

CURRICULUM CONTENT

AUSTRALIAN CURRICULUM CONNECTIONS

LEARNING AREAS	Science, Technologies (Design & Technologies), HASS, The Arts (Drama), English
GENERAL CAPABILITIES	Critical and Creative Thinking, Ethical Understanding, Personal & Social Capability, Literacy, Intercultural Understanding
CROSS CURRICULUM PRIORITIES	Sustainability Aboriginal and Torres Strait Islander Histories and Cultures
THEMES	Ocean Sustainability, Marine Science, Renewable Energy, Pollution, Plastics, Global Warming



CURRICULUM CONTENT

SCIENCE

SCIENCE UNDERSTANDING

Sub-strand: Biological Sciences

Year Level	Content Descriptions
Year 4	Living things depend on each other and the environment to survive (ACSSU073)
Year 5	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)
Year 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)
Year 7	Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)
Year 9	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)

Sub-strand: Chemical Sciences

Year Level	Content Descriptions
Year 4	Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)
Year 5	Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)
Year 6	Changes to materials can be reversible or irreversible (ACSSU095)
Year 7	Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)
Year 8	Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)
Year 9	Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179)

Sub-strand: Earth and Space Sciences

Year Level	Content Descriptions
Year 4	Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)
Year 5	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)
Year 6	Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)
Year 7	Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)

CURRICULUM CONTENT

SCIENCE

Sub-strand: Physical Sciences

Year Level	Content Descriptions
Year 6	Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)
Year 8	Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)

SCIENCE AS A HUMAN ENDEAVOUR

Sub-strand: Use and Influence of Science

Year Level	Content Descriptions
Year 4	Science knowledge helps people to understand the effect of their actions (ACSHE062)
Year 5	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)
Year 6	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
Year 7	<p>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120)</p> <p>People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)</p>
Year 8	<p>Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135)</p> <p>People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)</p>
Year 9	<p>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 (ACSHE160)</p> <p>Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)</p>

CURRICULUM CONTENT

SCIENCE

Sub-strand: Nature and Development of Science

Year Level	Content Descriptions
Year 4	Science involves making predictions and describing patterns and relationships (ACSHE061)
Year 5	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)
Year 6	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)
Year 7	Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)
Year 8	Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE134) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226)
Year 9	Advances in scientific understanding often rely on technological advances and are often linked to scientific discoveries (ACSHE158)



CURRICULUM CONTENT

TECHNOLOGIES (DESIGN & TECHNOLOGIES)

Knowledge and Understanding

Year Level

Content Descriptions

Year 4

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](#))

Investigate food and fibre production and food technologies used in modern and traditional societies ([ACTDEK012](#))

Years 5 & 6

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use ([ACTDEK019](#))

Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy ([ACTDEK021](#))

Years 7 & 8

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures ([ACTDEK029](#))

Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable ([ACTDEK032](#))

Year 9

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](#))

Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre ([ACTDEK044](#))

Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create designed solutions ([ACTDEK047](#))

CURRICULUM CONTENT

HASS - GEOGRAPHY

Sub-strand: Knowledge and Understanding

Year Level	Content Descriptions
Year 4	<p>The importance of environments, including natural vegetation, to animals and people (ACHASSK088)</p> <p>The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)</p>
Year 5	<p>The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)</p> <p>The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)</p>
Year 6	<p>Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)</p> <p>The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)</p>
Year 7	<p>Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)</p> <p>The quantity and variability of Australia's water resources compared with other continents (ACHASSK184)</p> <p>Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186)</p> <p>The influence of environmental quality on the liveability of places (ACHASSK190)</p>



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HASS - GEOGRAPHY

Sub-strand: Knowledge and Understanding

Year Level

Content Descriptions

Year 8

Unit 1 – Landforms and landscapes

Human causes and effects of landscape degradation ([ACHGK051](#))

Unit 2 – Changing nations

Management and planning of Australia’s urban future ([ACHGK059](#))

Year 9

Unit 1 – Biomes and food security

Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations ([ACHGK061](#))

Environmental, economic and technological factors that influence crop yields in Australia and across the world ([ACHGK062](#))

Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world ([ACHGK063](#))

The capacity of the world’s environments to sustainably feed the projected future global population ([ACHGK064](#))

Unit 2 – Geographies of interconnections

The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia ([ACHGK068](#))

CURRICULUM CONTENT

HASS – ECONOMICS AND BUSINESS

Sub-strand: Knowledge and Understanding

Year Level	Content Descriptions
Year 5	Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)
Year 6	The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)
Year 7	Why individuals work, types of work and how people derive an income (ACHEK020 - Scootle)
Year 8	Influences on the ways people work and factors that might affect work in the future (ACHEK031)
Year 9	Why and how participants in the global economy are dependent on each other (ACHEK039)

HASS – CIVICS AND CITIZENSHIP

Sub-strand: Communication and Reflection

Year Level	Content Descriptions
Year 6	The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)
Year 7	Reflect on their role as a citizen in Australia's democracy (ACHCS060)
Year 8	Reflect on their role as a citizen in Australia's democracy (ACHCS074)
Year 9	Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)



CURRICULUM CONTENT

THE ARTS – DRAMA

Year Level	Content Descriptions
Year 4	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)
Years 5 & 6	<p>Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations (ACADRM035)</p> <p>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)</p>
Years 7 & 8	<p>Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)</p> <p>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)</p>
Year 9	<p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p> <p>Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)</p>

CURRICULUM CONTENT

ENGLISH

LITERACY – INTERACTING WITH OTHERS

Year Level	Content Descriptions
Year 4	<p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)</p> <p>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 (ACELY1688)</p>
Year 5	<p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)</p>
Year 6	<p>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 (ACELY1816)</p>
Year 7	<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)</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>
Year 8	<p>Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</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>
Year 9	<p>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)</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>