read and edit their writing,</u> checking their work for <u>appropriate vocabulary, structure and meaning</u>. They write using joined letters that are accurately formed and consistent in size.</p>	<p>how images and detail can be used to extend key ideas.</p> <p>Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, <u>re-reading and editing</u> their work to improve meaning.</p>	<p>Students create <u>a variety of sequenced imaginative, informative and persuasive</u> texts for different purposes and audiences. They make presentations <u>which include multimodal elements for defined purposes</u>. <u>They and</u> contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar <u>using a variety of sentence types</u>. <u>They,</u> select specific vocabulary and use accurate spelling and punctuation. They <u>editing</u> their work <u>to provide for cohesive</u> structure and meaning.</p>	<p>language features and images are used.</p> <p>Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate <u>an</u> understanding of grammar, <u>and</u> make considered <u>vocabulary</u> choices <del>from an</del> <u>expanding vocabulary to enhance cohesion and structure in their writing</u>. <u>They</u> use accurate spelling and punctuation for clarity and make and explain editorial choices <u>based on criteria</u>.</p>

## English Achievement Standards: Years 7-10

Achievement Standard	Year 7	Year 8	Year 9	Year 10
<b>Receptive modes (listening, reading and viewing)</b>	<p>By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.</p> <p>Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.</p>	<p>By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.</p> <p>Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.</p>	<p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.</p> <p>They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p>	<p>By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.</p> <p>They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.</p>
<b>Productive modes (speaking, writing and creating)</b>	<p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images</p>	<p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.</p>	<p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating</p>	<p>Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic</p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>from other texts can be combined for effect.</p> <p>Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.</p>	<p>Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>	<p>language features and images can create innovative texts.</p> <p>Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>	<p>devices, text structures and images.</p> <p>Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.</p>

**Mathematics Scope and Sequence: Foundation to Year 6 – Number and Algebra Strand**

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Number and place value</b>	<p>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)</p> <p>Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)</p> <p>Subitise small collections of objects (ACMNA003)</p> <p>Compare, order and make correspondences between collections, initially to 20, and</p>	<p>Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)</p> <p>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)</p> <p>Count collections to 100 by partitioning numbers using place value (ACMNA014)</p> <p>Represent and solve simple addition and subtraction problems using a</p>	<p>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)</p> <p>Recognise, model, represent and order numbers to at least 1000 (ACMNA027)</p> <p>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)</p> <p>Explore the connection between addition</p>	<p>Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)</p> <p>Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)</p> <p>Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)</p> <p>Recognise and explain the connection between addition and subtraction (ACMNA054)</p>	<p>Investigate and use the properties of odd and even numbers (ACMNA071)</p> <p>Recognise, represent and order numbers to at least tens of thousands (ACMNA072)</p> <p>Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)</p> <p>Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)</p>	<p>Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098)</p> <p>Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)</p> <p>Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)</p> <p>Solve problems involving division by a one digit</p>	<p>Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122)</p> <p>Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)</p> <p>Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>explain reasoning (ACMNA289)</p> <p>Represent practical situations to model addition and sharing (ACMNA004)</p>	<p>range of strategies including counting on, partitioning and rearranging parts (ACMNA015)</p>	<p>and subtraction (ACMNA029)</p> <p>Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)</p> <p>Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)</p> <p>Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)</p>	<p>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)</p> <p>Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)</p> <p>Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)</p>	<p>Recall multiplication facts up to <math>10 \times 10</math> and related division facts (ACMNA075)</p> <p>Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)</p>	<p>number, including those that result in a remainder (ACMNA101)</p> <p>Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)</p>	
<b>Fractions and decimals</b>		<p>Recognise and describe one-half as one of two</p>	<p>Recognise and interpret common uses of halves,</p>	<p>Model and represent unit fractions including</p>	<p>Investigate equivalent fractions used in</p>	<p>Compare and order common unit fractions and</p>	<p>Compare fractions with related denominators and</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>equal parts of a whole. (ACMNA016)</p>	<p>quarters and eighths of shapes and collections (ACMNA033)</p>	<p><math>1/2</math>, <math>1/4</math>, <math>1/3</math>, <math>1/5</math> and their multiples to a complete whole (ACMNA058)</p>	<p>contexts (ACMNA077)</p> <p>Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)</p> <p>Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)</p>	<p>locate and represent them on a number line (ACMNA102)</p> <p>Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)</p> <p>Recognise that the place value system can be extended beyond hundredths (ACMNA104)</p> <p>Compare, order and represent decimals (ACMNA105)</p>	<p>locate and represent them on a number line (ACMNA125)</p> <p>Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126)</p> <p>Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127)</p> <p>Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<p>Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129)</p> <p>Multiply and divide decimals by powers of 10 (ACMNA130)</p> <p>Make connections between equivalent fractions, decimals and percentages (ACMNA131)</p>
<b>Real numbers</b>	This sequence starts at Year 7						



Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Money and financial mathematics</b>		Recognise, describe and order Australian coins according to their value (ACMNA017)	Count and order small collections of Australian coins and notes according to their value (ACMNA034)	Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)	Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)	Create simple financial plans (ACMNA106)	Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)
<b>Patterns and algebra</b>	Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)	Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)	Describe patterns with numbers and identify missing elements (ACMNA035)  Solve problems by using number sentences for addition or subtraction (ACMNA036)	Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)	Explore and describe number patterns resulting from performing multiplication (ACMNA081)  Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)  <u>Use equivalent number sentences involving addition and</u>	Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107)  <u>Use equivalent number sentences involving multiplication and division to find unknown quantities Find unknown quantities in number sentences involving</u>	Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133)  Explore the use of brackets and order of operations to write number sentences (ACMNA134)

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<a href="#">subtraction to find unknown quantities</a> <a href="#">Find unknown quantities in number sentences involving addition and subtraction</a> <a href="#">Identify equivalent number sentences involving addition and subtraction</a>	<a href="#">multiplication and division</a> <a href="#">Identify equivalent number sentences involving multiplication and division</a>	
<b>Linear and non-linear relationships</b>	This sequence starts at Year 7						

**Mathematics Scope and Sequence: Foundation to Year 6 – Measurement and Geometry Strand**

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><i>Using units of measurement</i></b>	<p>Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)</p> <p>Compare and order the duration of events using the everyday language of time (ACMMG007)</p> <p>Connect days of the week to familiar events and actions (ACMMG008)</p>	<p>Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)</p> <p>Tell time to the half-hour (ACMMG020)</p> <p>Describe duration using months, weeks, days and hours (ACMMG021)</p>	<p>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)</p> <p>Compare masses of objects using balance scales (ACMMG038)</p> <p>Tell time to the quarter-hour, using the language of ‘past’ and ‘to’ (ACMMG039)</p> <p>Name and order months and seasons (ACMMG040)</p> <p>Use a calendar to identify the date and determine the number of days in</p>	<p>Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)</p> <p>Tell time to the minute and investigate the relationship between units of time (ACMMG062)</p>	<p>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)</p> <p>Compare objects using familiar metric units of area and volume (ACMMG290)</p> <p>Convert between units of time (ACMMG085)</p> <p>Use am and pm notation and solve simple time problems (ACMMG086)</p>	<p>Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)</p> <p>Calculate the perimeter and area of rectangles using familiar metric units (ACMMG109)</p> <p>Compare 12- and 24-hour time systems and convert between them (ACMMG110)</p>	<p>Connect decimal representations to the metric system (ACMMG135)</p> <p>Convert between common metric units of length, mass and capacity (ACMMG136)</p> <p>Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)</p> <p>Connect volume and capacity and their units of measurement (ACMMG138)</p> <p>Interpret and use timetables (ACMMG139)</p>

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			each month (ACMMG041)				
<b>Shape</b>	Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)	Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)	Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)  Describe the features of three-dimensional objects (ACMMG043)	Make models of three-dimensional objects and describe key features (ACMMG063)	Compare the areas of regular and irregular shapes by informal means (ACMMG087)  Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)	Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111)	Construct simple prisms and pyramids (ACMMG140)
<b>Location and transformation</b>	Describe position and movement (ACMMG010)	Give and follow directions to familiar locations (ACMMG023)	Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)  Investigate the effect of one-step slides and flips with and without digital	Create and interpret simple grid maps to show position and pathways (ACMMG065)  Identify symmetry in the environment (ACMMG066)	Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)  Create symmetrical patterns, pictures and shapes with	Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)  Describe translations, reflections and	Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)  Introduce the Cartesian coordinate system

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			technologies (ACMMG045)  Identify and describe half and quarter turns (ACMMG046)		and without digital technologies (ACMMG091)	rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114)  Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115)	using all four quadrants (ACMMG143)
<b>Geometric reasoning</b>	This sequence starts at Year 3			Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)	Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)	Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)	Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)
<b>Pythagoras and trigonometry</b>	This sequence starts at Year 9						

**Mathematics Scope and Sequence: Foundation to Year 6 – Statistics and Probability Strand**

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chance</b>		Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ (ACMSP024)	Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ (ACMSP047)	Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)	Describe possible everyday events and order their chances of occurring (ACMSP092)  Identify everyday events where one cannot happen if the other happens (ACMSP093)  Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)	List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)  Recognise that probabilities range from 0 to 1 (ACMSP117)	Describe probabilities using fractions, decimals and percentages (ACMSP144)  Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145)  Compare observed frequencies across experiments with expected frequencies (ACMSP146)
<b>Data representation and interpretation</b>	Answer yes/no questions to collect information <a href="#">and make simple inferences</a> (ACMSP011)	Choose simple questions and gather responses <a href="#">and make simple inferences</a> (ACMSP262)  Represent data with objects and drawings where one object or	Identify a question of interest based on one categorical variable. (ACMSP048)  Gather data relevant to the question	Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)	Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)  Construct suitable data displays, with and without the	Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)  Construct displays, including column graphs, dot plots and tables,	Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)  Interpret secondary data

Thread	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>drawing represents one data value. Describe the displays (ACMSP263)</p>	<p>Collect, check and classify data (ACMSP049)</p> <p>Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)</p>	<p>Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)</p> <p>Interpret and compare data displays (ACMSP070)</p>	<p>use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)</p> <p>Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</p>	<p>appropriate for data type, with and without the use of digital technologies (ACMSP119)</p> <p>Describe and interpret different data sets in context (ACMSP120)</p>	<p>presented in digital media and elsewhere (ACMSP148)</p>

**Mathematics Scope and Sequence: Year 7-10 – Number and Algebra Strand**

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
<b>Number and place value</b>	<p>Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)</p> <p>Investigate and use square roots of perfect square numbers (ACMNA150)</p> <p>Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151)</p> <p>Compare, order, add and subtract integers (ACMNA280)</p>	<p>Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182)</p> <p>Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183)</p>	This sequences ends in Year 8		
<b>Fractions and decimals</b>	This sequence ends in Year 6				
<b>Real numbers</b>	<p>Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152)</p>	<p>Investigate terminating and recurring decimals (ACMNA184)</p> <p>Investigate the concept of irrational numbers, including <math>\pi</math> (ACMNA186)</p>	<p>Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)</p>		<p>Define rational and irrational numbers and perform operations with surds and fractional indices (ACMNA264)</p> <p>Use the definition of a logarithm to establish and apply the laws of logarithms (ACMNA265)</p>



Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
	<p>Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153)</p> <p>Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154)</p> <p>Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155)</p> <p>Round decimals to a specified number of decimal places (ACMNA156)</p> <p>Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)</p> <p>Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)</p>	<p>Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)</p> <p>Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)</p>	<p>Apply index laws to numerical expressions with integer indices (ACMNA209)</p> <p>Express numbers in scientific notation (ACMNA210)</p>		

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
	Recognise and solve problems involving simple ratios (ACMNA173)				
<b>Money and financial mathematics</b>	Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)	Solve problems involving profit and loss, with and without digital technologies (ACMNA189)	Solve problems involving simple interest (ACMNA211)	Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)	
<b>Patterns and algebra</b>	<p>Introduce the concept of variables as a way of representing numbers using letters (ACMNA175)</p> <p>Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176)</p> <p>Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)</p>	<p>Extend and apply the distributive law to the expansion of algebraic expressions (ACMNA190)</p> <p>Factorise algebraic expressions by identifying numerical factors (ACMNA191)</p> <p>Simplify algebraic expressions involving the four operations (ACMNA192)</p>	<p>Extend and apply the index laws to variables, using positive integer indices and the zero index (ACMNA212)</p> <p>Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (ACMNA213)</p>	<p>Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230)</p> <p>Simplify algebraic products and quotients using index laws (ACMNA231)</p> <p>Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)</p> <p>Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233)</p>	Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems (ACMNA266)

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
				Substitute values into formulas to determine an unknown (ACMNA234)	
<b>Linear and non-linear relationships</b>	<p>Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178)</p> <p>Solve simple linear equations (ACMNA179)</p> <p>Investigate, interpret and analyse graphs from authentic data (ACMNA180)</p>	<p>Plot linear relationships on the Cartesian plane with and without the use of digital technologies (ACMNA193)</p> <p>Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194)</p>	<p>Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software (ACMNA214)</p> <p>Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294)</p> <p>Sketch linear graphs using the coordinates of two points and solve linear equations (ACMNA215)</p> <p>Graph simple non-linear relations with and without the use of digital technologies and solve simple</p>	<p>Solve problems involving linear equations, including those derived from formulas (ACMNA235)</p> <p>Solve linear inequalities and graph their solutions on a number line (ACMNA236)</p> <p>Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237)</p> <p>Solve problems involving parallel and perpendicular lines (ACMNA238)</p> <p>Explore the connection between algebraic and graphical representations of relations such as simple</p>	<p>Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations (ACMNA267)</p> <p>Solve simple exponential equations (ACMNA270)</p> <p>Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation (ACMNA268)</p> <p>Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)</p>

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
			<p>related equations (ACMNA296)</p>	<p>quadratics, circles and exponentials using digital technology as appropriate (ACMNA239)</p> <p>Solve linear equations involving simple algebraic fractions (ACMNA240)</p> <p>Solve simple quadratic equations using a range of strategies (ACMNA241)</p>	

**Mathematics Scope and Sequence: Year 7-10 – Measurement and Geometry Strand**

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
<b><i>Using units of measurement</i></b>	<p>Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving (ACMMG159)</p> <p>Calculate volumes of rectangular prisms (ACMMG160)</p>	<p>Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195)</p> <p>Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites (ACMMG196)</p> <p>Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (ACMMG197)</p> <p>Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198)</p> <p>Solve problems involving duration, including using 12- and 24-hour time within a single time zone (ACMMG199)</p>	<p>Calculate the areas of composite shapes (ACMMG216)</p> <p><a href="#">Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites</a> <a href="#">Calculate the surface area and volume of cylinders and solve related problems</a></p> <p>Solve problems involving the surface area and volume of right prisms (ACMMG218)</p> <p>Investigate very small and very large time scales and intervals (ACMMG219)</p>	<p>Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (ACMMG242)</p>	<p>Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids (ACMMG271)</p>

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
<b>Shape</b>	Draw different views of prisms and solids formed from combinations of prisms (ACMMG161)	This sequence ends at Year 7			
<b>Location and transformation</b>	Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181)	This sequence ends at Year 7			
<b>Geometric reasoning</b>	<p>Identify corresponding, alternate and cointerior angles when two straight lines are crossed by a transversal (ACMMG163)</p> <p>Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164)</p> <p>Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166)</p> <p>Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)</p>	<p>Define congruence of plane shapes using transformations (ACMMG200)</p> <p>Develop the conditions for congruence of triangles (ACMMG201)</p> <p>Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMMG202)</p>	<p>Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (ACMMG220)</p> <p>Solve problems using ratio and scale factors in similar figures (ACMMG221)</p>	<p>Formulate proofs involving congruent triangles and angle properties (ACMMG243)</p> <p>Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (ACMMG244)</p>	<p>Prove and apply angle and chord properties of circles (ACMMG272)</p>

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
<b><i>Pythagoras and trigonometry</i></b>	This sequence starts at Year 9		<p>Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (ACMMG222)</p> <p>Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (ACMMG223)</p> <p>Apply trigonometry to solve right-angled triangle problems (ACMMG224)</p>	<p>Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245)</p>	<p>Establish the sine, cosine and area rules for any triangle and solve related problems (ACMMG273)</p> <p>Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies (ACMMG274)</p> <p>Solve simple trigonometric equations (ACMMG275)</p> <p>Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles (ACMMG276)</p>

**Mathematics Scope and Sequence: Year 7-10 – Statistics and Probability Strand**

Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
<b>Chance</b>	<p>Construct sample spaces for single step experiments with equally likely outcomes (ACMSP167)</p> <p>Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168)</p>	<p>Identify complementary events and use the sum of probabilities to solve problems (ACMSP204)</p> <p>Describe events using language of ‘at least’, exclusive ‘or’ (A or B but not both), inclusive ‘or’ (A or B or both) and ‘and’. (ACMSP205)</p> <p>Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292)</p>	<p>List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events (ACMSP225)</p> <p>Calculate relative frequencies from given or collected data to estimate probabilities of events involving ‘and’ or ‘or’ (ACMSP226)</p> <p>Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)</p>	<p>Describe the results of two- and three step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (ACMSP246)</p> <p>Use the language of ‘if ...then’, ‘given’, ‘of’, ‘knowing that’ to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247)</p>	<p>Investigate reports of studies in digital media and elsewhere for information on their planning and implementation (ACMSP277)</p>
<b>Data representation and interpretation</b>	<p>Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)</p> <p>Construct and compare a range of data displays</p>	<p>Investigate techniques for collecting data, including census, sampling and observation (ACMSP284)</p> <p>Explore the practicalities and implications of obtaining data through</p>	<p>Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (ACMSP228)</p>	<p>Determine quartiles and interquartile range (ACMSP248)</p> <p>Construct and interpret box plots and use them to compare data sets (ACMSP249)</p>	<p>Calculate and interpret the mean and standard deviation of data and use these to compare data sets (ACMSP278)</p> <p>Use information technologies to</p>



Thread	Year 7	Year 8	Year 9	Year 10	Year 10A
	<p>including stem-and-leaf plots and dot plots (ACMSP170)</p> <p>Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171)</p> <p>Describe and interpret data displays using median, mean and range (ACMSP172)</p>	<p>sampling using a variety of investigative processes (ACMSP206)</p> <p>Explore the variation of means and proportions in of random samples drawn from the same population (ACMSP293)</p> <p>Investigate the effect of individual data values , including outliers, on the mean and median (ACMSP207)</p>	<p>Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’ (ACMSP282)</p> <p>Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)</p> <p><a href="#">Investigate techniques for collecting data, including census, sampling and observation—not on web version</a></p>	<p>Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250)</p> <p>Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251)</p> <p>Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252)</p> <p>Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253)</p>	<p>investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation (ACMSP279)</p>

