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Curriculum mapping

DISASTER RESILENCE EDUCATION IN THE AUSTRALIAN CURRICULUM 9.0

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Foundation, Years 1 and 2

CODE	Year Level	Learning Area	Sub-strand	Content Descriptor *Students learn*	Elaborations *This may involve*
AC9HSFK03	Foundation	Humanities and Social Sciences	Geography	The features of familiar places they belong to, why some places are special and how places can be looked after	• identifying the places, communities, Country/Place they live in and belong to, and why that place may be special to them; for example, a neighbourhood, suburb, town or rural locality, or community • discussing different ways they could or do contribute to caring for special places, including those that are unique; for example, planting trees for a local endangered species, cleaning up litter at a local park or beach, or planting flora in a local wetland
AC9HSFS01	Foundation	Humanities and Social Sciences	Questioning and Reasoning	Pose questions about familiar objects, people, places and events	• posing questions about the features of places and how students can look after them, after being encouraged to observe them using various senses
AC9HSFS03	Foundation	Humanities and Social Sciences	Interpreting, analysing, and evaluating	Share a perspective on information, such as stories about significant events and special places	• identifying a place in their local area that they like, and talking about why they like it and how they could care for it
AC9HSFS04	Foundation	Humanities and Social Sciences	Concluding and Decision making	Draw conclusions in response to questions	• exploring the location and features of places they belong to and what makes those places special
AC9HPFP05	Foundation	Health and Physical Education	Personal, social and community health	demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe	• exploring protective behaviours and help-seeking strategies they can use when they or others feel unsafe or uncomfortable • exploring and demonstrating assertive strategies to seek help when they or others feel unsafe
AC9SFH01	Foundation	Science	Science as a human endeavour	explore the ways people make and use observations and questions to learn about the natural world	• exploring how First Nations Australians gain knowledge about the land and its vital resources, such as water and food, through observation
AC9HS1K03	Year 1	Humanities and Social Sciences	Geography	The natural, managed, and constructed features of local places, and their location	• identifying natural features (for example, hills, rivers, native vegetation and weather), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map

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					• describing the daily and seasonal weather of their place using simple terms such as "rainy", "hot", "cold", "windy" and "cloudy", and comparing it with the weather of other places that they know or are aware of; for example, "It was windy at the beach but not at my house", "It is colder on the mountain", "It is rainy in the winter", "It is hot in the summer"
AC9HS1K04	Year 1	Humanities and Social Sciences	Geography	how places change and how they can be cared for by different groups including First Nations Australians	• observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings • describing how local places change due to changing weather and seasons, and how we can care for places because of those changes; for example, not walking in muddy areas during wet weather, and watering plants in dry weather • describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building • investigating examples of how First Nations Australians manage and care for places
AC9HS1S02	Year 1	Humanities and Social Sciences	Questioning and Reasoning	collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models	• gathering evidence of features in a local place; for example, using observations, online aerial photographs and sketches, and noting how they change, such as by comparing current observations of a place with photographs of it taken in the past, or recording observations of weather and seasons • developing a pictorial table to categorise information; for example, matching clothes with seasons, activities with the weather, features with places, places with the work done there • recording data about the locations of places and their features on maps and/or plans; for example, labelling the location of their home on a map of the local area, using a provided plan of their classroom and labelling its activity spaces
AC9HS1S03	Year 1	Humanities and Social Sciences	Interpreting, analysing, and evaluating	interpret information and data from observations and provided sources, including the comparison of objects from the past and present	• exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed

