

# Outdoor learning: F-6/7 Humanities and Social Sciences

## F-6/7 Humanities and Social Sciences

As part of Humanities and Social Sciences, outdoor learning offers content and context for learning, in particular through geography and/or environmental studies.

In Humanities and Social Sciences, environments include natural, built and social. Built environments have been created or modified by humans, for example: irrigation canals, contour banks, jetties, bora rings. Social environments include places and systems of human activity such as legal and communication systems. When people interact with and in places and environments, including changing, managing and preserving/not preserving them, they demonstrate the values they hold and the relationship they have to places.

The outdoors also offers contexts for exploring history, cultures and economic systems. Outdoor learning can include heritage studies in which students investigate the value of places in the past, how the past changed places and affects our present, and how the future can be considered in light of outdoor experiences, including finding evidence in the outdoors. Empathy and perspectives are key concepts in history. Students can imagine the past in situ; what it looked and felt like; and what past people experienced in those places.

Similarly, civics and citizenship can be studied in the outdoors, where evidence of human–place interaction, both past and present, influences decision-making about the management of places for the present and future.

Culturally, the outdoors is a site of human experience. Places influence people's activity, and thus over time, different groups relate to outdoor places in unique ways, forming cultural attitudes, values and practices. These things, over periods of time, form ways of knowing and ways of being which differ across groups – even different groups in the same place. Outdoor experiences can investigate this.

## Human-nature relationships

### F-6/7 Humanities and Social Sciences - Years 1 and 2

#### In F-6/7 HASS (Geography sub-strand) Year 1

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)

#### In F-6/7 HASS (Geography sub-strand) Year 2

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)

Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)

### **In F-6/7 HASS (History sub-strand) Year 2**

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 (ACHASSK044)

## **Skills and knowledge**

### **Health and Physical Education - Years 1 and 2**

Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

Describe ways to include others to make them feel like they belong (ACPPS019)

Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

Recognise similarities and differences in individuals and groups and explore how these are celebrated and respected (ACPPS024)

Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Create and participate in games with and without equipment (ACPMP027)

Use strategies to work in group situations when participating in physical activities (ACPMPS030)

Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)

### **F-6/7 Humanities and Social Sciences - Years 1 and 2**

#### **F-6/7 HASS (Geography sub-strand) Year 2**

The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)

## **Conservation and sustainability**

### **F-6/7 Humanities and Social Sciences - Years 1 and 2**

#### **F-6/7 HASS (Geography sub-strand) Year 1**

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

Activities in the local place and reasons for their location (ACHASSK033)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)

#### **F-6/7 HASS (Geography sub-strand) Year 2**

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)

#### **F-6/7 HASS (History sub-strand) Year 2**

The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (CHASSK045)

## **Health and wellbeing**

## F-6/7 Humanities and Social Sciences - Years 1 and 2

### F-6/7 HASS (Geography sub-strand) Year 2

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)