## Mathematics Achievement Standards: Foundation to Year 3

Achievement Standard	Foundation Year	Year 1	Year 2	Year 3
	<p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity.</p> <p>Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information <a href="#">and make simple inferences.</a></p>	<p>By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value.</p> <p>Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions <del>and</del> draw simple data displays <a href="#">and make simple inferences.</a></p>	<p>By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value.</p> <p>Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two dimensional shapes. They describe outcomes for everyday events. Students collect <a href="#">organise and represent</a> data <a href="#">to make simple inferences from relevant questions to create lists, tables and picture graphs.</a></p>	<p>By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.</p> <p>Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They <del>carry out</del> <a href="#">conduct</a> simple data investigations for categorical variables.</p>

**Mathematics Achievement Standards: Years 4-6**

Achievement Standard	Year 4	Year 5	Year 6
	<p>By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify <a href="#">and explain strategies for finding</a> unknown quantities in number sentences. They describe number patterns resulting from multiplication.</p> <p>Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness. Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time.</p>	<p>By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. <a href="#">They identify and explain strategies for finding unknown quantities in number sentences involving the four operations.</a> They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.</p> <p>Students <del>compare and</del> interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. <a href="#">They find unknown quantities in number sentences.</a> They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments</p>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals.</p> <p>Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They <a href="#">evaluateinterpret</a> secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals</p>

Achievement Standard	Year 4	Year 5	Year 6
	<p>Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.</p>	<p>with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.</p>	<p>where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students <del>list and communicate</del> describe probabilities using simple fractions, decimals and percentages.</p>

Mathematics Achievement Standards: Years 7-10

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two <b>parallel</b> lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.</p> <p>Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a</p>	<p>By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They <b>recognise-describe</b> index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.</p> <p>Students use efficient mental and written strategies to carry out the four operations with integers. They</p>	<p>By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data <b>in-from</b> primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.</p> <p>Students apply the index laws to numbers and express numbers in scientific notation. They expand</p>	<p>By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.</p> <p>Students expand binomial expressions and factorise monic quadratic expressions. They find</p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.</p>	<p>simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine <a href="#">the probabilities of complementary events</a> and calculate the sum of probabilities.</p>	<p>binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.</p>	<p>unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.</p>

**Science Scope and Sequence: Foundation to Year 6 – Science Understanding Strand**

Sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Biological sciences</b>	Living things have basic needs, including food and water (ACSSU002)	Living things have a variety of external features (ACSSU017)  Living things live in different places where their needs are met (ACSSU211)	Living things grow, change and have offspring similar to themselves (ACSSU030)	Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	Living things have life cycles (ACSSU072)  Living things, <del>including plants and animals,</del> depend on each other and the environment to survive (ACSSU073)	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)	The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)
<b>Chemical sciences</b>	Objects are made of materials that have observable properties (ACSSU003)	Everyday materials can be physically changed in a variety of ways (ACSSU018)	Different materials can be combined, <del>including by mixing,</del> for a particular purpose (ACSSU031)	A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046)	Natural and processed materials have a range of physical properties; <del>these properties that</del> can influence their use (ACSSU074)	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)	Changes to materials can be reversible, <del>such as melting, freezing, evaporating,</del> or irreversible, <del>such as burning and rusting</del> (ACSSU095)
<b>Earth and space sciences</b>	Daily and seasonal changes in our environment, <del>including the weather,</del> affect everyday life (ACSSU004)	Observable changes occur in the sky and landscape (ACSSU019)	Earth's resources, <del>including water,</del> are used in a variety of ways (ACSSU032)	Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)	Sudden geological changes <del>or and</del> extreme weather <del>conditions events</del> can affect Earth's surface (ACSSU096)
<b>Physical sciences</b>	The way objects move depends on a variety of factors, including	Light and sound are produced by a range of sources	A push or a pull affects how an object moves or	Heat can be produced in many ways and can move from one	Forces can be exerted by one object on another through direct	Light from a source forms shadows and can be absorbed,	<del>Electrical circuits provide a means of transferring and transforming</del>

Sub-strand	Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	their size and shape (ACSSU005)	and can be sensed (ACSSU020)	changes shape (ACSSU033)	object to another (ACSSU049)	contact or from a distance (ACSSU076)	reflected and refracted (ACSSU080)	<a href="#">electricity (ACSSU097)</a> <a href="#">Energy from a variety of sources can be used to generate electricity (ACSSU219)</a> <a href="#">Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097) and ACSSU219)</a>



## Science Scope and Sequence: Foundation to Year 6 – Science as a Human Endeavour Strand

Sub-strand	Foundation Year	Year 1-2	Year 3-4	Year 5-6
<b>Nature and development of science</b>	<p><u>Science involves observing, asking questions about, and describing changes in, objects and events</u> Science involves exploring and observing the world using the senses (ACSHE013)</p>	<p>Science involves <u>observing</u>, asking questions about, and describing changes in, objects and events (ACSHE021) &amp; (ACSHE034)</p>	<p>Science involves making predictions and describing patterns and relationships (ACSHE050) &amp; (ACSHE061)</p>	<p>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena <u>and reflects historical and cultural contributions</u> (ACSHE081) &amp; (ACSHE098)</p> <p><del>Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082) &amp; (ACSHE099)</del></p>
<b>Use and influence of science</b>		<p>People use science in their daily lives, including when caring for their environment and living things (ACSHE022) &amp; (ACSHE035)</p>	<p>Science knowledge helps people to understand the effect of their actions (ACSHE051) &amp; (ACSHE062)</p>	<p><del>Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083) &amp; (ACSHE100)</del></p> <p>Scientific knowledge is used to <u>solve problems and</u> inform personal and community decisions (ACSHE217) &amp; (ACSHE220)</p>

## Science Scope and Sequence: Foundation to Year 6 – Science Inquiry Skills Strand

Sub-strand	Foundation Year	Year 1-2	Year 3-4	Year 5-6
<b>Questioning and predicting</b>	<u>Pose and</u> <del>R</del> espond to questions about familiar objects and events (AC SIS014)	<u>Pose and R</u> espond to <del>and pose</del> questions, and make predictions about familiar objects and events (AC SIS024) & (AC SIS037)	With guidance, identify questions in familiar contexts that can be investigated scientifically and <u>make predictions</u> <del>what might happen</del> based on prior knowledge (AC SIS053) & (AC SIS064)	With guidance, pose <u>clarifying</u> questions <del>and make predictions about to clarify practical problems or inform a scientific investigations,</del> and <u>predict what the findings of an investigation might be</u> (AC SIS231) & (AC SIS232)
<b>Planning and conducting</b>	<u>Participate in guided investigations</u> <del>Explore</del> and make observations <del>by</del> using the senses (AC SIS011)	Participate in <del>different types of</del> guided investigations to explore and answer questions, <del>such as manipulating materials, testing ideas, and accessing information sources</del> (AC SIS025) & (AC SIS038)  <u>Use using</u> informal measurements <del>to in the collection and recording of</del> observations, <del>with the assistance of using</del> digital technologies as appropriate (AC SIS026) & (AC SIS039)	<del>Suggest ways to plan and conduct investigations to find answers to questions (AC SIS054) &amp; (AC SIS065)</del>  <del>Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (AC SIS055) &amp; (AC SIS066)</del>  <u>With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054) &amp; (AC SIS065)</u>  <u>Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS055) &amp; (AC SIS066)</u>	<del>With guidance, plan appropriate investigation methods to answer questions or solve problems (AC SIS086) &amp; (AC SIS103)</del>  <del>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (AC SIS087) &amp; (AC SIS104)</del>  <del>Use equipment and materials safely, identifying potential risks (AC SIS088) &amp; (AC SIS105)</del>  <u>Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086) &amp; (AC SIS103) and (AC SIS088) &amp; (AC SIS105)</u>  <u>Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy</u>

Sub-strand	Foundation Year	Year 1-2	Year 3-4	Year 5-6
				<a href="#">using digital technologies as appropriate (AC SIS087) &amp; (AC SIS104)</a>
<b>Processing and analysing data and information</b>	Engage in discussions about observations and <del>use methods such as drawing to</del> represent ideas (AC SIS233)	Use a range of methods to sort information, including drawings and provided tables <del>and</del> (AC SIS027) & (AC SIS040)  Through discussion, compare observations with predictions (AC SIS212) & (AC SIS214)	Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057) & (AC SIS068)  Compare results with predictions, suggesting possible reasons for findings (AC SIS215) & (AC SIS216)	Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data, using digital technologies as appropriate (AC SIS090) & (AC SIS107)  Compare data with predictions and use as evidence in developing explanations (AC SIS218) & (AC SIS221)
<b>Evaluating</b>		Compare observations with those of others (AC SIS213) & (AC SIS041)	Reflect on <del>the</del> investigations, including whether a test was fair or not (AC SIS058) & (AC SIS069)	<del>Reflect on and suggest</del> improvements to <del>the methods used to scientific</del> investigations <del>e a question or solve a</del> <del>problem</del> (AC SIS091) & (AC SIS108)
<b>Communicating</b>	Share observations and ideas (AC SIS012)	Represent and communicate observations and ideas in a variety of ways <del>such as oral and written language, drawing and role play</del> (AC SIS029) & (AC SIS042)	Represent and communicate <del>observations,</del> ideas and findings <del>using formal and informal representations in a variety of ways such as diagrams, physical representations and simple reports</del> (AC SIS060) & (AC SIS071)	Communicate ideas, explanations and processes <del>using scientific representations</del> in a variety of ways, including multi-modal texts (AC SIS093) & (AC SIS110)

**Science Scope and Sequence: Year 7-10 – Science Understanding Strand**

Sub-strand	Year 7	Year 8	Year 9	Year 10
<b>Biological sciences</b>	<p><del>There are differences within and between groups of organisms; classification helps organise this diversity</del></p> <p><u>Classification helps organise the diverse group of organisms</u> (ACSSU111)</p> <p>Interactions between organisms, <u>including the effects of human activities</u>, can be <u>described in terms of represented by</u> food chains and food webs; <del>human activity can affect these interactions</del> (ACSSU112)</p>	<p>Cells are the basic units of living things and have specialised structures and functions (ACSSU149)</p> <p>Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)</p>	<p>Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)</p> <p>Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)</p>	<p>The transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)</p> <p>The theory of e-volution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)</p>
<b>Chemical sciences</b>	<p>Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)</p>	<p>The properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151)</p> <p>Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152)</p> <p>Chemical change involves substances reacting to form new substances (ACSSU225)</p>	<p>All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177)</p> <p>Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178)</p> <p>Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and</p>	<p>The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186)</p> <p>Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)</p>

Sub-strand	Year 7	Year 8	Year 9	Year 10
			involve energy transfer (ACSSU179)	
<b>Earth and space sciences</b>	<p>Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)</p> <p>Some of Earth's resources are renewable, <del>like</del><a href="#">including water that cycles through the environment</a>, but others are non-renewable (ACSSU116)</p> <p><del>Water is an important resource that cycles through the environment (ACSSU222)</del></p>	<p>Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)</p>	<p>The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)</p>	<p>The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)</p> <p>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)</p>
<b>Physical sciences</b>	<p>Change to an object's motion is caused by unbalanced forces, <a href="#">including Earth's gravitational attraction</a>, acting on the object (ACSSU117)</p> <p><del>Earth's gravity pulls objects towards the centre of the Earth (ACSSU118)</del></p>	<p>Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and <a href="#">energy transformations and transfers</a> causes change within systems (ACSSU155)</p>	<p>Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)</p>	<p>Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)</p> <p>The motion of objects can be described and predicted using the laws of physics (ACSSU229)</p>

**Science Scope and Sequence: Year 7-10 – Science as a Human Endeavour Strand**

Sub-strand	Year 7-8	Year 9-10
<b>Nature and development of science</b>	<p><del>Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world</del>  <u>Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available</u> (ACSHE119) &amp; (ACSHE134)</p> <p><del>Science knowledge can develop through collaboration and connecting ideas across the disciplines of science</del>  <u>Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures</u> (ACSHE223) &amp; (ACSHE226)</p>	<p>Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE157) &amp; (ACSHE191)</p> <p>Advances in scientific understanding often rely on <del>developments in technology and</del> technological advances <u>and</u> are often linked to scientific discoveries (ACSHE158) &amp; (ACSHE192)</p>
<b>Use and influence of science</b>	<p><del>Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations</del>  <u>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations</u> (ACSHE120) &amp; (ACSHE135)</p> <p><del>Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management</del>  <u>People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity</u> (ACSHE121) &amp; (ACSHE136)</p> <p><del>People use understanding and skills from across the disciplines of science in their occupations</del> (ACSHE224) &amp; (ACSHE227)</p>	<p><del>People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions</del> (ACSHE160) &amp; (ACSHE194)</p> <p><del>Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities</del> (ACSHE161) &amp; (ACSHE195)</p> <p><u>People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's' lives, including generating new career opportunities</u> (ACSHE160) &amp; (ACSHE194) and (ACSHE161) &amp; (ACSHE195)</p> <p>The values and needs of contemporary society can influence the focus of scientific research (ACSHE228) &amp; (ACSHE230)</p>

**Science Scope and Sequence: Year 7-10 – Science Inquiry Skills Strand**

Sub-strand	Year 7 -8	Year 9-10
<b>Questioning and predicting</b>	Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (AC SIS124) & (AC SIS139)	Formulate questions or hypotheses that can be investigated scientifically (AC SIS164) & (AC SIS198)
<b>Planning and conducting</b>	Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125) & (AC SIS140)  <del>In fair tests, m</del> Measure and control variables, <del>and</del> select equipment <del>appropriate to the task to and</del> collect data with accuracy <del>and</del> <del>appropriate to the task</del> (AC SIS126) & (AC SIS141)	Plan, select and use appropriate investigation <del>method</del> types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (AC SIS165) & (AC SIS199)  Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (AC SIS166) & (AC SIS200)
<b>Processing and analysing data and information</b>	Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships <del>in data including</del> using digital technologies as appropriate (AC SIS129) & (AC SIS144)  Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions <del>based on evidence</del> (AC SIS130) & (AC SIS145)	Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (AC SIS169) & (AC SIS203)  Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (AC SIS170) & (AC SIS204)
<b>Evaluating</b>	Reflect <del>on the method used to scientific</del> on scientific investigations <del>a question or solve a problem</del> , including evaluating the quality of the data collected, and identifying improvements <del>to the method</del> (AC SIS131) & (AC SIS146)  Use scientific knowledge and findings from investigations to evaluate claims <del>based on evidence</del> (AC SIS132) & (AC SIS234)	Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (AC SIS171) & (AC SIS205)  Critically analyse the validity of information in <del>primary and</del> secondary sources and evaluate the approaches used to solve problems (AC SIS172) & (AC SIS206)
<b>Communicating</b>	Communicate ideas, findings and <del>evidence based</del> solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS133) & (AC SIS148)	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (AC SIS174) & (AC SIS208)

## Science Achievement Standards: Foundation to Year 3

Achievement Standard	Foundation Year	Year 1	Year 2	Year 3
	<p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.</p> <p>Students share <u>and reflect on</u> observations, <u>ask and respond to question about</u> of familiar objects and events.</p>	<p>By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They <u>identify describe changes in their local environment and how different places meet the needs of living things, a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.</u></p> <p>Students <u>respond to questions,</u> make predictions, and <u>participate in guided investigation</u> of everyday phenomena. They follow instructions to record and sort their observations and share <u>their observations</u> with others.</p>	<p>By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives.</p> <p>Students pose <u>and respond to</u> questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They <u>follow instructions</u> to record and represent <u>their</u> observations and communicate <u>their ideas to others in a variety of ways.</u></p>	<p>By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They <u>group describe features common to</u> living things <u>based on observable features and distinguish them from non-living things.</u> They describe how they can use science investigations to respond to questions <u>and identify where people use science knowledge in their lives.</u></p> <p>Students use their experiences to <u>pose-identify</u> questions and <u>make predictions the about scientific outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. Students suggest possible reasons for their findings.</u> They describe how safety and fairness were considered <u>in their investigations. T</u>and they use</p>



				diagrams and other representations to communicate their ideas.
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Science Achievement Standards: Years 4-6

Achievement Standard	Year 4	Year 5	Year 6
	<p>By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They <del>use</del> <u>describe how</u> contact and non-contact forces <del>to describe</del> <u>affect</u> interactions between objects. They discuss how natural <u>processes</u> and human <del>processes</del> <u>activity</u> cause changes to the Earth’s surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to <u>ask questions and make predictions</u>. They <del>describe situations where science understanding understand the effect of their actions. can influence their own and others’ actions.</del></p> <p>Students follow instructions to identify investigable questions about familiar contexts and <u>make predictions based on prior knowledge. likely outcomes from investigations</u>. They <del>discuss</del> <u>describe</u> ways to conduct investigations and safely use equipment to make and record observations <u>with accuracy</u>. They use provided tables and <u>simple</u> column graphs to organise <del>their</del> data and identify patterns <del>in data</del>. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why <del>their methods were</del> <u>a test was</u> fair or not. They <del>complete simple reports use formal and informal ways</del> to communicate their <u>methods observations</u> and findings.</p>	<p>By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people’s lives, <u>help us solve problems</u> and how science knowledge develops from many people’s contributions.</p> <p>Students follow instructions to pose questions for investigation <u>and</u>, predict <u>the effect of changing variables when planning an investigation. what might happen when variables are changed, and plan investigation methods</u>. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns <u>in the data</u>. They <del>use</del> <u>compare</u> patterns in their data <del>to suggest with predictions when suggesting explanations, and refer to data when they report findings</del>. They describe ways to improve the fairness of their <u>methods investigations</u>, and communicate their ideas <u>and methods and findings using a range of multi-modal texts. types</u></p>	<p>By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another <del>to when</del> <u>generating</u> electricity. They explain how natural events cause rapid change to the Earth’s surface. They describe and predict the effect of environmental changes on individual living things. <del>Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.</del></p> <p>Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using <u>graphic appropriate</u> representations and construct multi-modal texts to communicate ideas, methods and findings.</p>

## Science Achievement Standards: Years 7-10

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of <a href="#">human and environmental changes on feeding interactions between organisms relationships</a> and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines <a href="#">and diverse cultures</a> has been used to solve a real-world problem. They explain <a href="#">possible implications how-of the solution was viewed-by, and impacted-on,for</a> different groups in society.</p> <p>Students identify questions that can be investigated scientifically. They</p>	<p>By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. <a href="#">They reflect on implications of these solutions for different groups in society.</a></p>	<p>By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.</p> <p>Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate</p>	<p>By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.</p> <p>Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including</p>

	<p>plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.</p>	<p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types</p>	<p>measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences</p>	<p>field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.</p>
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## Humanities and Social Sciences curriculum: Redesign F - 6/7

### Foundation Year Level Description

### My personal world

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on their own history and their own place. Learning about their own heritage and their own place contributes to students' sense of identity and belonging. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places.