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ACS9HS1S06	Year 1	Humanities and Social Sciences	Communicating	develop narratives and share observations, using sources, and subject-specific terms	• retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs
AC9HS1S05	Year 1	Humanities and Social Sciences	Concluding and decision-making	draw conclusions and make proposals	• imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future
AC9S1U01	Year 1	Science	Biological sciences	identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs	• recognising how First Nations Australians care for living things • identifying and comparing the needs of a variety of plants and animals, including humans, based on their own experiences
AC9S1U02	Year 1	Science	Earth and space sciences	describe daily and seasonal changes in the environment and explore how these changes affect everyday life	• noticing how daily weather indicators and seasonal patterns help us to make plans for activities in our daily lives • recognising the extensive knowledges of daily and seasonal changes in weather patterns and landscape held by First Nations Australians • investigating how changes in the weather affect plants and animals, including humans
AC9S1H01	Year 1	Science	Science as a human endeavour	describe how people use science in their daily lives, including using patterns to make scientific predictions	• learning from farmers, bush care volunteers, gardeners or nursery owners about how they observe the needs of plants, and how they have designed or managed habitats to meet those needs • identifying ways that science knowledge is used in the care of the local environment and suggesting ways local gardens or parks could better meet the needs of native animals • investigating how First Nations Australians use science to meet their needs, such as food and water supply and shelter
AC9HS2K02	Year 2	Humanities and Social Sciences	History	how technological developments changed people's lives at home, and the ways they worked, travelled and communicated	• identifying the technologies used by local First Nations Australians for aspects of daily life such as providing food, shelter and transportation

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AC9HS2K04	Year 2	Humanities and Social Sciences	Geography	the interconnections of First Nations Australians to a local Country/Place	• listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place
AC9HS2S03	Year 2	Humanities and Social Sciences	Interpreting, analysing, and evaluating	interpret information and data from observations and provided sources, including the comparison of objects from the past and present	• interpreting distance on maps using terms such as "distant", "close", "local", "many hours in a bus/car/plane" and "walking distance" to decide on the accessibility of different features and places
AC9HS2S05	Year 2	Humanities and Social Sciences	Concluding and decision-making	draw conclusions and make proposals	• identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and to preserve their significance • using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it
AC9HS2S04	Year 2	Humanities and Social Sciences	Interpreting, analysing, and evaluating	discuss perspectives related to objects, people, places and events	• discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers • examining the points of view of older generations about changes over time; for example, changes to the natural or built environment, changes to daily living • exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other cultural groups.
AC9HP2P03	Year 1 and 2	Health and Physical Education	Personal, social and community health	identify how different situations influence emotional responses	• recognising own emotions and demonstrating ways to manage how they express their emotions in different situations • exploring self-regulation strategies to manage emotional responses • identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact the responses can have on others • identifying how someone might feel, think and act during an emergency through role-play and imaginative play

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					• predicting how a person or character might be feeling based on the words they use, their facial expressions and body language • recognising how self and others are feeling in a range of situations
AC9HP2P05	Year 1 and 2	Health and Physical Education	Personal, social and community health	identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe	• identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses • identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends • recognising photos and locations of safe places and a network of people who can help • discussing the importance of seeking help when problems are too big to solve by themselves • exploring how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe

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Years 3 and 4

CODE	Year Level	Learning Area	Sub-strand	Content Descriptor *Students learn to*	Elaborations *This may involve*
AC9HS3K04	Year 3	Humanities and Social Sciences	Geography	the ways First Nations Australians in different parts of Australia are interconnected with Country/Place	• explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place • exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from outside the local area
AC9HS3K05	Year 3	Humanities and Social Sciences	Geography	the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features	• investigating differences in the type of housing that people use in different climates and environments
AC9HS3K07	Year 3	Humanities and Social Sciences	Civics and Citizenship	why people participate within communities and how students can actively participate and contribute to communities	• identifying groups that actively participate in the local community or through a virtual community and exploring their purpose • exploring how they could participate in a school or community project; for example, raising money for a relevant aid project, such as supporting disadvantaged communities overseas or working to protect a bird habitat • exploring the motivations of individuals who contribute to communities, such as local community volunteers, leaders and Elders
AC9HS3S02	Year 3	Humanities and Social Sciences	Questioning and researching	locate, collect and record information and data from a range of sources, including annotated timelines and maps	• gathering information from maps, aerial photographs, satellite images or digital application objects, to support the investigation of the natural, managed and constructed features of places •
AC9HS3S03	Year 3	Humanities and Social Sciences	Interpreting, analysing and evaluating	interpret information and data displayed in different formats	• interpreting climate data to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country