The content at this year level draws from two sub-strands, history and geography. These sub-strands are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Foundation Level Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- *Who am I, where do I live and who came before me?*
- *Why are some places and events special and how do we know?*

### History

#### Concepts for developing understanding

The content in the history sub-strand in this year provides students with opportunities to develop historical understanding through key concepts including **continuity and change, perspectives, empathy** and **significance**. Through studies of their family, friends and school, students develop an understanding of how the past is different from the present (continuity and change), why some events are important in their own and others' lives (significance), and how different people commemorate events that are important to them (empathy, perspectives).

#### Inquiry Questions

- *What is my history and how do I know?*
- *What stories do other people tell about the past?*
- *How can stories of the past be told and shared?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space** and **environment**. Students explore the place they live in and belong to, and learn to observe and describe its features. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story-maps and creating models to show where familiar places and features are located (space).

#### Inquiry Questions

- *What are places like?*
- *What makes a place special?*
- *How can we look after the places we live in?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Pose questions about familiar and unfamiliar objects, people and places in the past and present

#### ***Researching***

Identify and collect data and information from observations and from sources provided

Sort and record information and data, including location, in tables, on plans and on labelled maps

Sequence familiar objects and events

#### ***Analysing***

Explore a point of view

Compare objects and features of places of the past and present

#### ***Evaluating and reflecting***

Draw simple conclusions based on discussions, observations and information displayed in pictures, texts and maps

Reflect on learning to propose how to care for places and sites that are important or significant

#### ***Communicating***

Present information and findings in oral, graphic and written forms for familiar audiences, using simple terms to describe the passing of time and direction and location

## ***Knowledge and understanding***

### **Content Descriptions**

Who the people in their family are, where they were born and raised and how they are related to each other

How they, their family and friends commemorate events that are important to them

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums

### **Content Descriptions**

The representation of the location of places and their features on maps and models

The places people live in and belong to, their familiar features and why they are important to people

The Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples

The reasons why some places are special to people, and how they can be looked after

## **Foundation Year Achievement Standard**

By the end Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share observations about familiar places with familiar audiences.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

## Year 1 Level Description

## How my world is different from the past and can change in the future

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They explore their place and other places, their natural, managed and constructed features, and daily and seasonal weather patterns. They anticipate near future events such as personal milestones and seasons. Students study familiar activities and reasons for their location. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

The content at this year level draws from two sub-strands, history and geography. These sub-strands are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year 1 Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- *How has family life and the place we live in changed over time?*
- *What events, activities and places do I care about? Why?*

### History

#### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, perspectives, empathy** and **significance**. The content for this year focuses on similarities and differences in family life over recent time (continuity and change, perspectives) and how people may have lived differently in the past (empathy). Students' understanding is further developed as they consider dates and changes that have personal significance (significance). As students continue to explore the past and the present, they begin to speculate about the future (change and continuity).

#### Inquiry Questions

- *How has family life changed or remained the same over time?*
- *How can we show that the present is different from or similar to the past?*
- *How do we describe the sequence of time?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space** and **environment**. Students learn about the natural, managed and constructed features of places and how these features change (place, environment). Students understand that important activities are located in places and explore where familiar activities are located, and why (space). Students study the daily and seasonal weather patterns and features of their place and of other places, including how seasonal change is perceived by different cultures (place, environment). They come to understand how places are cared for (environment).

#### Inquiry Questions

- *What are the different features of places?*
- *How can we care for places?*
- *How do have the features of places changed?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Pose questions about familiar and unfamiliar objects, people and places in the past and present

#### ***Researching***

Identify and collect data and information from observations and from sources provided

Sort and record information and data, including location, in tables, on plans and on labelled maps

Sequence familiar objects and events

#### ***Analysing***

Explore a point of view

Compare objects and features of places of the past and present

#### ***Evaluating and reflecting***

Draw simple conclusions based on discussions, observations and information displayed in pictures, texts and maps

Reflect on learning to propose how to care for places and sites that are important or significant

#### ***Communicating***

Present information and findings in oral, graphic and written forms for familiar audiences, using simple terms to describe the passing of time and direction and location

## ***Knowledge and understanding***

### **Content Descriptions**

Differences in family structures and roles today, and how these have changed or remained the same over time

How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods

### **Content Descriptions**

The natural, managed and constructed features of places, their location, how they change and how they can be cared for

The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them

Activities in the local place and reasons for their location

## **Year 1 Achievement Standard**

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and recording information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways that places can be cared for. They share stories about the past and present observations and findings for familiar audiences using everyday terms to denote the passing of time and to describe location and direction.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*



## Year 2 Level Description

## Our past and present connections to people and places

The Year 2 curriculum extends contexts for study beyond the personal to the community and to other places students have connections with. Students study connections between the past and present and between people and places. They explore remains of the past in their local area to understand their community's connections to the past, their own connections to places, locally and globally, and how connections have changed the lives of people over time and space. The idea of citizenship is introduced as students think about how people are connected.

The content at this year level draws from two sub-strands, history and geography, which are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year 2 Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- *What does my place tell me about the past and present?*
- *How are people connected to their place and other places, past or present?*
- *How has technology affected daily life over time and the connections between people in different places?*

### History

#### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy** and **significance**. Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider why they should be preserved (significance, empathy, perspectives). They examine the impact of technology of people's lives (continuity and change, cause and effect), and speculate about people's lives in the past to further develop their understanding that people lived differently in the past (continuity and change, perspectives, empathy).

#### Inquiry Questions

- *What aspects of the past can you see today? What do they tell us?*
- *What remains of the past are important to the local community? Why?*
- *How have changes in technology shaped our daily life?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of place, space, environment and interconnection. Students develop a mental map of the world by learning the major geographical divisions on Earth (place, environment) and where they are located in relation to Australia (place). Students learn about the hierarchy of scale by which places are defined - from smaller rural villages to larger cities (scale). Students explore how distance and accessibility influence how often they visit places (space, interconnection) and investigate their links with places locally and globally (interconnection). They see how places have meaning to people, and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection).

#### Inquiry Questions

- *What is a place?*
- *How are people connected to their place and other places?*
- *What factors affect my connection to places?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Pose questions about familiar and unfamiliar objects, people and places in the past and present

#### ***Researching***

Identify and collect data and information from observations and from sources provided

Sort and record information and data, including location, in tables, on plans and on labelled maps

Sequence familiar objects and events

#### ***Analysing***

Explore a point of view

Compare objects and features of places of the past and present

#### ***Evaluating and reflecting***

Draw simple conclusions based on discussions, observations and information displayed in pictures, texts and maps

Reflect on learning to propose how to care for places and sites that are important or significant

#### ***Communicating***

Present information and findings in oral, graphic and written forms for familiar audiences, using simple terms to describe the passing of time and direction and location

## ***Knowledge and understanding***

### **Content Descriptions**

The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past

The importance today of an historical site of cultural or spiritual significance in the local area and why it should be preserved

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)

### **Content Descriptions**

The way the world is represented in geographic divisions and the location of Australia in relation to these divisions

The idea that places are parts of the Earth's surface that have been named by people, and can be defined at a variety of scales

The connections of people in Australia to people in other places in Australia and across the world

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place

The influence of purpose, distance and accessibility on the frequency with which people visit places

## **Year 2 Achievement Standard**

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about their community's past and familiar and unfamiliar objects and places. They collect and locate information and data from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and to draw simple conclusions. They sequence familiar objects and events and record and represent information and data, including the location of places and their features, in different formats. They reflect on their learning to suggest ways that places and sites of significance can be cared for. Students develop narratives about the past and present information and findings for familiar audiences in oral, visual and written forms using language related to time, distance and location.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

## Year 3 Level Description

## Diverse communities and places and the contribution people make

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how they participate in their communities. Students study how places are represented geographically and how communities express themselves culturally. Opportunities are provided to learn about diversity within their community, including the Countries/Places of Aboriginal and/or Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. They compare the climate and natural and constructed features of other places and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content at this year level draws from three sub-strands, history, geography and civics and citizenship, which are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year 3 Inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- *How do symbols, events, individuals and places in my community make it unique?*
- *How do people contribute to their communities, past and present?*
- *How do different people and groups celebrate and commemorate events and what does this tell us about our communities?*

### Content Descriptions

#### History

##### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change**, cause and effect, **perspectives, empathy** and **significance**. The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander peoples (significance, perspectives, empathy), and how and why their community has changed (change and continuity, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance), and the different celebrations and commemorations, both locally and in other places around the world (significance, perspectives, empathy).

##### Inquiry Questions

- *Who lived here first and how do we know?*
- *How has our community changed? What features have been lost and what features have been retained?*
- *What is the nature of the contribution made by different groups and individuals in the community?*
- *How and why do people choose to remember significant events of the past?*

#### Geography

##### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment** and **interconnection**. Students develop an understanding of the similarities and differences between places within and outside Australia through a study of natural and human features. They examine climate (environment) and the types of settlements (space) in Australia, the Countries/Places of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).

##### Inquiry Questions

- *What are the main natural and human features of Australia?*
- *How and why are places similar and different?*
- *What would it be like to live in a neighbouring country?*

#### Civics and citizenship

##### Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens**, and **citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

##### Inquiry Questions

- *How are decisions made democratically?*
- *Why do we make rules?*
- *How can I participate in my community?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Pose questions to investigate people, events, places and issues

#### ***Researching***

Locate and collect information and data from different sources, including observations

Record, sort and represent data and location in different formats including graphs, tables and maps using discipline-appropriate conventions

Sequence information about people's lives and events

#### ***Analysing***

Analyse sources and information to identify different points of view and distinguish facts from opinions

Interpret data and information displayed in different formats, to identify and describe simple distributions and patterns

#### ***Evaluating and reflecting***

Draw simple conclusions based on observations, information and data displayed in different formats

Interact with others with respect to share points of view

Reflect on learning to propose actions in response to an issue or challenge and consider some possible effects of proposed actions

#### ***Communicating***

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

## ***Knowledge and understanding***

### **Content Descriptions**

The importance of Country/Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area

How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, and National Sorry Day) and the importance of symbols and emblems

Celebrations and commemorations in other places around the world (for example, Chinese New Year in countries of the Asia region,, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan)

### **Content Descriptions**

The representation of Australia as states and territories, and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major features and places in Australia, both natural and human

The main climate types of the world and the similarities and differences between the climates of different places

The location of Australia's neighbouring countries and the diverse characteristics of their places

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

### **Content Descriptions**

The importance of making decisions democratically

Who makes rules, why rules are important and the consequences of rules not being followed

Why people participate within communities and how they can actively participate and contribute

## **Year 3 Achievement Standard**

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and. identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students develop questions to investigate people and events in the past, unfamiliar places and contemporary issues. They locate and collect information and data from sources, including observations, to answer these questions. Students analyse information to identify a point of view and interpret data in different formats to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order with reference to key dates. They record and represent data in different formats and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title, and north point. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using language related to time, distance and location.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

## Year 4 Level Description

## How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-Contact. These studies enable students to investigate sustainable resource use and management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

The content at this year level draws from three sub-strands, history, geography and civics and citizenship, which are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year 4 Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- *How have laws affected the lives of people, past and present?*
- *How did contact between early explorers, traders and settlers in Australia affect peoples and places?*
- *What is the significance of the environment and what are different views on how it can be used and sustained, past and present?*

### History

#### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 4 curriculum introduces world history and the movement of peoples. Students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place (sources, perspectives, significance) and their contact with other societies (change and continuity, perspectives, empathy). Through a study of navigation, exploration and /or trade (sources), students come to learn about Australia's early colonisation and develop understandings about contact between societies (change and continuity, cause and effect) and its effects on people and their environments (perspectives, empathy).

#### Inquiry Questions

- *Why did the great journeys of exploration occur?*
- *What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?*
- *Why did the Europeans settle in Australia?*
- *What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment, interconnections, change** and **sustainability**. The content focuses on understandings about sustainability, the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments (environment) that support their lives of humans and other living things (interconnections). They examine the use and management of resources and waste and views about the environment (space, environment, change, interconnection, sustainability), including the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place (interconnection, sustainability). Students' mental map of the world expands to South America and Africa and their main countries and characteristics (space, place).

#### Inquiry Questions

- *How does the environment support the lives of people and other living things?*
- *How do different views about the environment influence approaches to sustainability?*
- *How can people use places and environments more sustainably?*

### Civics and citizenship

#### Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens**, and **citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community, in particular, how belonging to different groups can shape personal identity (diversity and identity).

#### Inquiry Questions

- *How can local government contribute to community life?*
- *What is the difference between rules and laws and why are they important?*
- *How has my identity been shaped by the groups to which I belong?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Pose questions to investigate people, events, places and issues

#### ***Researching***

Locate and collect information and data from different sources, including observations

Record, sort and represent data and location in different formats including graphs, tables and maps using discipline-appropriate conventions

Sequence information about people's lives and events

#### ***Analysing***

Analyse sources and information to identify different points of view and distinguish facts from opinions

Interpret data and information displayed in different formats, to identify and describe simple distributions and patterns

#### ***Evaluating and reflecting***

Draw simple conclusions based on observations, information and data in different formats

Interact with others with respect to share points of view

Reflect on learning to propose actions in response to an issue or challenge and consider some possible effects of proposed actions

#### ***Communicating***

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

## ***Knowledge and understanding***

### **Content Descriptions**

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander peoples to Country/Place (land, sea, waterways and skies)

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, their contacts with other societies and any impacts

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.

The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions, for example on people and environments

### **Content Descriptions**

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia

Types of natural vegetation and the importance of environments, including natural vegetation, to animals and people

The use and management of natural resources and waste, and the different views on how to do this sustainably

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability

### **Content Descriptions**

The role of local government and the decisions it makes on behalf of the community

The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples

The different cultural, religious and/or social groups to which they and others in the community belong

## **Year 4 Achievement Standard**

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They describe the experiences of an individual or group in the past. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe and compare the diverse characteristics of different places at local to national scales. Students identify and describe interconnections between people and the environment, and between components of the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to a contemporary issue or challenge.

Students develop questions to investigate individuals, groups, events and issues in the past and present and places and environments. They locate, collect and sort information and data from different sources, including observations to answer these questions. They analyse information to distinguish between facts and opinions and detect points of view. They interpret data in different formats to identify and describe simple distributions and patterns. They draw simple conclusions and share their points of view, respecting the views of others. Students sequence information about events, the lives of individuals in chronological order to identify key dates. They represent data in different formats and the location of places and their characteristics on maps that use the cartographic conventions of scale, legend, title and north point. They reflect on their learning to propose action in response to an issue or challenge, and identify some possible effects of their proposed action. Students present ideas, findings and conclusions using digital and non-digital representations and discipline-specific terms in a range of texts and modes.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

## Year 5 Level Description

## Australian communities – their past, present and possible futures

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development. The curriculum focuses on Australia's colonisation, migration and democracy in the 1800s, expanding students' geographical knowledge of the world. Students study the relationship between resources, environments and people in colonial Australia and the present. They investigate what influences the characteristics of places where people settle, how people manage spaces and how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.

The content at this year level draws from four sub-strands, history, geography, civics and citizenship, and economics and business, which are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year 5 Inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- *How have individuals and groups in the past and present contributed to the development of Australia?*
- *What is the relationship between environments and my roles as a consumer and citizen?*
- *How have people enacted their values and perceptions about their community, other people and places, past and present?*

### History

#### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (change and continuity, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

#### Inquiry Questions

- *What do we know about the lives of people in Australia's colonial past and how do we know?*
- *How did an Australian colony develop over time and why?*
- *How did colonial settlement change the environment?*
- *What were the significant events and who were the significant people that shaped Australian colonies?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment, interconnection, change** and **sustainability**. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence human characteristics of places (change, environment, interconnection), and how human actions influence environmental characteristics of places (change, space, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (change, environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (place).

#### Inquiry Questions

- *How do people and environments influence one another?*
- *How do people influence the human characteristics of places and the management of spaces within them?*

### Civics and citizenship

#### Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens, and citizenship, diversity and identity**. Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

#### Inquiry Questions

- *What is democracy in Australia and why is voting in a democracy important?*
- *Why do we have laws and regulations?*
- *How and why do people participate in groups to achieve shared goals?*

### Economics and business

#### Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of why decisions need to be made when allocating resources (resource allocation) for society's needs and wants, and the various factors that may influence them when making decisions (making choices). Methods that help with these decisions, particularly for consumer and financial decisions are considered (consumer and financial literacy). The emphasis in Year 5 is on personal or community issues or events, including decisions relating to economic matters/ financial and economic – or not necessary with opportunities for concepts to also be considered in broader contexts where appropriate.

#### Inquiry Questions

- *Why do I have to make choices as a consumer?*
- *What influences the decisions I make?*
- *What can I do to make informed decisions?*

- *How can the impact of bushfires or floods on people and places be reduced?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Develop appropriate questions to guide an investigation process about people, events, developments, places, systems and issues

#### ***Researching***

Locate and collect relevant information and data from primary and secondary sources

Organise, categorise and represent data in a range of formats including tables, graphs and large- and small-scale maps using discipline-appropriate conventions

Sort, record and sequence information about people's lives, events, developments and phenomena

#### ***Analysing***

Analyse information and evidence from primary and secondary sources to determine their origin and purpose

Examine different viewpoints on actions, events, issues and phenomena in the past and present

Interpret data and information displayed in a range of formats to identify and describe distributions, patterns and trends, and to infer relationships

#### ***Evaluating and reflecting***

Draw conclusions based on evidence, information and/ data displayed in a range of formats

Work in groups to generate responses to issues and challenges

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects

#### ***Communicating***

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, mapping, graphing and communication conventions and discipline-specific terms

## ***Knowledge and understanding***

### **Content Descriptions**

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants and how the environment changed (including Aboriginal and Torres Strait Islander Peoples)

The impact of a significant development or event on an Australian colony

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony

The role that a significant individual or group played in shaping a colony

### **Year 5 Achievement Standard**

By the end of Year 5, students describe the significance of people, and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the different experiences of people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They describe different views on how to respond to current issues or challenges.

Students plan an inquiry by developing questions to investigate. They locate, collect and organise relevant data and information from a range of sources, including observations to answer inquiry questions. They analyse sources and information to determine their origin and purpose and to identify different viewpoints. They interpret data and information displayed in a range of formats to identify and describe simple distributions, patterns and trends and to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They record and represent data and the location of places and their characteristics in different formats, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title, and north point. They work with others to generate alternative responses to an issue and reflect on their learning to independently propose action, identifying the possible effects of their proposal. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms, appropriate conventions and graphic and non-graphic representations.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

### **Content Descriptions**

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

The environmental and human influences on the location and characteristics of a place and the management of spaces within them

The impact of bushfires or floods on environments and communities, and how people can respond

### **Content Descriptions**

The key values that underpin Australia's democracy and how it is based on the Westminster system

The key features of the electoral process in Australia

Why regulations and laws are enforced and the personnel involved

How people with shared beliefs and values work together to achieve a civic goal

### **Content Descriptions**

The difference between needs and wants and why choices need to be made about how limited resources are used

Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations

Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices



## Year 6 Level Description

## Australia in the past and present and its connections with Asia and the world

The Year 6 curriculum focuses on the social, economic and political development of *Australia as a nation*, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

The content at this year level draws from four sub-strands, history, geography, civics and citizenship, and economics and business, which are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year Level Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- *How have key figures, events and values shaped Australian society, its system of government and citizenship?*
- *How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?*
- *How has Australia developed as a society with global connections, and what is my role as a global citizen?*

### History

#### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (change and continuity, cause and effect, perspectives). Through studies of the experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance). Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

#### Inquiry Questions

- *Why and how did Australia become a nation?*
- *How did Australian society change throughout the twentieth century?*
- *Who were the people who came to Australia? Why did they come?*
- *What contribution have significant individuals and groups made to the development of Australian society?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment, interconnection**, and **change**. The curriculum focuses on the geographical diversity and variety of connections between people and places, in particular, Asia. Students explore the diverse environments, peoples and cultures within the Asia region (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

#### Inquiry Questions

- *How do places, people, and cultures differ across the world?*
- *What are Australia's global connections between people and places?*
- *How do people's connections to places affect their perception of them?*

### Civics and citizenship

#### Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens**, and **citizenship, diversity and identity**. Students study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

#### Inquiry Questions

- *What are the roles and responsibilities of the different levels of government in Australia?*
- *How are laws developed in Australia?*
- *What does it mean to be an Australian citizen?*

### Economics and business

#### Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing students' understanding of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices (resource allocation and making choices). This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services (consumer literacy, business environment). Students consider the effect of consumer and financial decisions on individuals, the community and the environment (consumer and financial literacy). The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

#### Inquiry Questions

- *Why are there trade-offs associated with making decisions?*
- *What are the possible effects of my consumer and financial choices?*
- *Why do businesses exist and what are the different ways they provide goods and services?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Develop appropriate questions to guide an investigation process about people, events, developments, places, systems and issues

#### ***Researching***

Locate and collect relevant information and data from primary and secondary sources

Organise, categorise and represent data in a range of formats including tables, graphs and large- and small-scale maps using discipline-appropriate conventions

Sort, record and sequence information about people's lives, events, developments and phenomena

#### ***Analysing***

Analyse information and evidence from primary and secondary sources to determine their origin and purpose

Examine different viewpoints on actions, events, issues and phenomena in the past and present

Interpret data and information displayed in a range of formats to identify and describe distributions, patterns and trends, and to infer relationships

#### ***Evaluating and reflecting***

Draw conclusions based on evidence, information and data displayed in a range of formats

Work in groups to generate responses to issues and challenges

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects

#### ***Communicating***

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, mapping, graphing and communication conventions and discipline-specific terms

## ***Knowledge and understanding***

### **Content Descriptions**

Key figures, events and ideas that led to Australia's Federation and Constitution

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women and children

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated

The contribution of individuals and groups to the development of Australian society since Federation

### **Content Descriptions**

The geographical diversity of the Asia region and the location of its major countries in relation to Australia

Differences in the economic, demographic and social characteristics of countries across the world

The world's cultural diversity, including that of its indigenous peoples

Australia's connections with other countries and how these change people and places

### **Content Descriptions**

The key institutions of Australia's democratic system of government and how it is based on the Westminster system

The roles and responsibilities of Australia's three levels of government

The responsibilities of electors and representatives in Australia's democracy

Where ideas for new laws can come from and how they become law

The shared values of Australian citizenship and the formal rights and responsibilities, of Australian citizens

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens

### **Content Descriptions**

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs

The effect that consumer and financial decisions can have on the individual, the broader community and the environment

The reasons businesses exist and the different ways they provide goods and services

### **Year 6 Achievement Standard**

By the end of Year 6 students explain the significance of an event, an individual and group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the different experiences of people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these Interconnections over time. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. Students explain the importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. They identify and describe alternative views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate, collect, organise and categorise relevant data, information and evidence from primary and secondary sources. They analyse information and evidence to determine their origin and purpose and to identify different viewpoints in the past and present. They interpret information and data displayed in a range of formats to identify and describe distributions, patterns and trends, to infer relationships and to draw evidence-based conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They record and represent data and the location of places and their characteristics in a range of different formats, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. They use a number of processes to make decisions, including working with others to generate alternatives, using criteria to make judgements and identifying the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and identify the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, mapping, graphing and communication conventions and discipline-specific terms.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

## Year 7 Level Description

## Sustainable pasts, present, futures

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

The content at this year level draws from four sub-strands, history, geography, civics and citizenship, and economics and business, which are organised in two strands: *Knowledge and understanding* and *Skills*. These strands are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Year Level Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- *How is the ancient world investigated and why are investigations of ancient key people, events, ideas and developments significant in the modern world?*
- *How has the use, management and value of finite natural resources affected how people have lived and societies have evolved in the past and present, and what does this mean for future planning?*
- *What principals and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?*

### History

#### Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. Students are introduced to an expansive chronology since ancient times to understand broad patterns of historical change (continuity and change, cause and effect). Students apply these understanding in a series of depth studies of ancient societies of the East and West, exploring how these societies are investigated (evidence, contestability) and what investigations show of their contribution to modern social, political and economic systems (significance, perspectives, empathy).

#### Inquiry Questions

- *How do we know about the ancient past?*
- *Why and where did the earliest societies develop?*
- *What emerged as the defining characteristics of ancient societies?*
- *What have been the legacies of ancient societies?*

### Geography

#### Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment interconnection, sustainability and change**. The curriculum in Year 7 focuses on understandings about water as a natural resource and the liveability of places. Students investigate the nature of water as a natural resource and its flows through environments on different continents (environment, interconnections, place). Students examine how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection). Students also explore the liveability of places (place, space, environment, change) in relation to diverse people and places, familiar and global (place, interconnection, environment). Students examine influences on liveability of places (environment, interconnection, change) and strategies that enhance liveability, especially for young people (space, interconnection, sustainability, change).

#### Inquiry Questions

- *How do people's reliance on places and environments influence their perception of them?*
- *What effect does the uneven distribution of resources and services have on the lives of people?*
- *What approaches can be used to improve the availability of resources and access to services?*

### Civics and citizenship

#### Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens, and citizenship, diversity and identity**. The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).

#### Inquiry Questions

- *How is Australia's system of democratic government shaped by the Constitution?*
- *What principles of justice help to protect the individual's rights to justice in Australia's system of law?*
- *How is Australia a diverse society and what factors contribute to a cohesive society?*

### Economics and business

#### Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers and businesses. Students explore how consumers and producers interact in the market (business environment) and how consumers and businesses plan in personal, organisational and financial ways (resource allocation and making choices, consumer and financial literacy) to realise objectives. Students explore the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business (business environment, work and work futures).

#### Inquiry Questions

- *Why is there a relationship between consumers and producers in the market?*
- *Why is personal, organisational and financial planning for the future important for both consumers and businesses?*
- *How does entrepreneurial behaviour contribute to a successful business?*
- *What types of work exist and in what other ways can people derive an income?*

## ***Inquiry and skills***

### **Content Descriptions**

#### ***Questioning***

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and issues

#### ***Researching***

Apply a methodology to collect relevant information and data from a range of primary and secondary sources

Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales

Organise, record and sequence information about events, developments, periods and phenomena in discipline-appropriate formats

#### ***Analysing***

Analyse information and evidence from a range of primary and secondary sources to determine their origin, purpose and reliability

Analyse primary and secondary sources to identify values and perspectives, past and present

Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships

#### ***Evaluating and reflecting***

Synthesise evidence, information and data displayed in different formats to draw conclusions

Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each

Develop and use criteria to make informed decisions and judgements

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and predict probable effects

#### ***Communicating***

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts

## ***Knowledge and understanding***

### **Content Descriptions**

#### **Overview of the ancient world**

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

- the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.
- the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

#### **Depth studies**

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

### **Content Descriptions**

#### **Unit 1: Water in the world**

The classification of environmental resources and the forms that water takes as a resource

The ways that flows of water connects places as it moves through the environment and the way this affects places

The quantity and variability of Australia's water resources compared with other continents

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia, West Asia and/or North Africa

The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region

The causes, impacts and responses to an atmospheric or hydrological hazard

#### **Unit 2 Place and liveability**

The factors that influence the decisions people make about where to live and their perceptions of the liveability of places

The influence of accessibility to services and facilities on the liveability of places

The influence of environmental quality on the liveability of places

The influence of social connectedness and community identity on the liveability of places

The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

### **Content Descriptions**

#### **Government and democracy**

The key features of the Australian Constitution with a focus on: the separation of powers, the Executive, the roles of the House of Parliament, and the division of powers

The process for constitutional change through a referendum

#### **Laws and citizens**

How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation

#### **Citizenship, diversity and identity**

How Australia is a secular nation and a multi-faith society

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society

How groups, such as religious and cultural groups express their particular identities and how this influences their perceptions of others and vice versa

### **Content Descriptions**

The ways consumers and producers interact and respond to each other in the market

Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives

Characteristics of entrepreneurs and successful businesses

Why individuals work, types of work and how people derive an income

### **1. Investigating the ancient past**

- How historians and archaeologists investigate history, including excavation and archival research
- The range of sources that can be used in an historical investigation, including archaeological and written sources
- The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists
- The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period  
The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.

### **2 The Mediterranean world**

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

- The physical features of the ancient society being investigated and how they influenced the civilisation that developed there
- Roles of key groups in the ancient society being investigated, including the influence of law and religion
- The significant beliefs, values and practices of the ancient civilisation being investigated with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
- Contacts and conflicts within and/or with other societies, resulting in developments
- The role of a significant individual in ancient Egyptian/Greek/Roman history

### **3. The Asian world**

Students investigate ONE of these Asian societies in depth: China or India

- The physical features of India/China and how they influenced the civilisation that developed there
- Roles of key groups in Indian/Chinese society in this period including the influence of law and religion.
- The significant beliefs, values and practices of Indian/Chinese society, with a particular emphasis on ONE of the

following areas: everyday life, warfare, or death and funerary customs

- Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs
- The role of a significant individual in Indian/Chinese history

## **Year 7 Achievement Standard**

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. Students identify why individuals choose to work and the various sources of income that exist. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students recognise that people have different perceptions of places, events and issues and identify how this influences views on how to respond to an issue to challenge.

Students formulate significant questions and propositions to frame an investigation. They apply a methodology to locate, collect, organise and categorise relevant data, evidence and information from a range of primary and secondary sources. They analyse information and evidence to determine their origin, purpose and reliability and to identify past and present values and perspectives. They analyse data and information displayed in a range of formats to propose simple explanations for distributions, patterns, trends and relationships. They analyse, synthesise, and evaluate data, evidence, and information to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They record and represent location, data and the distribution of phenomena in a range of forms, including different types of graphs and maps that conform to graphing and mapping conventions. They use a number of processes to make decisions, including collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a judgement. They reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different perspectives and predicting the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.

*Sub-strand specific achievement standards, eg History will be made available on the Australian Curriculum website.*

Humanities and Social Sciences Scope and Sequence: Year F-7 – Historical Knowledge and Understanding

Thread	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	My Personal World	How my world differs from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with Asia & the world	Sustainable pasts, present, futures
History	<p>Who the people in their family are, where they were born and raised and how they are related to each other</p> <p><i>The different structures of families and family groups today, and what they have in common</i></p> <p>How they, their family and friends commemorate events that are important to them</p> <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums</p>	<p>Differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time <i>such as 'a long time ago', 'then and now', 'old and new', 'tomorrow',</i> as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, <i>including family traditions;</i></p>	<p>The history of a significant person, building, site <i>and/or</i> part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site of cultural or spiritual significance <i>in the local area, and why it should be preserved; for example, a community building, a landmark, a war memorial</i></p> <p><i>The impact of How</i> changing technology <i>affected</i> people's lives (at home and in the ways they worked, travelled, communicated and played in the past)</p>	<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. <i>(This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied)</i></p> <p><i>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments;</i></p>	<p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/-Place (land, sea, waterways and skies)</p> <p><i>and the implications for their daily lives</i></p> <p>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, their contacts with other societies and any impacts-</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.</p> <p>The nature of contact between Aboriginal</p>	<p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800</p> <p>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander peoples) and how the environment changed</p> <p>The impact of a significant development or event on <i>an Australian colony for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought</i></p>	<p>Key figures, <i>and</i> events <i>and ideas</i> that led to Australia's Federation, <i>including British and American influences on Australia's system of law and government and Constitution</i> <i>Constitution</i></p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children</p> <p>Stories of groups of people who migrated to Australia <i>since Federation</i> (including from ONE Asian country <i>of the Asia region</i>) <i>and reasons</i> they migrated <i>such as World War II and Australian migration</i></p>	<p>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes:</p> <ul style="list-style-type: none"> <li>the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia</li> <li>the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</li> <li>key features of ancient societies (farming, trade, social classes, religion, rule of law)</li> </ul> <p>The depth studies for this year level include:</p>

		leisure time and communications		<p><del>entertainment, daily life</del></p> <p><u>How the community has changed and remained the same over time and t</u></p> <p>The role that people of diverse backgrounds have played in the development and character of the local community and</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, <del>Harmony Week</del>, <del>National Reconciliation Week</del>, <del>NAIDOC week</del> and National Sorry Day) and the importance of symbols and emblems</p> <p>Celebrations and commemorations in other places around the world (for example, <u>Chinese New Year in countries of the Asia region</u>, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, <del>Chinese New Year</del>, Christmas Day, Diwali, Easter, Hanukkah, the Moon</p>	<p><del>people</del> and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example <del>families</del> <u>people</u> and <del>the</del> <u>environment</u>s</p>	<p>The reasons people migrated to Australia <del>from Europe and Asia</del>, and the experiences and contributions of a particular migrant group within a colony</p> <p>The role that a significant individual or group played in shaping a colony</p>	<p><del>programs since the war</del></p> <p>The contribution of individuals and groups, <del>including Aboriginal and Torres Strait Islander people and migrants</del>, to the development of Australian society <u>since Federation</u></p>	<ol style="list-style-type: none"> <li>Investigating the ancient past</li> <li>The Mediterranean world (ONE of Egypt, Greece, Rome)</li> <li>The Asian world (ONE of China</li> </ol>
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				Festival and Ramadan)				
<p><b>Geography</b></p>	<p>The representation of the location of places and their features on <u>simple maps and models</u> <del>a globe</del></p> <p>The places people live in and belong to, their familiar features and why they are important to people</p> <p>The <u>Aboriginal and Torres Strait Islander Countries/Places</u> that <u>Aboriginal and Torres Strait Islander Peoples</u> belong to in the <u>location which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples area and why they are important to them</u></p> <p>The reasons why some places are special to people, and how they can be looked after</p>	<p>The natural, managed and constructed features of places, their location, how they change and how they can be cared for</p> <p>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them</p> <p><u>The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes</u></p> <p><u>Activities in the local place and reasons for their location</u></p>	<p>The <u>way the world is represented in geographic divisions and the location of Australia in relation to these divisions</u></p> <p><u>location of the major geographical divisions of the world in relation to Australia and the</u></p> <p><u>The idea that The definition of places as are parts of the Earth's surface that have been given meaning named by people, and how places can be defined at a variety of scales</u></p> <p>The connections of people in Australia to <u>people in other places in Australia, the countries of the Asia region, and across the world</u></p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place</p> <p>The influence of purpose, distance and</p>	<p>The representation of Australia as states and territories and <u>as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both a's major natural and human features</u></p> <p><u>The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia</u></p> <p>The main climate types of the world and the similarities and differences between the climates of different places</p> <p>The location of Australia's neighbouring countries and <u>their the diverse characteristics of their places in these countries</u></p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and</p>	<p><u>The main characteristics of the continents of Africa and South America and t</u></p> <p>The location of their major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents</p> <p><u>The importance of environments, including types of natural vegetation and the significance of vegetation to the environment and to animals and to people</u></p> <p><u>The use and management of natural resources and the management of waste, and the different views on how to do this sustainably</u></p> <p>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and</p>	<p><u>The location of the major countries of Europe and North America in relation to Australia and t</u></p> <p>The influence of people on the environmental characteristics of places in at least two countries from both continents <u>Europe and North America and the location of their major countries in relation to Australia</u></p> <p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places</p> <p>The <u>influence of the environmental and human influences on the location and human characteristics of a place and the management of spaces within them</u></p> <p><u>The influence people have on the human characteristics of places and the</u></p>	<p>The <u>geographical diversity of the Asia region and the location of the its major countries of the Asia region in relation to Australia and the geographical diversity within the region</u></p> <p>Differences in the economic, demographic and social characteristics <u>between of</u> countries across the world</p> <p>The world's cultural diversity, including that of its indigenous peoples</p> <p><u>Significant events that connect people and places throughout the world</u></p> <p><u>The various connections Australia's connections with has with other countries and how these connections change people and places</u></p>	<p>Unit 1: Water in the world</p> <p>The classification of environmental resources and the forms that water takes as a resource</p> <p>The ways that flows of water connect places as it moves through the environment and the way this affects places</p> <p>The quantity and variability of Australia's water resources compared with <u>those in</u> other continents</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa</p> <p>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and</p>