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					• using maps, ground and aerial photographs, and a digital source such as online satellite images to identify, locate and describe features, including the interpretation of cartographic information such as titles, map symbols, north point and compass direction
AC9HS3S05	Year 3	Humanities and Social Sciences	Concluding and decision-making	draw conclusions based on analysis of information	• reaching conclusions about how their place and community have changed and developed based on an analysis of data and information related to settlement patterns, local changes in plant and animal species, historic events or cultural celebrations • drawing conclusions about the preservation of unique features of the natural environment • drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries
AC9HS3S06	Year 3	Humanities and Social Sciences	Concluding and decision-making	propose actions or responses to an issue or challenge that consider possible effects of actions	• contributing ideas to a group response to a community challenge; for example, ways their class or school could contribute to recycling or conserving energy • considering anticipated effects of actions designed to protect and improve places that people perceive as important, such as places of environmental, cultural or religious value, or historic significance • developing a plan of action to achieve a set goal; for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose • arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing to their community, the need to preserve an endangered species) and making effective use of persuasive language such as "I think" and "I dis/agree that" to gain the support of others
AC9S3U01	Year 3	Science	Biological sciences	compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals	• investigating how First Nations Australians understand and utilise the life cycles of certain species

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AC9S3H02	Year 3	Science	Science as a human endeavour	consider how people use scientific explanations to meet a need or solve a problem	• recognising how First Nations Australians observe and describe developmental changes in plants and animals to make decisions about when to harvest certain resources
AC9S3U03	Year 3	Science	Physical Sciences	Identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another	• modelling the movement of heat from one object to another using drawing or role-playing
AC9S3I06	Year 3	Science	Science Inquiry: Communicating	Write and create texts to communicate findings and ideas for identified purposes and audiences, using scientific vocabulary and digital tools as appropriate	• representing heat transfer using diagrams, digital drawings, arrows or labels using scientific vocabulary
AC9HS4K01	Year 4	Humanities and Social Sciences	History	The diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place	• exploring the connection of First Nations Australians to the land and water and how they manage these resources
AC9HS4K05	Year 4	Humanities and Social Sciences	Geography	the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent	• identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and exploring natural vegetation in Australia and another continent such as Africa or South America • explaining how people's connections with their environment can also be aesthetic, emotional and spiritual
AC9HS4K06	Year 4	Humanities and Social Sciences	Geography	sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place	• investigating how First Nations Australians adapted ways of living using knowledge and practices linked to the sustainable use of resources and environments (for example, rotational use and harvesting of resources; mutton-bird harvesting in Tasmania; the use of fire; the use of vegetation endemic in the local area for food, shelter, medicine, tools and weapons; and the collection of bush food from semi-arid rangelands), and how this knowledge can be taught through stories and songs, reflecting their inherent custodial responsibilities

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AC9HS4S06	Year 4	Humanities and Social Sciences	Concluding and decision-making	propose actions or responses to an issue or challenge that consider possible effects of actions	• participating in cooperative strategies that enable decision-making about roles and responsibilities in relation to an issue that may be of concern to the students (for example, waste management in their school or protecting a habitat for an endangered species) and identifying resources needed to support the actions and likely outcomes • forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue; for example, developing a future scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials • reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level; for example, pouring paints down the sink, using products sourced from cleared rainforests and proposing awareness-raising strategies to reduce impacts on the environment
AC9HP4P01	Year 3 and 4	Health and Physical Education	Personal, social and community health	investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts	• discussing how overcoming challenge or adversity together can unite a group of diverse people
AC9HP4P06	Year 3 and 4	Health and Physical Education	Personal, social and community health	explain how and why emotional responses can vary and practise strategies to manage their emotions	• recognising how the depth and strength of their own emotional responses may vary in different situations and practising strategies to manage emotions • analysing scenarios and identifying possible triggers and warning signs to predict emotional responses • analysing scenarios and identifying how someone might respond in a helpful way during an emergency • explaining the strategies characters in texts use to identify and manage their emotions before deciding to act • implementing self-regulation strategies to manage the expression of emotional responses

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AC9HP4P08	Year 3 and 4	Health and Physical Education	Personal, social and community health	describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations	• describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe • examining protective behaviours to stay safe in different situations, including near water or roads, in the park, when they are online or when someone makes them feel uncomfortable or unsafe • identifying a range of help-seeking strategies to negotiate positive outcomes when challenging situations, such as reporting negative or harmful online behaviour by seeking help from trusted adults • indicating on a local map the location of safe places and people who can help if they feel unsafe or scared • discussing different protective behaviours and help-seeking strategies characters in texts use to keep themselves and others safe
AC9HP4P10	Year 3 and 4	Health and Physical Education	Personal, social and community health	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing	• explaining how characters in texts take responsibility for their own and others' safety in a range of situations, including water and road environments • practising strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation
AC9HP4M05	Year 3 and 4	Health and Physical Education	Movement and physical activity	participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation	• exploring First Nations Australians' connection to special places and how these places are linked to physical activities
AC9HS3K07	Year 4	Humanities and Social Sciences	Civics and Citizenship	The differences between "rules' and "laws", why laws are important and how they affect the lives of people	• exploring examples of laws and their purpose, recognising that laws apply to everyone in society and why they are important to students' lives • investigating the impact of laws, such as environmental laws, native title laws and laws concerning sacred sites, on specific groups, including First Nations Australians
AC9S4U01	Year 4	Science	Biological sciences	explain the roles and interactions of consumers, producers and decomposers within a habitat and how food	• recognising how First Nations Australians perceive themselves as being an integral part of the environment

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				chains represent feeding relationships	
AC9S4U02	Year 4	Science	Earth and space sciences	Identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation	• identifying local water sources and exploring how they change over time, such as rain puddles that evaporate or a local creek that flows faster after rain • exploring First Nations Australians' connections with and valuing of water and water resource management
AC9S4H01	Year 4	Science	Science as a Human Endeavour: Nature and Development of Science	Examine how people use data to develop scientific explanations	• explore how hydrologists use rainfall and water use data to explain the amount of water flowing in rivers and why this changes over time
AC9M4M02	Year 4	Maths	Measurement	recognise ways of measuring and approximating the perimeter and area of shapes and enclosed spaces, using appropriate formal and informal units	• investigating the ways First Nations Ranger Groups and other groups measure areas of land to make decisions about fire burns to care for Country/Place
AC9M4ST01	Year 4	Maths	Statistics	acquire data for categorical and discrete numerical variables to address a question of interest or purpose using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created	• using secondary data of fire burns to construct data displays that assist First Nations Ranger Groups and other groups to care for Country/Place

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Years 5 and 6

CODE	Year Level	Learning Area	Sub-strand	Content Descriptor *Students learn to*	Elaborations *This may involve*
AC9HS5K04	Year 5	Humanities and Social Sciences	Geography	the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place	• identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming • exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, erosion, farming, the introduction of grazing livestock such as sheep and cattle, forest plantations or mining), and evaluating the effects of change on economic development and environmental sustainability • exploring examples of positive influences people have on the characteristics of places; for example, reforestation, land-care groups, rehabilitating former mining, industrial or waste disposal sites • identifying positive and negative influences of people on places in other countries, including countries in Asia, Europe and North America
AC9HS5K05	Year 5	Humanities and Social Sciences	Geography	the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences	• exploring how environments are used and managed, the practices and laws that aim to manage human impact, the use of zoning to manage local environments, creation of wildlife corridors and national parks • examining how changes due to environmental practices create issues, such as water shortages and increased floods and bushfires, the impact of issues on places and communities, and how people can mitigate the impacts through building codes, zoning, firebreaks and controlled burns, and efficient irrigation
AC9HS5K07	Year 5	Humanities and Social Sciences	Civics and Citizenship	how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal	• discussing how and why people volunteer for community groups such as religious and other charities, rural fire services, surf life-saving clubs, emergency services groups, First Nations community groups and youth groups