			<p>accessibility on the frequency with which people visit places</p>	<p>the lives of the people who live there, <u>and people's perceptions of these places</u></p>	<p>how this influences <del>their past and present</del> views about <del>the use of</del> <u>resourcesustainability</u></p>	<p><del>management of spaces within them</del> The impact of bushfires or floods on environments and communities</p>		<p>peoples of the Asia region</p> <p>The causes, impacts and responses to an atmospheric or hydrological hazard</p> <p>Unit 2 Place and liveability</p> <p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places</p> <p>The influence of accessibility to services and facilities on the liveability of places</p> <p>The influence of environmental quality on the liveability of places</p> <p>The influence of social connectedness and community identity on the liveability of places</p> <p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe</p>
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<p>Civics and Citizenship</p>				<p><a href="#">How and decisions are made democratically in communities, why The importance of making decisions democratically</a></p> <p><a href="#">How and why people make rules, who makes rules, why rules are important and the consequences of rules not being followed</a></p> <p>Why people participate within communities and how they can actively participate and contribute</p>	<p><a href="#">The purpose of government and some familiar services provided at the local level, The role of local government and the decisions it makes on behalf of the community</a></p> <p>The differences between 'rules' and 'laws', <a href="#">Why-why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples</a></p> <p><a href="#">How a person's identity can be shaped by the-The different cultural, religious and/or social groups to which they and others in the community may belong</a></p>	<p>The key values that underpin Australia's <a href="#">democratic system of government, democracy</a></p> <p><a href="#">The roles and responsibilities of electors and representatives in Australia's democracy</a></p> <p>The key features of <a href="#">the the Australian electoral process in Australia</a></p> <p><a href="#">How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples</a></p> <p><a href="#">Why regulations and laws are enforced and the personnel involved</a></p> <p><a href="#">The roles and responsibilities of key personnel in law enforcement and in the legal system</a></p> <p><a href="#">Why-How people with shared beliefs and values work together to achieve a civic goal</a></p>	<p>The key institutions of Australia's democratic system of government <a href="#">and how it is based on the Westminster system, including the monarchy, parliaments, and courts</a></p> <p>The roles and responsibilities of <a href="#">Australia's three levels of government, including shared roles and responsibilities within Australia's federal system</a></p> <p><a href="#">The responsibilities of electors and representatives in Australia's democracy</a></p> <p><a href="#">How state/territory and federal laws are initiated and passed through parliament</a></p> <p><a href="#">The key features of the Australian electoral process</a></p> <p><a href="#">Where ideas for new laws can come from and how they become law</a></p> <p><a href="#">The shared values of Australian citizenship</a></p>	<p>The key features of <a href="#">government under the Australian Constitution</a> with a focus on: the separation of powers, <a href="#">the Executive</a>, the roles of the House of Parliament, and the division of powers</p> <p>The process for constitutional change through a referendum</p> <p>How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation</p> <p>How Australia is a secular nation and a multi-faith society <a href="#">with a Christian heritage</a></p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion</p>

							<p><u>and the</u> formal rights and responsibilities, <u>and shared of</u> <u>Australian citizens</u> values of Australian citizenship</p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens</p>	<p>within Australian society</p> <p>How groups, <u>including Aboriginal and Torres Strait islander people</u> <u>such as religious and cultural groups</u>, express their particular identities <u>and</u>, how this influences their perceptions of others, <u>and others' perception of them</u> <u>and vice versa</u></p>
<p>Economics and Business</p>						<p>The difference between needs and wants and why choices need to be made about how limited resources are used</p> <p>Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations</p> <p>Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices</p>	<p>How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</p> <p>The effect that consumer and financial decisions can have on the individual, the broader community and the environment</p> <p>The reasons businesses exist and the different ways they provide goods and services</p>	<p>The ways consumers and producers <u>interact and</u> respond to <u>and influence</u> each other in the market</p> <p>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives</p> <p>Characteristics of entrepreneurs and successful businesses</p> <p>Why individuals work, types of work and how people derive an income</p>

## History Scope and Sequence: Year 7-10 – Historical Knowledge and Understanding

Thread	Year 7	Year 8	Year 9	Year 10
<b>Year focus</b>	<p>The ancient world</p> <p>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE)</p>	<p>The ancient to the modern world</p> <p>The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750.</p>	<p>The making of the modern world</p> <p>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918</p>	<p>The modern world and Australia</p> <p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.</p>
<b>Key questions</b>	<p>How do we know about the ancient past?</p> <p>Why and where did the earliest societies develop?</p> <p>What emerged as the defining characteristics of ancient societies?</p> <p>What have been the legacies of ancient societies?</p>	<p>How did societies change from the end of the ancient period to the beginning of the modern age?</p> <p>What key beliefs and values emerged and how did they influence societies?</p> <p>What were the causes and effects of contact between societies in this period?</p> <p>Which significant people, groups and ideas from this period have influenced the world today?</p>	<p>What were the changing features of the movements of people from 1750 to 1918?</p> <p>How did new ideas and technological developments contribute to change in this period?</p> <p>What was the origin, development, significance and long-term impact of imperialism in this period?</p> <p>What was the significance of World War I?</p>	<p>How did the nature of global conflict change during the twentieth century?</p> <p>What were the consequences of World War II?</p> <p>How did these consequences shape the modern world?</p> <p>How was Australian society affected by other significant global events and changes in this period?</p>
<b>Overview</b>	<p>Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As</p>	<p>Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the</p>	<p>Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the</p>	<p>Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the</p>

Thread	Year 7	Year 8	Year 9	Year 10
	<p>such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.</p> <p>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</p> <p>the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia. (ACOKFH001)</p> <p>the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)</p>	<p>broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.</p> <p>Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:</p> <p>the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)</p> <p>key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)</p> <p>the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific</p>	<p>broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.</p> <p>Overview content for the making of the modern world includes the following:</p> <p>the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016)</p> <p>the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015)</p> <p>the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017)</p>	<p>broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.</p> <p>Overview content for the Modern World and Australia includes the following:</p> <p>the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)</p> <p>continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia’s involvement in UN peacekeeping (ACOKFH021)</p> <p>the major movements for rights and freedom in the world and the achievement of independence by former colonies (ACOKFH022)</p>

Thread	Year 7	Year 8	Year 9	Year 10
	key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)	Revolution and the Enlightenment). (ACOKFH010)	the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019)	<p>the nature of the Cold War and Australia’s involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023)</p> <p>developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability(ACOKFH024)</p>
<b>Depth studies</b>	<p>There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. <del>A depth study elective will constitute approximately 30% of the total teaching time for the year.</del> The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview</p>	<p>There are three depth studies for this historical period. For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. <del>A depth study will constitute approximately 30% of the total teaching time for the year.</del> The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview</p>	<p>There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. <del>A depth study will constitute approximately 30% of the total teaching time for the year.</del> The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content</p>	<p>There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. <del>A depth study will constitute approximately 30% of the total teaching time for the year.</del> The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content</p>

Thread	Year 7	Year 8	Year 9	Year 10
	content and/or with other depth study electives.	content and/or with other depth study electives.	and/or with other depth study electives.	and/or integrated with other depth study electives.
	<p><b>Investigating the ancient past</b></p> <p>How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)</p> <p>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)</p> <p>The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources (ACDSEH031)</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal</p>	<p><b>The Western and Islamic world</b></p> <p>Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy</p> <p><b>The Vikings (c.790 – c.1066)</b></p> <p>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)</p> <p>Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)</p> <p>Viking conquests and relationship with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)</p>	<p><b>Making a better world?</b></p> <p>Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Movement of peoples or Progressive ideas and movements. The study includes the causes and effects of the development, and the Australian experience.</p> <p><b>Progressive ideas and movements (1750 – 1918)</b></p> <p>The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)</p> <p>The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism (ACDSEH086)</p>	<p><b>World War II</b></p> <p><b>World War II (1939-45)</b></p> <p>Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.</p> <p>An overview of the causes and course of World War II (ACDSEH024)</p> <p>An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)</p> <p>The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)(ACDSEH108)</p>



Thread	Year 7	Year 8	Year 9	Year 10
	<p>and Torres Strait Islander Peoples. (ACDSEH148)</p>	<p>The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)</p> <p><b>Renaissance Italy (c.1400 – c.1600)</b></p> <p>The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)</p> <p>Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)</p> <p>Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)</p> <p>The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli(ACDSEH058)</p> <p><b>Medieval Europe (c.590 – c.1500)</b></p>	<p>The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups(ACDSEH087)</p> <p>The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)</p> <p><b>The Industrial Revolution (1750 – 1914)</b></p> <p>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (<del>the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire</del>) and of Australia (ACDSEH017)</p> <p>The population movements and changing settlement patterns during this period (ACDSEH080)</p> <p>The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)</p>	<p>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)</p> <p>The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)</p>

Thread	Year 7	Year 8	Year 9	Year 10
		<p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)</p> <p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</p> <p>The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)</p> <p><b>The Ottoman Empire (c.1299 – c.1683)</b></p> <p>The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles</p>	<p>The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)</p> <p><b>Progressive ideas and movements (1750 – 1918)</b></p> <p>The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)</p> <p>The reasons why ONE key idea emerged and/or developed a following, (ACDSEH086) <i>such as the influence of the Industrial Revolution on socialism</i></p> <p>The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups (ACDSEH087)</p> <p>The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)</p>	

Thread	Year 7	Year 8	Year 9	Year 10
		<p>and relationships of different groups in society (ACDSEH009)</p> <p>Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture. (ACDSEH053)</p> <p>Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)</p> <p>The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)</p>	<p><b>Movement of peoples (1750 – 1901)</b></p> <p>The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)</p> <p>The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)</p> <p>Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)</p> <p>The short and long-term impacts of the movement of peoples during this period(ACDSEH085)</p>	
	<p><b>The Mediterranean world</b></p> <p><b>Egypt</b></p> <p>The physical features of ancient Egypt (such as the River Nile) and</p>	<p><b>The Asia-Pacific world</b></p> <p>Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where</p>	<p><b>Australia and Asia</b></p> <p>Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.</p> <p><b>Asia and the world</b></p>	<p><b>Rights and freedoms</b></p> <p>Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or</p>

Thread	Year 7	Year 8	Year 9	Year 10
	<p>how they influenced the civilisation that developed there (ACDSEH002)</p> <p>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)</p> <p>The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)</p> <p>The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II (ACDSEH129)</p> <p><b>Greece</b></p> <p>The physical features of ancient Greece (such as its mountainous</p>	<p>appropriate, this depth study may include some reference beyond the end of the period c.1750.</p> <p><b>Angkor/Khmer Empire (c.802 – c.1431)</b></p> <p>The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king ). (ACDSEH011)</p> <p>The reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060)</p> <p>The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)</p> <p>Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)</p> <p><b>Japan under the Shoguns’ (c.794 – 1867)</b></p>	<p>The key features (social, cultural, economic, political) of ONE Asian society (<del>such as China, Japan, India, Dutch East Indies, India</del>) at the start of the period (ACDSEH093)</p> <p>Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s)(ACDSEH094)</p> <p>The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)</p> <p>The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)</p> <p><b>Making a nation</b></p> <p>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and</p>	<p>achieved in Australia and in the broader world context.</p> <p><b>Rights and freedoms (1945 – the present)</b></p> <p>The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration(ACDSEH023)</p> <p>Background to the struggle of Aboriginal and Torres Strait Islander Peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)</p> <p>The US civil rights movement and its influence on Australia (ACDSEH105)</p> <p>The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)</p>

Thread	Year 7	Year 8	Year 9	Year 10
	<p>landscape) and how they influenced the civilisation that developed there (ACDSEH003)</p> <p>Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion(ACDSEH035)</p> <p>The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)</p> <p>The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)</p> <p style="text-align: center;"><b>Rome</b></p> <p>The physical features of ancient Rome (such as the River Tiber) and</p>	<p>The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)</p> <p>The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. (ACDSEH063)</p> <p>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</p> <p>Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)</p> <p style="text-align: center;"><b>The Polynesian expansion across the Pacific (c.700 – 1756)</b></p> <p>Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)</p>	<p>Aboriginal and Torres Strait Islander people (ACDSEH020)</p> <p>The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)</p> <p>Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)</p> <p>Key <u>people</u>, events and ideas in the development of Australian self-government and democracy, including <u>women's voting rights, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia's system of government and women's voting rights</u> (ACDSEH091)</p> <p><u>Laws made by Federal Parliament between 1901-1914</u> including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092) Legislation 1901-1914, including the Harvester</p>	<p>Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH134)</p> <p>The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)</p>

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	<p>how they influenced the civilisation that developed there. (ACDSEH004)</p> <p>Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038)</p> <p>The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)</p> <p>The role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus (ACDSEH131)</p>	<p>The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island)(ACDSEH066)</p> <p>The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)</p> <p>The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island’s palm trees (ACDSEH068)</p>	<p>Judgment, pensions, and the Immigration Restriction Act</p>	
	<p><b>The Asian world</b> Students investigate ONE of these Asian societies in depth: China or India</p>	<p><b>Expanding contacts</b> Students investigate ONE of the following historical developments in depth to explore the interaction of</p>	<p><b>World War I</b> Students investigate key aspects of World War I and the Australian experience of the war, including the</p>	<p><b>The globalising world</b> Students investigate one major global influence that has shaped Australian society in depth,</p>

Thread	Year 7	Year 8	Year 9	Year 10
	<p style="text-align: center;"><b>India</b></p> <p>The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)</p> <p>Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion. (ACDSEH044)</p> <p>The significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)</p>	<p>societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.</p> <p style="text-align: center;"><b>Mongol expansion (c.1206 – c.1368)</b></p> <p>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)</p> <p>The extent of the Mongol expansion as one of the largest land empires in history, <del>including life in China before, during and after the Mongol conquest</del> (ACDSEH078)</p> <p>The consequences of the Mongol expansion, including <u>its impact on life in China during and after the Mongol conquest</u> and contributions to European knowledge and trade routes (ACDSEH079)</p>	<p>nature and significance of the war in world and Australian history.</p> <p style="text-align: center;"><b>World War I (1914-1918)</b></p> <p>An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)</p> <p>The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)</p> <p>The impact of World War I, with a particular emphasis on Australia <del>(such as the use of propaganda to influence the civilian population, including</del> the changing role of women, <del>the conscription debate)</del> (ACDSEH096)</p> <p>The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)</p>	<p>including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or The environment movement or Migration experiences.</p> <p style="text-align: center;"><b>Popular culture (1945 – present)</b></p> <p>The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)</p> <p>Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)</p> <p>The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)</p> <p>Australia's contribution to international popular culture</p>

Thread	Year 7	Year 8	Year 9	Year 10
	<p>The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)</p> <p><b>China</b></p> <p>The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)</p> <p>Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. (ACDSEH041)</p> <p>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)</p>	<p><b>The Black Death in Asia, Europe and Africa (14th century plague)</b></p> <p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)</p> <p>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)</p> <p>The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)</p> <p>The <u>immediate and long term</u> effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)</p> <p><u>Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures,</u></p>		<p>(music, film, television, sport). (ACDSEH123)</p> <p>Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)</p> <p><b>The environment movement (1960s – present)</b></p> <p>The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)</p> <p>The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)</p> <p>The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (<u>notion of ‘Gaia’, ‘limits to growth’, including the concept of ‘sustainability’, concept of ‘rights of nature’</u>) (ACDSEH126)</p> <p>Significant events and campaigns that contributed to popular</p>



Thread	Year 7	Year 8	Year 9	Year 10
	<p>The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)</p>	<p><del>and increased social mobility</del> (ACDSEH072)</p> <p><b>The Spanish conquest of the Americas (c.1492 – c.1572)</b></p> <p>Pre-Columbian life in the Americas, including social organisation, city life and beliefs. (ACDSEH016)</p> <p>When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)</p> <p>The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas(ACDSEH074)</p> <p><del>The immediate and long-term effects of the impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe</del> (ACDSEH075)</p>		<p>awareness of environmental issues, such as the campaign to prevent the damming of Australia’s Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)</p> <p>Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128)</p> <p><b>Migration experiences (1945 – present)</b></p> <p>The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)</p> <p>The impact of changing government policies on Australia’s migration patterns, including abolition of the White Australia Policy, ‘Populate or Perish’ (ACDSEH145)</p> <p>The impact of at least ONE world event or development and its significance for Australia, such as</p>

Thread	Year 7	Year 8	Year 9	Year 10
		<p>The longer term effects of colonisation, including slavery, population changes and lack of control over resource (ACDSEH076)</p>		<p>the Vietnam War and Indochinese refugees (ACDSEH146)</p> <p>The contribution of migration to Australia’s changing identity as a nation and to its international relationships (ACDSEH147)</p>