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AC9HS5S02	Year 5	Humanities and Social Sciences	Questioning and researching	locate, collect and organise information and data from primary and secondary sources in a range of formats	- using geospatial tools such as a globe, wall map or a digital application to collect information; for example, to identify the influences of people on the characteristics of places in other countries, or the location of information they have collected through fieldwork - conducting surveys or interviews to gather primary data that support decision-making processes when investigating an issue, and summarising the key points or particular points of view; for example, surveying the views of conflicting parties in a planning or environmental dispute
AC9HS5S06	Year 5	Humanities and Social Sciences	Concluding and decision-making	propose actions or responses to issues or challenges and use criteria to assess the possible effects	- criteria to evaluate the possible options that people could take to resolve challenges, such as improving water quality, managing excess waste and providing resources, and using criteria to improve responses in communities to environmental hazards; for example, considering economic factors such as needs, wants and costs, as well as environmental, health and social factors - forecasting probable futures for an issue; for example, how native fauna populations might change if an introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population and proposing preferred futures that relate to the issue
AC9M5ST02	Year 5	Maths	Statistics	interpret line graphs representing change over time; discuss the relationships that are represented and conclusions that can be made	reading and interpreting different line graphs, discussing how the horizontal axis represents measures of time such as days of the week or times of the day, and the vertical axis represents numerical quantities or ordinal categorical variables such as percentages, money, measurements or ratings such as fire hazard ratings
AC9S5H01	Year 5	Science	Science as a human endeavour	examine why advances in science are often the result of collaboration or build on the work of others	investigating how contemporary soil erosion management practices adapt and build on First Nations Australians' fire management and agricultural practices
AC9S6U01	Year 6	Science	Biological Understanding	investigate the physical conditions of a habitat and analyse how the growth and survival of living things	investigating First Nations Australians' knowledges and understandings of the physical conditions necessary for the survival of certain plants and animals

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				is affected by changing physical conditions	
AC9M6P01	Year 6	Maths	Probability	recognise that probabilities lie on numerical scales of 0 – 1 or 0% – 100% and use estimation to assign probabilities that events occur in a given context, using common fractions, percentages and decimals	• recognising the language used to describe situations involving uncertainty, such as what it means to be lucky, a 75% chance of rain or a 1-in-100 years flood
AC9HP6P01	Year 5 and 6	Health and Physical Education	Personal, social and community health	explain how identities can be influenced by people and places, and how we can create positive self-identities	• exploring how connection to people and places can influence personal and cultural identities over time
AC9HP6P06	Year 5 and 6	Health and Physical Education	Personal, social and community health	apply strategies to manage emotions and analyse how emotional responses influence interactions	• exploring the emotions associated with feeling unsafe or uncomfortable and proposing strategies to manage these situations • analysing situations in which emotions can influence decision-making, including in peer-group, family and movement situations • exploring when emotional responses can be intense or unpredictable and practising strategies to self-regulate and manage expression of strong emotions
AC9HP6P08	Year 5 and 6	Health and Physical Education	Personal, social and community health	analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations	• examining ways to normalise and de-stigmatise help-seeking behaviour so all students feel more comfortable and confident to seek help when needed • proposing strategies they can use if they witness others in unsafe situations, such as accessing support networks or telling an adult they trust • analysing the responses of characters in TV shows or movies when in unsafe or risky situations and discussing the efficacy of their response to the situation
AC9TDI6P01	Year 5 and 6	Digital Technologies	Investigating and defining	define problems with given or co-developed design criteria and by creating user stories	• using provided stimulus to identify an issue and writing a user story in groups, for example using a newspaper article to develop a user story, such as: a family in a bushfire or flood-

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| | | | | | prone environment needs a way to ensure they are prepared in case of an emergency
• discussing possible design criteria based on a stimulus, for example the cost, sustainability and timeliness for a roadside bushfire or flood risk rating system |

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Years 7 to 10

CODE	Year Level	Learning Area	Sub-strand	Content Descriptor *Students learn to*	Elaborations *This may involve*
AC9HG7K04	Year 7	Geography	Water in the world	the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments	• explaining the environmental processes that cause a hazard, such as drought, storms, tropical cyclones or floods • explaining how the impacts of a hazard on people and the environment are influenced by environmental, social or economic factors • identifying examples of responses to a hazard from the community and the government at the local scale, and identifying practices that increased effectiveness • reflecting on the principles of prevention, mitigation and preparedness in responses from the community and the government to explain how the impact of a hazard can be reduced
AC9HG7S03	Year 7	Geography	Interpreting and analysing geographical data and information	interpret and analyse geographical data and information to identify similarities and differences, explain patterns and trends, and infer relationships	• explaining patterns and trends; for example, using graphs, weather maps and satellite images to examine the temporal and spatial patterns of a selected hydrological hazard
AC9HG7S04	Year 7	Geography	Concluding and decision-making	draw conclusions based on the analysis of the data and information	• explaining the impacts of a geographical phenomenon or challenge on people, places and environments; for example, impacts of water scarcity on individuals, communities and government, or the impacts of declining water quality on people and the liveability of places
AC9HG7S05	Year 7	Geography	Concluding and decision-making	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts	• proposing individual action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, reducing the individual water footprint; walking, cycling or using public transport for a more environmentally liveable place • proposing collective action in response to a geographical phenomenon or challenge and supporting the proposal with reasons; for example, developing guidelines for conserving water at school to promote awareness of levels of water usage for a

					community over time, especially during droughts; planning sustainable and liveable cities such as the ecopolis
AC9S7U02	Year 7	Science	Biological sciences	use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations	• considering how First Nations Australians' fire management practices over tens of thousands of years have changed the distribution of flora and fauna in most regions of Australia
AC9HG8K02	Year 8	Geography	Landscapes and landforms	the location and distribution of Australia's distinctive landscapes and significant landforms	• representing the distribution of Australian distinctive landscapes, such as the deserts in Central Australia, and significant landforms, such as Uluru in Central Australia • comparing the distribution of Australia's distinctive landscapes with distinctive landscapes in another country; for example, grasslands in Arnhem Land in northern Australia compared to grasslands in Mongolia; tropical rainforests in northern Australia compared to forests in Laos and Cambodia • explaining the significance of a landform important to First Nations Australians; for example, the names, meanings and significance of the Three Sisters in the Blue Mountains, New South Wales; Budj Bim cultural landscape within Gunditjmara Country; Uluru-Kata Tjuta National Park in the Northern Territory
AC9HG8K04	Year 8	Geography	Landscapes and landforms	the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes	• explaining the effects of river regulation, including dams, locks, channel straightening and drains, on the quality of riverine and wetland environments; for example, the Three Gorges Dam on the Yangtze River in China, or dams and weirs on the Murray–Darling river system • identifying the contribution of the knowledges of First Nations Australians to the use and management of distinctive landscapes; for example, Indigenous Peoples' Knowledge (IPK) incorporated into modern management of diverse landscapes and landforms such as Kakadu National Park, Uluru, the Great Barrier Reef and the Snowy Mountains
AC9HG8K05	Year 8	Geography	Landscapes and landforms	the causes and impacts of a geomorphological hazard on people,	• identifying the causes of a geomorphological hazard such as a volcanic eruption, earthquake, tsunami, landslide or avalanche

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				places and environments, and the effects of responses	• examining the environmental, economic or social impacts of a hazard at the local scale; for example, where people choose to live; the negative consequences for human wellbeing including loss of industry and unemployment; and lack of infrastructure and resources to prepare and respond to hazards • reflecting on observations of a location where the environment has been altered by human activities to explain how the change has heightened the impact of a hazard • reflecting on the principles of prevention, mitigation and preparedness to explain how the harmful effects of a hazard can be reduced by the implementation of a management strategy
AC9HG8S02	Year 8	Geography	Questioning and researching using geographical methods	collect, organise and represent data and information from primary research methods, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate	• comparing findings from primary research methods, including fieldwork, with those from secondary research materials for relevance and reliability; for example, comparing field sketches showing the impact of a geomorphological hazard with newspaper reports on the extent of damage; comparing survey and interview data about people's perception of their suburb with a government report on the impacts of urbanisation
AC9HG8S04	Year 8	Geography	Concluding and decision-making	draw conclusions based on the analysis of the data and information	• explaining reasons for decisions and choices; for example, reflecting on research findings or data analysis of the impacts of geomorphological hazards or urbanisation to identify and explain significant impacts on people, places and environments
AC9HG8S05	Year 8	Geography	Concluding and decision-making	identify a strategy for action in relation to environmental, economic, social or other factors, and explain potential impacts	• proposing collective action and supporting the proposal with reasons; for example, promoting community awareness of the effects of human–environmental change on significant Australian landforms such as Uluru and the Great Barrier Reef, or encouraging the development of urban and peri-urban agriculture • evaluating the effectiveness of a strategy in relation to environmental, economic and social factors
AC9HG8S06	Year 8	Geography	Communicating	create descriptions, explanations and responses, using geographical	• creating a description that connects the audience to the topic, using geographical concepts and providing accurate information; for example, alleviating the impact of a geological hazard such as