## History Scope and Sequence: Year 7-10 – Historical Skills

Skills	Year 7	Year 8	Year 9	Year 10
<b>Chronology, terms and concepts</b>	<p>Sequence historical events, developments and periods (ACHHS205) &amp; (ACHHS148)</p> <p>Use historical terms and concepts (ACHHS206) &amp; (ACHHS149)</p>		<p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) &amp; (ACHHS182)</p> <p>Use historical terms and concepts (ACHHS165) &amp; (ACHHS183)</p>	
<b>Historical questions and research</b>	<p>Identify a range of questions about the past to inform an historical inquiry (ACHHS207) &amp; (ACHHS150)</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS208) &amp; (ACHHS151)</p>		<p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166) &amp; (ACHHS184)</p> <p>Evaluate and enhance these questions (ACHHS167) &amp; (ACHHS185)</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS168) &amp; (ACHHS186)</p>	
<b>Analysis and use of sources</b>	<p>Identify the origin and purpose of primary and secondary sources (ACHHS209) &amp; (ACHHS152)</p> <p>Locate, compare, select and use information from a range of sources as evidence (ACHHS210) &amp; (ACHHS153)</p> <p>Draw conclusions about the usefulness of sources (ACHHS211) &amp; (ACHHS154)</p>		<p>Identify the origin, purpose and context of primary and secondary sources (ACHHS169) &amp; (ACHHS187)</p> <p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) &amp; (ACHHS188)</p> <p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171) &amp; (ACHHS189)</p>	
<b>Perspectives and interpretations</b>	<p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) &amp; (ACHHS155)</p>		<p>Identify and analyse the perspectives of people from the past (ACHHS172) &amp; (ACHHS190)</p> <p>Identify and analyse different historical interpretations (including their own) (ACHHS173) &amp; (ACHHS191)</p>	
<b>Explanation and communication</b>	<p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) &amp; (ACHHS156)</p>		<p>Develop texts, particularly explanations and discussions that use evidence from a range of sources that are referenced (ACHHS174) &amp; (ACHHS192)</p>	

Skills	Year 7	Year 8	Year 9	Year 10
	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214) & (ACHHS157)		Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175) & (ACHHS193)	

## History Achievement Standards: Year 7-10

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and</p>	<p>By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop</p>	<p>By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and</p>	<p>By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these</p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information</p>	<p>texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>	<p>draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>	<p>sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources</p>

## Geography Scope and Sequence: Year 7-8 – Geographical Knowledge and Understanding

Thread	Year 7		Year 8	
<b>Year level Focus</b>	Water in the world	Place and liveability	Landforms and landscapes	Changing nations
<b>Key inquiry questions</b>	<p>How do people’s reliance on places and environments influence their perception of them?</p> <p>What effect does the uneven distribution of resources and services have on the lives of people?</p> <p>What approaches can be used to improve the availability of resources and access to services?</p>		<p>How do environmental and human processes affect the characteristics of places and environments?</p> <p>How do the interconnections between places, people and environments affect the lives of people?</p> <p>What are the consequences of changes to places and environments and how can these changes be managed?</p>	
	<p><b>Water in the world</b></p> <p>The classification of environmental resources and the forms that water takes as a resource (ACHGK037)</p> <p>The ways that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038)</p> <p>The quantity and variability of Australia’s water resources compared with <del>those in</del> other continents (ACHGK039)</p> <p>The nature of water scarcity and ways</p>	<p><b>Place and liveability</b></p> <p>The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)</p> <p>The influence of accessibility to services and facilities on the liveability of places (ACHGK044)</p> <p>The influence of environmental quality on the liveability of places (ACHGK045)</p> <p>The influence of social connectedness <del>and</del> community</p>	<p><b>Landforms and landscapes</b></p> <p>The different types of landscapes and their distinctive landform features (ACHGK048)</p> <p>The <del>spiritual</del> aesthetic, aesthetic and cultural <del>and spiritual</del> value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples peoples (ACHGK049)</p> <p>The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)</p>	<p><b>Changing nations</b></p> <p>The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)</p> <p>The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)</p> <p>The reasons for and effects of internal migration in both Australia <del>and China</del> (ACHGK056)</p>

Thread	Year 7		Year 8	
	<p>of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)</p> <p>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</p> <p>The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)</p>	<p>identity <del>and perceptions of crime and safety</del> on the liveability of places (ACHGK046)</p> <p>The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)</p>	<p>The human causes and effects of landscape degradation (ACHGK051)</p> <p>The causes, impacts and responses to a geomorphological hazard (ACHGK053)</p>	<p><del>The reasons for and effects of internal migration in China (ACHGK057)</del></p> <p>The reasons for and effects of international migration in Australia (ACHGK058)</p> <p>The management and planning of Australia's urban future (ACHGK059)</p>



## Geography: Year 9-10 – Geographical Knowledge and Understanding

Thread	Year 9		Year 10	
<b>Year level Focus</b>	Biomes and food security	Geographies of interconnections	Environmental change and management	Geographies of human wellbeing
<b>Key inquiry questions</b>	<p>What are the causes and consequences of change in places and environments and how can this change be managed?</p> <p>What are the future implications of changes to places and environments?</p> <p>Why are interconnections and interdependencies important for the future of places and environments?</p>		<p>How can the spatial variation between places and changes in environments be explained?</p> <p>What management options exist for sustaining human and natural systems into the future?</p> <p>How do worldviews influence decisions on how to manage environmental and social change?</p>	
	<p><b>Biomes and food security</b></p> <p>The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)</p> <p>The human alteration of biomes to produce food, industrial materials and fibres, and <a href="#">the use of systems thinking to analyse</a> the environmental effects of these alterations (ACHGK061)</p> <p>The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)</p> <p>The challenges to food production,</p>	<p><b>Geographies of interconnections</b></p> <p>The perceptions people have of place, and how this influences their connections to different places (ACHGK065)</p> <p>The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)</p> <p>The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)</p> <p>The effects of the production and</p>	<p><b>Environmental change and management</b></p> <p>The human-induced environmental changes that challenge sustainability (ACHGK070)</p> <p>The environmental worldviews of people and their implications for environmental management (ACHGK071)</p> <p>The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)</p> <p>Select ONE of the following types of environment as the context for</p>	<p><b>Geographies of human wellbeing</b></p> <p>The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</p> <p>The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)</p> <p>The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the</p>

Thread	Year 9		Year 10	
	<p>including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)</p> <p>The capacity of the world's environments to sustainably feed the projected future <a href="#">global population to achieve food security for Australia and the world</a> (ACHGK064)</p>	<p>consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)</p> <p>The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</p>	<p>study: land (<a href="#">e.g. forest, grassland, farmland</a>), inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.</p> <p>The application of <del>human-environment</del> systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073)</p> <p>The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)</p> <p>The application of environmental economic and social criteria in evaluating management responses to the change (ACHGK075)</p>	<p>Pacific Islands (ACHGK078)</p> <p>The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079)</p> <p>The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale (ACHGK080)</p> <p>The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)</p>

## Geography Scope and Sequence: Year 7-10 – Skills

Skills	Year 7	Year 8	Year 9	Year 10
<b>Observing, questioning and planning</b>	Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS047) & (ACHGS055)		Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063) & (ACHGS072)	
<b>Collecting, recording, evaluating and representing</b>	<p><del>Evaluate sources for their reliability and usefulness and select, collect</del> <del>Collect, select</del> and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048) &amp; (ACHGS056)</p> <p><del>Evaluate sources for their reliability and usefulness, and r</del>Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) &amp; (ACHGS057)</p> <p>Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050) &amp; (ACHGS058)</p>		<p><del>Evaluate sources for their reliability, bias and usefulness and select, c</del>Collect, <del>select</del>, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) &amp; (ACHGS073)</p> <p><del>Evaluate sources for their reliability, bias and usefulness, and r</del>Represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065) &amp; (ACHGS074)</p> <p>Represent the spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) &amp; (ACHGS075)</p>	
<b>Interpreting, analysing and concluding</b>	<p><del>Analyse</del> <del>Interpret</del> geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051) &amp; (ACHGS059)</p> <p>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) &amp; (ACHGS060)</p>		<p><del>Evaluate</del> <del>Interpret and analyse</del> multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) &amp; (ACHGS076)</p> <p>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) &amp; (ACHGS077)</p>	

Skills	Year 7	Year 8	Year 9	Year 10
			Identify how geographic information system (GIS) might be used to analyse geographical data and make predictions (ACHGS069) & (ACHGS078)	
<b>Communicating</b>	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053) & (ACHGS061)		Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate (ACHGS070) & (ACHGS079)	
<b>Reflecting and responding</b>	Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) & (ACHGS062)		Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, <a href="#">political</a> and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071) & (ACHGS080)	

## Geography Achievement Standards: Year 7-10

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how <a href="#">the characteristics of places are perceived and valued differently</a>. They explain interconnections between people <a href="#">and places, and places and places</a> and <a href="#">people and environments</a> and describe how <a href="#">they these interconnections change</a> interconnections change places and environments. <a href="#">They propose simple explanations for spatial distributions and patterns among phenomena.</a> They describe alternative strategies to a geographical challenge <a href="#">and propose a response, taking into account referring to environmental,</a> economic and social factors.</p>	<p>By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. <a href="#">They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns.</a> They compare alternative strategies to a geographical challenge <a href="#">and propose a response,</a> taking into account environmental, economic and social factors.</p> <p>Students identify geographically significant questions from observations to frame an inquiry. They <a href="#">evaluate a range of primary and</a></p>	<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. <a href="#">They predict changes in the characteristics of places over time and identify the possible implications of change for the future.</a> They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. <a href="#">They predict changes in the characteristics of places over time and identify the possible implications of change for the future.</a> Students <a href="#">propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns.</a> They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria <a href="#">and propose and justify a response.</a></p> <p>Students use initial research to</p>	<p>By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. <a href="#">Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences.</a> They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. <a href="#">Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences.</a> They propose <a href="#">explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns.</a> They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, <a href="#">economic, political and social-political, social and</a></p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>Students identify geographically significant questions to frame an inquiry. They <u>evaluate a range of primary and secondary sources to</u> locate <u>relevant-useful</u> information <u>from primary and secondary sources to answer inquiry questions</u> and <u>data</u>. They <u>record and</u> represent data and the location and distribution of geographical phenomena in a range of <u>graphic</u> forms, including large-scale and small-scale maps that conform to cartographic conventions. They <u>interpret and</u> analyse geographical <u>maps</u>, data and other information to propose simple explanations for spatial <u>distributions</u>, patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and <u>graphic representations</u> <u>digital technologies</u> in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social <u>considerations-factors</u> and describe the expected effects of their proposal.</p>	<p><u>secondary sources to</u> locate <u>relevant useful and reliable</u> information <u>and data from a range of primary and secondary sources to answer inquiry questions</u>. They <u>select, record and</u> represent data and the location and distribution of geographical phenomena in a range of appropriate <u>digital and non-digital graphic</u> forms, including maps at different scales that conform to cartographic conventions. They analyse geographical <u>maps</u>, data and other information to propose explanations for spatial <u>distributions</u>, patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and <u>graphic representations</u> <u>digital technologies</u> in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social <u>factors considerations</u> and predict the outcomes of their proposal.</p>	<p>identify geographically significant questions to frame an inquiry. They <u>collect and</u> evaluate a range of primary and secondary sources <u>and to</u> select <u>and collect</u> relevant <u>and reliable</u> geographical <u>data and information and data to answer inquiry questions</u>. They <u>record and</u> represent multi-variable data in a range of appropriate <u>graphic digital and non-digital</u> forms, including a <u>range of special-purpose</u> maps that comply with cartographic conventions. They <u>use a range of methods and digital technologies to interpret and</u> analyse <u>maps, data and other information</u> to propose explanations for patterns, trends, relationships and anomalies <u>across time and space</u> and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings <u>arguments</u> and explanations using relevant geographical terminology and <u>digital graphic</u> representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social <u>considerations-factors</u> and predict the outcomes and consequences of their proposal.</p>	<p><u>economic</u> criteria and <u>propose and justify</u> <u>draw a reasoned conclusion a</u> response.</p> <p>Students use initial research to develop and modify geographically significant questions to frame an inquiry. They <u>collect and</u> critically evaluate a range of primary and secondary sources <u>and to</u> select <u>and collect</u> relevant, <u>reliable and unbiased</u> geographical <u>data and information information and data to answer inquiry questions</u>. Students <u>accurately record and</u> represent multi-variable data in <u>a range of of the most</u> appropriate <u>graphic digital and non-digital</u> forms, including <u>special-purpose a range of graphs and</u> maps that use <u>a suitable scales</u> and comply with cartographic conventions. They <u>use a range of methods and digital technologies to interpret and analyse maps, data and other information</u> <u>evaluate data</u> to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies <u>across time and space and at different scales</u>, and predict outcomes. They <u>analyse and</u> synthesise data and <u>other</u> information to draw reasoned conclusions, taking into account alternative <u>points-of view perspectives</u>. Students present</p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
				<p>findings, arguments and explanations using relevant geographical terminology and graphic <a href="#">representations</a> and <a href="#">digital technologies</a> in a range of <a href="#">selected</a> and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic, <a href="#">political</a> and social considerations. They explain the predicted outcomes and consequences of their proposal.</p>

## Civics and Citizenship Scope and Sequence: Year 7-10 – Knowledge and Understanding

Thread	Year 7	Year 8	Year 9	Year 10
<b>Key inquiry questions</b>	<p>How is Australia’s system of democratic government shaped by the Constitution?</p> <p>What principles of justice help to protect the individual’s rights to justice in Australia’s system of law?</p> <p>How is Australia a diverse society and what factors contribute to a cohesive society?</p>	<p>What are the freedoms and responsibilities of citizens in Australia’s democracy?</p> <p>How are laws made and applied in Australia?</p> <p>What different perspectives are there about national identity?</p>	<p>What influences shape the operation of Australia’s political system?</p> <p>How does Australia’s court system work in support of a democratic and just society?</p> <p>How do citizens participate in an interconnected world?</p>	<p>How is Australia’s democracy defined and shaped by the global context?</p> <p>How are government policies shaped by Australia’s international legal obligations?</p> <p>What are the features of a resilient democracy?</p>
<b>Government and Democracy</b>	<p><del>The purpose and value of the Australian Constitution (ACHCK047)</del></p> <p>The key features of <b>government under</b> the Australian Constitution with a focus on: the separation of powers; <u>the Executive</u>, the roles of the Houses of Parliament; and the division of powers (ACHCK048)</p> <p>The process for constitutional change through a referendum (ACHCK049)</p>	<p>The freedoms that enable active participation in Australia’s democracy within the bounds of the law, including freedom of speech, association, assembly, religion, and movement (ACHCK061)</p> <p>How citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</p>	<p>The role of political parties, and independent representatives in Australia’s system of government, including the formation of governments (ACHCK075)</p> <p><u>The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet</u></p> <p>How citizens’ <u>political</u> choices</p>	<p>The key features and values of Australia’s system of government compared with <u>at least</u> ONE other system of government in the Asia region (ACHCK090)</p> <p><u>The Australian government’s</u> Australia’s role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091)</p>



Thread	Year 7	Year 8	Year 9	Year 10
			are shaped <del>at election time</del> , including the influence of the media (ACHCK076)	
<b>Law and citizens</b>	How Australia’s legal system aims to provide justice, through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)	How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)  The types of law in Australia, including criminal law and civil law; and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)	The key features of Australia’s court system, <del>including jurisdictions</del> and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077)  The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)	The role of the High Court, including in interpreting the Constitution (ACHCK092)  How Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)
<b>Citizenship, diversity and identity</b>	How Australia is a secular nation and a multi-faith society (ACHCK051)	<del>The values and beliefs of Judeo-Christian traditions of Australian society and</del> religions practised in contemporary Australia.	How and why groups, including religious groups, participate in <del>and contribute to</del> civic life	The challenges to, and ways of sustaining, a resilient democracy and cohesive society

Thread	Year 7	Year 8	Year 9	Year 10
	<p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)</p> <p>How groups, <a href="#">including such as religions and cultural groups</a> <del>Aboriginal and Torres Strait Islander Peoples</del>, express their particular identities; how this influences their perceptions of others, <del>and others' perception of them</del> <a href="#">and vice versa</a> (ACHCK053)</p>	<p><a href="#">including Christianity</a> (ACHCK065)</p> <p>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)</p> <p>How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)</p>	<p>(ACHCK079)</p> <p>The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)</p> <p>How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)</p>	<p>(ACHCK094)</p>

**Civics and Citizenship Scope and Sequence: Year 7-10 – Skills**

Skills	Year 7	Year 8	Year 9	Year 10
<b>Questioning and Research</b>	Develop a range of questions to investigate Australia's political and legal systems (ACHCS054) & (ACHCS068)  Identify, gather and sort information and ideas from a range of sources (ACHCS055) & (ACHCS069)		Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) & (ACHCS095)  Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) & (ACHCS096)	
<b>Analysis, synthesis and interpretation</b>	Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) & (ACHCS070)		Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) & (ACHCS097)  Account for different interpretations and points of view (ACHCS085) & (ACHCS098)	
<b>Problem-solving and decision-making</b>	Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) & (ACHCS071)  Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) & (ACHCS072)		Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) & (ACHCS099)  Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) & (ACHCS100)	
<b>Communication and reflection</b>	Present evidence-based civics and citizenship arguments using subject specific language (ACHCS059) & (ACHCS073)  Reflect on their role as a citizen in Australia's democracy (ACHCS060) & (ACHCS074)		Present evidence-based civics and citizenship arguments using subject specific language (ACHCS088) & (ACHCS101)  Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) & (ACHCS102)	

**Civics and Citizenship Achievement Standards: Year 7-10**

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>By the end of Year 7, students explain features of Australia’s <del>system of government, and the purpose of the Constitution, including the process for constitutional change.</del> <del>in Australia’s representative democracy.</del> They explain how Australia’s legal system is based on the principle of justice. Students <del>explain the diverse nature of Australian society and</del> identify the importance of shared values <del>in promoting a cohesive society,</del> and <del>explain the diverse nature of Australian society.</del></p> <p>When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia’s political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.</p>	<p>By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They <del>identify the diverse belief systems in Australia and</del> analyse issues about national identity <del>in Australia</del> and the factors that contribute to people’s sense of belonging.</p> <p>When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens</p>	<p>By the end of Year 9, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s <del>electoral-political</del> choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. <del>They reflect on how groups participate and contribute to civic life.</del></p> <p>When researching, students analyse a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse</p>	<p>By the end of Year 10, students compare and evaluate the key features and values of systems of government, and analyse <del>the Australia’s Australian government’s</del> global roles and responsibilities. They analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. Students evaluate a range of factors that sustain democratic societies.</p> <p>When researching, students evaluate a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance, reliability and omission. They account for and evaluate different interpretations and points of view on civics and citizenship issues. When planning for action, students take account of multiple perspectives and ambiguities, use democratic processes, and negotiate solutions to an issue. Students develop and present evidenced-based arguments incorporating different points of view on civics and citizenship issues. They use</p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
		in different contexts.	ways they can be active and informed citizens in different contexts.	appropriate texts and subject-specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