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				knowledge and methods, concepts, terms and reference sources	volcanic eruptions, earthquakes, tsunamis, landslides and avalanches, or eradicating slums in cities • constructing an explanation, using research findings to support ideas, such as the causes and effects of a geographical phenomenon or challenge, and reinforcing knowledge and understanding of the interconnections between people, places and the environment
AC9M8M05	Year 8	Maths	Measurement	recognise and use rates to solve problems involving the comparison of 2 related quantities of different units of measure	• investigating the application of rates in First Nation Australians' land management practices, including the rate of fire spread under different environmental conditions such as fuel types, wind speed, temperature and relative humidity; the conservation of water by First Nations Australians by estimating rates of water evaporation based on surface area and climatic conditions
AC9TDE8K02	Year 7 and 8	Design and Technologies	Technologies and society	analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures	• investigating techniques used by land managers for managing and reducing bushfires in forests, for example techniques used by local First Nations Australians or smart technologies such as Internet of Things (IoT) sensors, artificial intelligence, cameras and drones • analysing competing factors, including social and ethical factors, that influence the design of services for First Nations Australian communities in areas classified as remote, for example a natural disaster warning system for the Koeybuway and Moegibuway Peoples of Saibai Island, who are vulnerable to flooding and rising sea levels
AC9S9U03	Year 9	Science	Earth and space sciences	represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere)	• investigating how First Nations Australians use fire-mediated chemical reactions to facilitate energy and nutrient transfer through the practice of firestick farming • investigating how First Nations Australians are reducing Australia's greenhouse gas emissions through the reinstatement of traditional fire management regimes

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AC9S9H01	Year 9	Science	Nature and development of science	explain how scientific knowledge is validated and refined, including the role of publication and peer review	• investigating how the publication of data and findings related to the reintroduction of First Nations Australians' traditional fire regimes has informed more effective fire-reduction strategies and policies
AC9S9H02	Year 9	Science	Nature and development of science	investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering	• researching how technological advances in monitoring greenhouse gas emissions and other environmental factors have contributed to the reinstatement of traditional fire management practices as a strategy to reduce atmospheric pollution
AC9S9H03	Year 9	Science	Nature and development of science	analyse the key factors that contribute to science knowledge and practices being adopted more broadly by society	• investigating how First Nations Australians' fire management practices are informing and being adopted in contemporary fire management
AC9HC9K05	Year 9	Civics and Citizenship	Citizenship, diversity, and identity	how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship	• researching the work of an Australian non-government organisation (NGO), philanthropist, community group or religious group and the extent to which they contribute to the Australian community; for example, volunteers that support communities ravaged by natural disasters such as the State Emergency Service (SES), the Salvation Army, the Red Cross, Sikh Volunteers Australia • researching examples of young people who are acting as global citizens, such as Malala Yousafzai and Greta Thunberg, and Australia's Amelia Telford, Mackinley Butson and Bassam Maaliki, or UNICEF Australia's Young Ambassadors • collaborating with peers to plan a citizenship campaign on an issue related to sustainability or climate change
AC9HC9S03	Year 9	Civics and Citizenship	Analysis, evaluation and interpretation	analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in	• investigating how the Australian Government responds to an issue and examining the process of policy development and implementation, such as the development of welfare changes and financial support in response to natural disasters or emergencies