## Economics and Business Scope and Sequence: Year 7-10 – Knowledge and Understanding

Thread	Year 7	Year 8	Year 9	Year 10
<b>Key inquiry questions</b>	<p>Why is there a relationship between consumers and producers in the market?</p> <p>Why is personal, organisational and financial planning for the future important for both consumers and businesses?</p> <p>How does entrepreneurial behaviour contribute to a successful business?</p> <p>What types of work exist and in what other ways can people derive an income?</p>	<p>Why is there a relationship between consumers and producers in the market?</p> <p>Why is personal, organisational and financial planning for the future important for both consumers and businesses?</p> <p>How does entrepreneurial behaviour contribute to a successful business?</p> <p>What types of work exist and in what other ways can people derive an income?</p>	<p>How do participants in the global economy interact?</p> <p>What strategies can be used to manage financial risks and rewards?</p> <p>How does creating a competitive advantage benefit business?</p> <p>What are the responsibilities of participants in the workplace and why are these important?</p>	<p>How is the performance of an economy measured?</p> <p>Why do variations in economic performance in different economies exist?</p> <p><a href="#">What strategies do governments use to manage the economy</a> <a href="#">How and why do governments manage economic performance to improve standards of living?</a></p> <p>How do governments, businesses and individuals respond to changing economic conditions?</p>
	<p>The ways consumers and producers <a href="#">interact and</a> respond to <a href="#">and influence</a> each other in the market (ACHEK017)</p>	<p>The ways markets <a href="#">in Australia</a> operate <a href="#">to enable the distribution of resources in</a> <del>Australia</del> and why they may be influenced by government (ACHEK027)</p>	<p>Australia as an <a href="#">‘economy’ a trading nation</a> and its place within the <a href="#">rising economies of broader</a> Asia and <a href="#">broader</a> global economy (ACHEK038)</p>	<p>Indicators of economic performance and how Australia’s economy is performing (ACHEK050)</p>
	<p>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)</p>	<p>The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028)</p>	<p>Why and how participants in the global economy are dependent on each other (ACHEK039)</p>	<p>The links between economic performance and living standards, <a href="#">and how and why the variations that</a> exist within and between economies, <del>and the possible causes</del> (ACHEK051)</p>

Thread	Year 7	Year 8	Year 9	Year 10
	Characteristics of entrepreneurs and successful businesses (ACHEK019)	The rights and responsibilities of consumers and businesses in Australia <u>in terms of financial and economic decision making</u> (ACHEK029)	Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)	The ways that governments manage <u>the economy to improve</u> economic performance <u>to improve and</u> living standards (ACHEK052)
	Why individuals work, types of work and how people derive an income (ACHEK020)	Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)	<u>The nature of innovation and</u> <u>h</u> How and why businesses seek to create and maintain a competitive advantage in the <u>market, including the</u> global market (ACHEK041)	Factors that influence major consumer and financial decisions and the short- and long-term consequences of these decisions (ACHEK053)
		Influences on the ways people work and factors that might affect work in the future (ACHEK031)	The roles and responsibilities of participants in the changing Australian or global workplace (ACHEK042)	The ways businesses <u>respond to changing economic conditions and organise themselves to</u> improve productivity <u>through organisational management and workforce management,</u> <u>including the ways they manage their workforce, and how they respond to changing economic conditions</u> (ACHEK054)

## Economics and Business Scope and Sequence: Year 7-10 – Skills

Skills	Year 7	Year 8	Year 9	Year 10
<b>Questioning and Research</b>	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021) & (ACHES032)  Gather relevant data and information from a range of digital, online and print sources (ACHES022) & (ACHES033)		Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043) & (ACHES055)  Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) & (ACHES056)	
<b>Analysis, synthesis and interpretation</b>	Interpret data and information displayed in different formats to identify relationships and trends (ACHES023) & (ACHES034)		Analyse data and information in different formats to explain cause and effect relationships, make predictions and illustrate alternative perspectives (ACHES045) & (ACHES057)	
<b>Economic reasoning, decision-making and application</b>	Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024) & (ACHES035)  Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025) & (ACHES036)		Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046) & (ACHES058)  Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047) & (ACHES059)	
<b>Communication and reflection</b>	Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026) & (ACHES037)		Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts and concepts (ACHES048) & (ACHES060)  Reflect on the intended and unintended consequences of economics and business decisions (ACHES049) & (ACHES061)	



## Economics and Business Citizenship Achievement Standards: Year 7-10

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify</p>	<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market’s operation. They explain the rights and responsibilities of consumers and businesses <a href="#">in terms of financial and economic decision making</a>. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work, and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students</p>	<p>By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, <a href="#">including through innovation</a> and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace</p> <p>When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge,</p>	<p>By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They provide explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses <a href="#">respond to changing economic conditions and improve productivity, and respond to changing economic conditions</a>. Students evaluate the effect of <a href="#">organisational and</a> workforce management on business performance.</p> <p>When researching, students develop questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and analyse reliable data and information from different sources to identify trends, explain relationships and make predictions. Students generate alternative responses to an issue taking into account multiple perspectives. They</p>

Achievement Standard	Year 7	Year 8	Year 9	Year 10
	<p>the effects of their decisions and the possible effects of alternative actions</p>	<p>develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>	<p>skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.</p>	<p>use cost-benefit analysis and appropriate criteria to propose and justify a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts and subject-specific language, conventions and concepts. They analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions</p>

## The Arts scope and sequence: Foundation to Year 10 – Exploring ideas and improvising with ways to represent ideas thread

	F-2	3-4	5-6	7-8	9-10
Dance	Explore, improvise and organise ideas to make dance sequences using the elements of dance (ACADAM001)	Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices (ACADAM005)	Explore movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning (ACADAM009)	Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)	Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)
Drama	Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)	Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (ACADRM031)	Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations (ACADRM035)	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM040)	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)
Media Arts	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)	Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text (ACAMAM058)	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text (ACAMAM062)	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066)	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073)
Music	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion (ACAMUM080)	Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns (ACAMUM084)	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns (ACAMUM088)	Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)	Improvise and arrange music, using aural recognition of texture, dynamics and expression, to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)

Visual Arts	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
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## The Arts scope and sequence: Foundation to Year 6 – Developing understanding of practices

Thread		F-2	3-4	5-6
Developing understanding of practices	Dance	Use fundamental movement skills to develop technical skills when practising dance sequences (ACADAM002)	Practise technical skills safely in fundamental movements (ACADAM006)	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination (ACADAM010)
	Drama	Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)	Use voice, body, movement and language to sustain role and relationships, and create dramatic action with a sense of time and place (ACADRM032)	Develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action (ACADRM036)
	Media Arts	Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)	Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories (ACAMAM059)	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text (ACAMAM063)
	Music	Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (ACAMUM081)	Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community (ACAMUM085)	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community (ACAMUM089)
	Visual Arts	Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)	Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111)	Develop and apply techniques and processes when making their artworks (ACAVAM115)

The Arts scope and sequence: Foundation to Year 6 – Sharing artworks through performance, presentation or display

Thread		F-2	3-4	5-6
Sharing artwork through performance	Dance	Present dance that communicates ideas to an audience, including dance used by cultural groups in the community (ACADAM003)	Perform dances using expressive skills to communicate ideas, including telling cultural or community stories (ACADAM007)	Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community (ACADAM011)
	Drama	Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)	Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama (ACADRM033)	Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience (ACADRM037)
	Media Arts	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060)	Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064)
	Music	Create compositions and perform music to communicate ideas to an audience (ACAMUM082)	Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume (ACAMUM086)	Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience (ACAMUM090)
	Visual Arts	Create and display artworks to communicate ideas to an audience (ACAVAM108)	Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112)	Plan the display of artworks to enhance their meaning for an audience (ACAVAM116)

## The Arts scope and sequence: Foundation to Year 6 – Responding to and interpreting artworks

Thread		F-2	3-4	5-6
Responding to and interpreting artworks	Dance	Respond to dance and consider where and why people dance, starting with dances from Australia, including dances of Aboriginal and Torres Strait Islander Peoples (ACADAR004)	Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance (ACADAR008)	Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance (ACADAR012)
	Drama	Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR030)	Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons (ACADRR034)	Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama (ACADRR038)
	Media Arts	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)	Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR061)	Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks (ACAMAR065)
	Music	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR083)	Identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR087)	Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music (ACAMUR091)
	Visual Arts	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)	Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)	Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks (ACAVAR117)

### The Arts scope and sequence: Years 7 to 10 – Manipulating and applying the elements/concepts with intent

Thread		7-8	9-10
Manipulating and applying the elements/concepts with intent	Dance	Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)
	Drama	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)
	Media Arts	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)
	Music	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)	Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)
	Visual Arts	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)



### The Arts scope and sequence: Years 7 to 10 – Developing and refining understanding of skills and techniques

Thread		7-8	9-10
Developing and refining understanding of skills and techniques	Dance	Practise and refine technical skills in style-specific techniques (ACADAM015)	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)
	Drama	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)
	Media Arts	Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068)	Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)
	Music	Practise and rehearse a variety of music, including Australian music, to develop technical and expressive skills (ACAMUM094)	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)
	Visual Arts	Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)	Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)

### The Arts scope and sequence: Years 7 to 10 – Structuring and organising ideas into form

Thread		7-8	9-10
Structuring and organising ideas into form	Dance	Structure dances using choreographic devices and form (ACADAM016)	Structure dances using movement motifs, choreographic devices and form (ACADAM023)
	Drama	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles, and by using design elements (ACADRM050)
	Media Arts	Plan, structure and design media artworks that engage audiences (ACAMAM069)	Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)
	Music	Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)
	Visual Arts	Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)	Plan and design artworks that represent artistic intention (ACAVAM128)

### The Arts scope and sequence: Years 7 to 10 – Sharing artworks through performance, presentation or display

Thread		7-8	9-10
Sharing artworks through performance, presentation or display	Dance	Rehearse and perform focussing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)	Perform dances using genre and style-specific techniques, and expressive skills to communicate a choreographer's intent (ACADAM024)
	Drama	Perform devised and scripted drama maintaining commitment to role (ACADRM044)	Perform devised and scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic-meaning for an audience (ACADRM051)
	Media Arts	Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	Produce and distribute media artworks for a range of community and institutional contexts, and consider social, ethical and regulatory issues (ACAMAM077)
	Music	Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)	Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)
	Visual Arts	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)	Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)

### The Arts scope and sequence: Years 7 to 10 – Analysing and reflecting upon intentions

Thread		7-8	9-10
Analysing and reflecting upon intentions	Dance	Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018)	Evaluate their own choreography and performance, and that of others, to inform and refine future work (ACADAR025)
	Drama	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)
	Media Arts	Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)
	Music	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)	Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)
	Visual Arts	Analyse how artists use visual conventions in artworks (ACAVAR123)	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)

### The Arts scope and sequence: Years 7 to 10 – Responding to and interpreting artworks

Thread		7-8	9-10
Responding to and interpreting artworks	Dance	Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019)	Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance-making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)
	Drama	Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)	Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama-making, starting with drama from Australia, including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)
	Media Arts	Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks, including Aboriginal and Torres Strait Islander media artworks (ACAMAR072)	Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)
	Music	Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR098)	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)
	Visual Arts	Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art- making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)	Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

## The Arts Achievement Standards: Foundation to Year 10

Achievement Standards	Foundation – Year 2	Years 3-4	Years 5-6	Years 7-8	Years 9-10
<b>The Arts</b>	<p>By the end of Year 2, students describe *artworks they make and to which they respond. They consider where and why people make artworks.</p> <p>Students use the <u>*elements and processes of arts</u> subjects to make and *share artworks that represent ideas.</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between *artworks they make and to which they respond. They discuss how they and others organise the elements and processes in artworks.</p> <p>Students collaborate to plan and make artworks that communicate ideas.</p>	<p>By the end of Year 6, students explain how ideas are communicated in *artworks they make and to which they respond. They describe characteristics of *artworks from different social, historical and cultural contexts that influence their art making.</p> <p>Students structure *elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to *share *artworks for audiences, demonstrating skills and techniques.</p>		
<b>Dance</b>	<p>By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.</p> <p>Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending upon the purpose.</p> <p>Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood.</p>	<p>By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.</p> <p>Students structure movements in dance sequences and use the</p>	<p>By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.</p> <p>Students choreograph dances demonstrating</p>	<p>By the end of Year 10, students analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.</p> <p>Students choreograph dances by manipulating and combining the elements of</p>

		They collaborate to make dances and perform with control, accuracy, projection and focus.	elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills	selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They perform with confidence and clarity, dances which they choreograph and learn with technical and expressive skills appropriate to the dance style.	dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.
<b>Drama</b>	<p>By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama.</p> <p>Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama.</p> <p>Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.</p>	<p>By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.</p> <p>Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences</p>	<p>By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.</p> <p>Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.</p>	<p>By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.</p> <p>Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine</p>

					performance and expressive skills in voice and movement to convey dramatic action.
<b>Media Arts</b>	<p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.</p> <p>Students make and share media artworks using story principles, composition, sound and technologies.</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks.</p> <p>Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience.</p>	<p>By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They explain the purposes and audiences for media artworks made in different cultures, times and places.</p> <p>Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.</p>	<p>By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>	<p>By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</p> <p>Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.</p>



<p><b>Music</b></p>	<p>By the end of Year 2, students communicate about the music they listen to, make and perform and where and why people make music.</p> <p>Students improvise, compose, arrange and perform music. They demonstrate aural skills by staying in tune and keeping in time when they sing and play</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition.</p> <p>Students collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing playing instruments with accurate pitch, rhythm and expression.</p>	<p>By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p>Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.</p>	<p>By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.</p> <p>Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.</p>	<p>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p> <p>Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</p>
<p><b>Visual Arts</b></p>	<p>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.</p> <p>Students make artworks in different forms to express their ideas, observations and</p>	<p>By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.</p>	<p>By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.</p>	<p>By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. They explain how an artwork is displayed to</p>	<p>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places.</p>

	<p>imagination, using different techniques and processes.</p>	<p>Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.</p>	<p>Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.</p>	<p>enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.</p> <p>Students plan their art-making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p>	<p>They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks.</p> <p>Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</p>
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## Design and Technologies Scope and Sequence: Foundation to Year 10 - Knowledge and Understanding Strand

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
<b><i>Technologies and society</i></b>	Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)	Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)	<del>Investigate</del> <del>Examine</del> how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments <del>and</del> for current and future use (ACTDEK019)	<del>Investigate the ways in which products, services and environments evolve locally, regionally and globally</del> <del>Examine</del> and <del>how</del> <del>prioritise</del> competing factors including social, ethical and sustainability considerations <del>are</del> <del>prioritised</del> in the development of technologies and designed solutions <del>to meet community needs</del> for preferred futures (ACTDEK029)  <del>Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups (ACTDEK030)</del>	Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)  Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)
<b><i>Technologies contexts</i></b>	By the end of Year 2 students will have had the opportunity to create	By the end of Year 4 students will have had the opportunity to create	By the end of Year 6 students will have had the opportunity to create	By the end of Year 8 students will have had the opportunity to create	By the end of Year 10 students will have had the opportunity to design and

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	designed solutions addressing the three technologies contexts below.	designed solutions addressing the three technologies contexts below.	designed solutions addressing the <del>four</del> <sup>three</sup> technologies contexts below.	designed solutions addressing the four technologies contexts below.	produce for one or more of the technologies contexts below.
<b>Engineering principles and systems</b>	Explore how technologies use forces to create movement in products (ACTDEK002)	Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)	Investigate how <del>forces or</del> electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)	Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031)	Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)
<b>Food and fibre production</b>	Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)	Investigate food and fibre production and food technologies used in modern and traditional societies (ACTDEK012)	Investigate how and why food and fibre are produced in managed environments <u>and prepared to enable people to grow and be healthy</u> (ACTDEK021)	Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)	Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)
<b>Food specialisations</b>			<del>Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene</del> (ACTDEK022)	Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)	Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)
<b>Materials and technologies specialisation</b>	Explore the characteristics and properties of materials and	Investigate the suitability of materials, systems, components, tools and	Investigate characteristics and properties of a range	Analyse ways to produce designed solutions through selecting and	Investigate and make judgments on how the characteristics and

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	components that are used to produce designed solutions (ACTDEK004)	equipment for a range of purposes (ACTDEK013)	of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)	combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)	properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)  Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047)

**Design and Technologies Scope and Sequence: Foundation to Year 10 - Processes and Production Skills Strand**

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
<p><i>Creating designed solutions by:</i></p> <p><i>Investigating and defining</i></p>	Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014)	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)	Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)
<i>Generating and designing</i>	<del>Visualise,</del> generate, develop and <del>communicate</del> <u>record</u> design ideas through describing, drawing and modelling (ACTDEP006)	Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015)	Generate, develop <del>and</del> <u>and</u> <del>document</del> design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)	Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)	<u>Develop, modify and communicate design ideas by a</u> <del>Applying</del> design thinking, creativity, innovation and enterprise skills <del>to develop, modify and communicate design ideas</del> of increasing sophistication (ACTDEP049)
<i>Producing and implementing</i>	Use materials, components, tools, equipment and techniques to safely make designed solutions	Select and use materials, components, tools, <del>and</del> equipment <u>and</u> <del>techniques and using</del> safe work practices to	<del>Apply safe procedures when using a variety of</del> <u>Select appropriate</u> materials, components, tools, equipment and	<del>Effectively and safely use</del> <u>Select and justify choices</u> <del>a broad range of</del> materials, components, tools, equipment and	Work flexibly to <u>effectively and</u> safely test, select, justify and use appropriate technologies and processes to make

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	(ACTDEP007)	make designed solutions (ACTDEP016)	techniques <u>and apply safe procedures</u> to make designed solutions (ACTDEP026)	techniques to <u>effectively and safely</u> make designed solutions (ACTDEP037)	designed solutions (ACTDEP050)
<b>Evaluating</b>	Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)	Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017)	Negotiate criteria for success that include <u>consideration-of</u> sustainability to evaluate design ideas, processes and solutions (ACTDEP027)	Independently develop criteria for success to <u>assess-evaluate</u> design ideas, processes and solutions and their sustainability (ACTDEP038)	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)
<b>Collaborating and managing</b>	Sequence steps for making designed solutions and working collaboratively (ACTDEP009)	Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)	Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)	Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)	Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)