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				perspectives and interpretations	
AC9M9M05	Year 8	Maths	Measurement	use mathematical modelling to solve practical problems involving direct proportion, rates, ratio and scale, including financial contexts; formulate the problems and interpret solutions in terms of the situation; evaluate the model and report methods and findings	• exploring fire techniques in land management practices used by First Nations Australians that use proportion relationships, including the rate of fire spread in different fuel types to wind speed, temperature and relative humidity
AC9HG10K01	Year 10	Geography	Environmental change and management	the human-induced changes that challenge the sustainability of places and environments	• identifying tensions between the conflicting perspectives of individuals, communities and governments on the use of sustainable practices • explaining the nature of human-induced environmental changes (for example, water and atmospheric pollution; loss of biodiversity; degradation of land and aquatic environments) and the challenges they pose for sustainability • discussing the concept of sustainability in relation to environmental functions and identifying tensions between the conflicting perspectives of communities, businesses and government
AC9HG10K03	Year 10	Geography	Environmental change and management	First Nations Australians' approaches to custodial responsibility and environmental management in different regions of Australia	• identifying the influence of cultural values on how First Nations Australians manage environments (for example, continuity of cultural practices, management or development of Country/Place, and land tenure systems) and explaining custodial responsibilities for a Country/Place • explaining First Nations Australians' models of sustainability, which contribute to broader conservation practices; for example, obligations to Country/Place, land management and care practices such as cleaning up the land and fire management, removal of weeds and rubbish, protection of threatened species, and capacity building within their communities

AC9HG10S05	Year 10	Geography	Concluding and decision-making	develop and evaluate strategies, using environmental, economic or social criteria; recommend a strategy and explain the predicted impacts	• explaining reasons for decisions and choices, such as the traditional use of firestick farming by First Nations Australians to control fires, or grassroots decisions on implementation and effectiveness of aid projects
AC9HC10K02	Year 10	Civics and Citizenship	Government and democracy	the Australian Government's role and responsibilities at a regional and global level	• explaining the ways Australia contributes to and participates in the Asia-Pacific region, including membership of international organisations and participation in agreements with other nations (for example, exchange programs, peacekeeping, election monitoring, development aid, health programs, disaster management) and internationally, including participation in the United Nations Security Council • investigating Australia's responsibilities and commitment to various international treaties, conventions and agendas, such as the UN Sustainable Development Agenda and the United Nations Framework Convention on Climate Change • analysing and evaluating the reasons for and effectiveness of Australia's participation in the region and globally with regard to a global issue, such as human rights, war and conflict, challenges to democracy or climate • comparing the responses of governments and organisations around the world to a global issue; for example, gender equality, poverty, climate change, vaccination against communicable diseases
AC9HC10S03	Year 10	Civics and Citizenship	Analysis, evaluation and interpretation	analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations	• investigating a contemporary international event or situation, such as armed conflict, development of an international agreement, or natural or humanitarian disaster, to assess the effectiveness and value positions of global actors such as NGOs, and the response of the Australian Government to the event or situation
AC9HH10K20	Year 10	History	The globalising world	different historical interpretations and debates during the	• investigating the change in debate about climate change over time from the 1960s to the present

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				second half of the 20th century	
AC9S10I01	Year 10	Science	Questioning and predicting	develop investigable questions, reasoned predictions and hypotheses to test relationships and develop explanatory models	• observing a change in the frequency of extreme weather events and hypothesising causes from scientific models, such as: 'If the El Niño weather pattern occurs more frequently then there will be more droughts due to decreased rainfall'
AC9S10I08	Year 10	Science	Communicating	write and create texts to communicate ideas, findings and arguments effectively for identified purposes and audiences, including selection of appropriate content, language and text features, using digital tools as appropriate	• creating a digital infographic to highlight the multiple lines of evidence from polar ice caps, ocean temperatures and extreme weather to explain how climate change is impacting Earth
AC9TDE10K01	Year 9 and 10	Design and Technologies	Technologies and society	analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments	• recognising the impact of past designed solutions when creating solutions for preferred futures, for example the design of public transport systems that use renewable energy and are accessible, and the design of rural community environments to reduce fire risk • analysing design and technologies professions and their contributions to society, for example engineers working in disaster recovery or empowering communities to improve access to clean, safe energy