Digital Technologies Scope and Sequence: Foundation to Year 10 - Knowledge and Understanding Strand

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
<b>Digital systems</b>	<del>Identify</del> Recognise, use and explore digital systems (hardware and software components) for a purpose (ACTDIK001)	<del>Identify and e</del> Explore and use a range of digital systems with peripheral devices for different purposes, and transmit different types of data (ACTDIK007)	<del>Investigate-Examine</del> the main components of common digital systems, <del>their basic functions and interactions,</del> and how <del>such digital systems</del> they may connect together to form networks to transmit data (ACTDIK014)	Investigate how data <del>are-</del> is transmitted and secured in wired, wireless and mobile networks, and how the specifications <del>of hardware components</del> impact on network activitiesaffect performance (ACTDIK023)	Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (ACTDIK034)
<b>Representation of data</b>	Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)	Recognise different types of data and explore how the same data can be represented in different ways (ACTDIK008)	<del>Investigate-Examine</del> how <del>digital systems use</del> whole numbers <del>are used to as a basis for</del> representing all <del>types of data in digital systems</del> (ACTDIK015)	Investigate how digital systems represent text, image and audio data in binary (ACTDIK024)	Analyse simple compression of data and how content data are separated from presentation (ACTDIK035)



**Digital Technologies Scope and Sequence: Foundation to Year 10 - Processes and Production Skills Strand**

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
<b><i>Collecting , managing and analysing data</i></b>	Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)	Collect, access and present different types of data using simple software to create information and solve problems (ACTDIP009)	Acquire, store and validate different types of data, and use a range of <b>commonly available</b> software to interpret and visualise data <b>in context</b> to create information (ACTDIP016)	Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)  Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)	Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036)  Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)
<b><i>Creating digital solutions by:</i></b>  <b><i>Investigating and defining</i></b>	Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (ACTDIP004)	Define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them (ACTDIP010)	Define problems in terms of data and functional requirements, <b>and identify features similar to drawing on</b> previously solved problems (ACTDIP017)	Define and decompose real world problems taking into account functional requirements and economic, environmental, social,	<b>Precisely Define</b> and decompose real-world problems <b>precisely</b> , taking into account functional and non-functional requirements and including interviewing

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
				technical and usability constraints (ACTDIP027)	stakeholders to identify needs (ACTDIP038)
<i>Generating and Designing</i>			Design a user interface for a digital system, <del>generating and considering alternative designs</del> (ACTDIP018)  Design, modify and follow simple algorithms <del>represented diagrammatically and in English</del> involving sequences of steps, branching, and iteration (repetition) (ACTDIP019)	Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)  Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (ACTDIP029)	Design the user experience of a digital system <del>by</del> evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics (ACTDIP039)  Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (ACTDIP040)
<i>Producing and Implementing</i>		Implement simple digital solutions as visual programs with algorithms involving branching (decisions), and user input (ACTDIP011)	Implement digital solutions as simple visual programs involving branching, iteration (repetition), and user input (ACTDIP020)	Implement and modify programs with user interfaces involving branching, iteration and functions in a general purpose programming language (ACTDIP030)	Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language (ACTDIP041)
<i>Evaluating</i>	Explore how people safely use common information	Explain how <del>developed student</del> solutions and existing information	Explain how <del>developed student</del> solutions and existing information	Evaluate how <del>well developed student</del> solutions and existing	<del>Critically Evaluate</del> <del>critically</del> how <del>well developed student</del>

Thread	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	systems to meet information, communication and recreation needs (ACTDIP005)	systems meet common personal, school or community needs, <del>and envisage new ways of using them</del> (ACTDIP012)	systems are sustainable and meet <u>current and future</u> local community needs, <del>considering opportunities and consequences for future applications</del> (ACTDIP021)	information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)	solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)
<b>Collaborating and managing</b>	<del>Work with others to</del> Create and organise ideas and information using information systems <u>independently and with others</u> , and share these with known people in safe online environments (ACTDIP006)	<del>Work with others to</del> <u>Plan, the creation</u> and communication of ideas and information <u>safely independently and with others</u> , applying agreed ethical and social protocols (ACTDIP013)	<del>Manage</del> <u>Plan, the creation</u> and communication of ideas and information, including <u>collaboratively</u> online <del>collaborative projects</del> , applying agreed ethical, social and technical protocols (ACTDIP022)	<u>Plan and manage projects that create</u> and communicate <u>interactive</u> ideas and information collaboratively online, taking <del>into account</del> <u>safety and other</u> social contexts <u>into account</u> (ACTDIP032)  <del>Plan and manage projects, including tasks, time and other resources required, considering safety and sustainability (ACTDIP033)</del>	Create interactive solutions for sharing ideas and information online, taking into account <u>safety</u> , social contexts and legal responsibilities (ACTDIP043)  Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)

## Technologies Achievement Standards: Foundation to Year 10

Achievement Standards	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8
	<p>By the end of Year 2 students describe the purpose of familiar products, services and environments and how they meet a range of present needs. They list the features of technologies that influence design decisions and identify how digital systems are used.</p> <p>Students identify needs, opportunities or problems and describe them. They collect, sort and display familiar data from a range of sources and recognise patterns in data. Students record design ideas using techniques including labelled drawings, lists and sequenced instructions. They design solutions to simple problems using a sequence of steps and decisions. With guidance students produce designed solutions for each of the prescribed technologies contexts. Students evaluate their ideas, information and solutions on the basis of personal preferences and provided criteria including care for the environment. They safely create solutions and communicate ideas</p>	<p>By the end of Year 4 students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used.</p> <p>Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. They plan a sequence of steps (algorithms) to create solutions, including visual programs. Students plan and safely produce designed solutions for each of the prescribed technologies contexts. They use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes. Students use</p>	<p>By the end of Year 6 students explain how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs. They explain how the features of technologies influence design decisions and how digital systems are connected to form networks.</p> <p>Students describe a range of needs, opportunities or problems and define them in terms of functional requirements. They collect and validate data from a range of sources to assist in making judgements. Students generate and record design ideas for specified audiences using appropriate technical terms, graphical and non-graphical representation techniques including algorithms. They plan, design, test, modify and create digital solutions that meet intended purposes including user interfaces and a visual program. Students plan and document processes and resources and safely produce designed solutions for each of the prescribed technologies contexts.</p>	<p>By the end of Year 8 students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs. They explain how the features of technologies influence design and production decisions. Students make choices between different types of networks for defined purposes.</p> <p>Students explain a range of needs, opportunities or problems and define them in terms of functional requirements and constraints. They collect, authenticate and interpret data from a range of sources to assist in making informed judgements. Students generate and document in digital and non-digital form, design ideas for different audiences using appropriate technical terms, graphical representation techniques including algorithms. They independently and safely plan, design, test, modify and create a range of digital solutions that meet intended purposes including user interfaces and the use of a programming language. They plan, document and</p>

Achievement Standards	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8
	<p>and information both face-to-face and online.</p>	<p>agreed protocols when collaborating, and creating and communicating ideas, information and solutions both face-to-face and online.</p>	<p>They negotiate criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes. Students use ethical, social and technical protocols when collaborating, and creating and communicating ideas, information and solutions both face-to-face and online.</p>	<p>effectively manage processes and resources to produce designed solutions for each of the prescribed technologies contexts. They develop criteria for success, including innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes. Students use appropriate protocols when collaborating, and creating and communicating ideas, information and solutions both face-to-face and online.</p>

## Design and Technologies Achievement Standards: Foundation to Year 10

Achievement Standards	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	<p>By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of <b>some</b> technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities.</p> <p>Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of</p>	<p>By the end of Year 4 students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and</p>	<p>By the end of Year 6 students describe <b>some</b> competing considerations in the design of products, services and environments taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas</p>	<p>By the end of Year 8 students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.</p>	<p>By the end of Year 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and</p>

Achievement Standards	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	<p>tools and equipment when producing designed solutions.</p>	<p>communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.</p>	<p>and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions</p>	<p>They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p>	<p>connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high quality designed solutions suitable for the intended purpose.</p>

## Digital Technologies Achievement Standards: Foundation to Year 10

Achievement Standards	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
	<p>By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways.</p>	<p>By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways.</p>	<p>By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.</p>	<p>By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints.</p>	<p>By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.</p>
	<p>Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems and share information in safe online environments.</p>	<p>Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using</p>	<p>Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs</p>	<p>Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate</p>	<p>Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating</p>



Achievement Standards	Foundation – Year 2	Year 3-4	Year 5-6	Year 7-8	Year 9-10 (Elective subject)
		<p>agreed protocols and describe how information systems are used.</p>	<p>and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</p>	<p>protocols when communicating and collaborating online.</p>	<p>data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects</p>

## Health and Physical Education Scope and Sequence: Foundation to Year 10 – Personal, Social and Community Health Strand

Thread	Foundation Year	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
<b>Being healthy, safe and active sub-strand</b>						
<b>Identities</b>	Identify personal strengths (ACPPS001)	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	<del>Examine-Explore</del> how success, challenge and failure strengthen <del>personal</del> identities (ACPPS033)	<del>Explore-Examine</del> <del>personal and cultural identities and how they change and adapt to different contexts and situations</del> show identities are influenced by people and places (ACPPS051)	Investigate the impact of transition and change on identities (ACPPS070)	Evaluate factors that shape identities and <del>critically</del> analyse how individuals impact the identities of others (ACPPS089)
<b>Changes and transitions</b>	Name parts of the body and describe how their body is growing and changing (ACPPS002)	Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Explore strategies to manage physical, social and emotional change (ACPPS034)	Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)	Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)	Examine the impact of changes and transitions on relationships (ACPPS090)
<b>Help seeking</b>	Identify people and demonstrate protective behaviours <del>and other actions</del> that help keep themselves safe and healthy (ACPPS003)	Practise strategies they can use when they <del>feel uncomfortable or unsafe</del> need help with a task, problem or situation (ACPPS017)	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	Investigate community resources and <del>strategies-ways</del> to seek help about health, safety and wellbeing (ACPPS053)	Practise and apply strategies to seek help for themselves or others (ACPPS072)	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at <del>short or long term</del> risk (ACPPS091)

Thread	Foundation Year	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
<b>Making healthy and safe choices</b>		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)
<b>Communicating and interacting for health and wellbeing sub-strand</b>						
<b>Interacting with others</b>	Practise personal and social skills to interact <u>positively</u> with <del>and</del> <u>include</u> others (ACPPS004)	Describe ways to include others to make them feel that they belong (ACPPS019)	Describe how respect, empathy and valuing <u>difference-diversity</u> can positively influence relationships (ACPPS037)	Practise skills to establish and manage relationships (ACPPS055)	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
<b>Understanding emotions</b>	Identify and describe emotional responses people may experience in different situations (ACPPS005)	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	Investigate how emotional responses vary in depth and strength (ACPPS038)	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
<b>Health literacy</b>		Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	Discuss and interpret health information and messages in the media and on the Internet (ACPPS039)	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	<del>Develop skills to</del> <u>Evaluate</u> health information and <del>express-communicate</del> <u>their own and others'</u> health concerns (ACPPS076)	<del>Evaluate-Critically</del> <u>analyse</u> and apply health information from a range of sources to health decisions and situations (ACPPS095)

Thread	Foundation Year	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
<b>Contributing to healthy and active communities sub-strand</b>						
<b>Community health promotion</b>	Identify actions that promote health, safety and wellbeing (ACPPS006)	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)	Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)
<b>Connecting to the environment</b>	Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)	Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)	Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041)	Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)	Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)
<b>Valuing diversity</b>		Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)	<del>Identify</del> <b>Investigate and reflect</b> how valuing diversity positively influences the wellbeing of the community (ACPPS060)	<del>Examine</del> <b>Investigate</b> the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)	Critique behaviours and contextual factors that influence the health and wellbeing of <del>their</del> <b>diverse</b> communities (ACPPS098)

**Health and Physical Education Scope and Sequence: Foundation to Year 10 – Movement and Physical Activity Strand**

Thread	Foundation Year	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
<b>Moving our body sub-strand</b>						
<b>Refining movement skills</b>	Practise fundamental movement skills and movement sequences using different body parts <del>and in response to stimuli</del> (ACPMP008)	Perform fundamental movement skills in <del>different a variety of</del> <u>sequences</u> and situations (ACPMP025)	Practise and refine fundamental movement skills in <del>different a variety of</del> <u>sequences</u> and situations (ACPMP043)	Practise specialised movement skills and apply them in <del>different a variety of</del> <u>sequences</u> and situations (ACPMP061)	Use feedback to improve body control and coordination when performing specialised movement skills <u>in a variety of</u> situations (ACPMP080)	Perform and refine specialised movement skills in challenging movement situations <u>through providing and applying feedback</u> (ACPMP099)
<b>Performing movement sequences</b>		<del>Construct and perform imaginative and original movement sequences in response to stimuli</del> (ACPMP026)	<del>Perform movement sequences which link fundamental movement skills</del> (ACPMP044)	<del>Design and perform a variety of movement sequences</del> (ACPMP062)	<del>Compose and perform movement sequences for specific purposes in a variety of contexts</del> (ACPMP081)	<del>Evaluate own and others' movement compositions and provide and apply feedback in order to enhance performance situations</del> (ACPMP100)
<b>Developing movement concepts and strategies</b>	Participate in games with and without equipment (ACPMP009)	Create and participate in games <u>with and without equipment</u> (ACPMP027)	Practise and apply movement concepts and strategies <u>with and without equipment</u> (ACPMP045)	Propose and apply movement concepts and strategies <u>with and without equipment</u> (ACPMP063)	Practise, apply and transfer movement concepts and strategies <u>with and without equipment</u> (ACPMP082)	Develop, implement and evaluate movement concepts and strategies for successful outcomes <u>with and without equipment</u> (ACPMP101)
<b>Understanding movement sub-strand</b>						

Thread	Foundation Year	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
<b>Fitness and physical activity</b>	Explore how regular physical activity keeps individuals healthy and well (ACPMP010)	Discuss the body's reactions to participating in physical activities (ACPMP028)	Examine the benefits of physical activity <del>and physical fitness</del> to health and wellbeing (ACPMP046)	Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing (ACPMP064)	Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083)	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)
<b>Elements of movement</b>	Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)	Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)	Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)	Demonstrate and explain how the elements of effort, space, time, objects and people can enhance <a href="#">performance movement sequences</a> (ACPMP084)	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)
<b>Cultural significance of physical activity</b>			<a href="#">Participate in physical activities from their own and other cultures</a>	Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMP066)	Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)
<b>Learning through movement sub-strand</b>						
<b>Teamwork and leadership</b>	Cooperate with others when participating in	Use strategies to work in group situations when participating in	Adopt inclusive practices when participating in	Participate positively in groups and teams by encouraging others and negotiating roles	Practise and apply personal and social skills when undertaking a range	Devise, implement and refine strategies demonstrating leadership and

Thread	Foundation Year	Year 1-2	Year 3-4	Year 5-6	Year 7-8	Year 9-10
	physical activities (ACPMP012)	physical activities (ACPMP030)	physical activities (ACPMP048)	and responsibilities (ACPMP067)	of roles in physical activities (ACPMP086)	collaboration skills when working in groups or teams (ACPMP105)
<b>Critical and creative thinking in movement</b>	Test possible solutions to movement challenges (ACPMP013) through trial and error	Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)	Apply innovative and creative thinking in solving movement challenges (ACPMP049)	Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)	Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)	Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
<b>Ethical behaviour in movement settings</b>	Follow rules when participating in physical activities (ACPMP014)	Identify rules and <a href="#">fair</a> play <a href="#">fairly</a> when participating in physical activities (ACPMP032)	Apply basic rules and scoring systems, and demonstrate fair play when participating <a href="#">in physical activities</a> (ACPMP050)	Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (ACPMP069)	Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

Health and Physical Education Achievement Standards: Foundation to Year 6

Achievement Standard	Foundation Year	Year 1-2	Year 3-4	Year 5-6
	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They <u>recognise identify</u> actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills <u>to include when working with</u> others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise <u>diversity and how it strengths and achievements</u> contributes to identities. They <u>recognise identify</u> how emotional responses impact on others' feelings. They examine messages related to health decisions and describe <u>actions that help how to</u> keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.</p> <p>Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in <u>different a variety of</u> movement <u>sequences and</u> situations and test alternatives to solve movement challenges. They perform movement sequences that</p>	<p>By the end of Year 4, students recognise strategies for managing change. They <u>examine identify</u> influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in <u>different a variety of</u> situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being <u>fit healthy</u> and physically active. They describe the connections they have to their community and identify <u>local</u> resources <u>available locally</u> to support their health, <u>wellbeing,</u> safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <u>apply</u> movement concepts and strategies in <u>different a variety of</u> physical activities and to solve movement challenges. They create and perform movement sequences using</p>	<p>By the end of Year 6, students investigate developmental changes and transitions. They <u>examine the changing nature of personal and cultural</u> <u>explain the influence of people and places on</u> identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, <u>celebrating diversity and connecting to the environment</u> supports community wellbeing and cultural understanding.</p> <p>Students demonstrate <u>fair play and</u> skills to work collaboratively <u>and play fairly</u>. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills <u>and sequences</u> and propose and combine movement concepts and strategies to achieve movement outcomes and solve</p>



		incorporate the elements of movement	fundamental movement skills and the elements of movement.	movement challenges. They apply the elements of movement when composing and <a href="#">creating-performing</a> movement sequences.
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## Health and Physical Education Achievement Standards: Year 7-10

Achievement Standard	Year 7-8	Year 9-10
	<p>By the end of Year 8, students <a href="#">investigate-evaluate</a> strategies and resources to manage changes and transitions and <a href="#">investigate</a> their impact on identities. Students evaluate the impact on wellbeing of relationships and <a href="#">respecting-valuing</a> diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, <del>and</del> others' <a href="#">and community</a> health, <a href="#">safety</a> and wellbeing. They investigate and apply movement concepts and <a href="#">select</a> strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote <a href="#">safety</a>, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement <a href="#">sequences and</a> skills. They apply <del>and refine</del> movement concepts and <a href="#">refine</a> strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences</p>	<p>By the end of Year 10, students critically analyse contextual factors that influence <del>their</del> identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>

