OUTDOOR EDUCATION
Year 7 to 8

STUDENTS AT THIS STAGE:

Students in Year 7 and 8 typically develop skills and knowledge to undertake more extended journeys in natural environments. Through lightweight expeditions, students develop greater responsibility for self and skills of interdependence within the group. They understand how to minimise environmental impact and to respect other users of these environments. Through reflection in natural settings they develop greater knowledge of the role of nature in promoting wellbeing, connection and balance to life. They explore natural environments from a field naturalist perspective, and learn about the role and place of different species in ecosystems.

Four dimensions underpin outdoor learning in the Australian Curriculum:

*SKILLS AND KNOWLEDGE
A range of skills and knowledge is needed to work together and be active and safe in the outdoors.

*HUMAN-NATURE RELATIONSHIPS
An individual’s experience in natural environments enhances human-nature relationships.

*CONSERVATION AND SUSTAINABILITY
Ecological and cultural knowledge and experiences in nature enhance decision-making about conservation and sustainability.

*HEALTH AND WELLBEING
Experiences in natural environments promote personal growth and development; and health and wellbeing.

*for more detail about each dimension, see the Australian Curriculum: resources site.
OUTDOOR EDUCATION
Year 7 to 8

SKILLS AND KNOWLEDGE

HEALTH AND PHYSICAL EDUCATION

Practise and apply strategies to seek help for themselves or others (ACPPS072)
Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074)
Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)
Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086)
Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087)

SCIENCE

Scientific knowledge has changed peoples’ understanding of the world and is refined as new evidence becomes available (ACSHE119 & ACSHE134)
Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223 & ACSHE226)
People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121 & ACSHE136)
Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125 & ACSIS140)

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand
Year 7
Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)
Reflect on learning to propose individual and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)

Year 7
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)

Year 8
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 (ACHGS062)

GEOGRAPHY
OUTDOOR EDUCATION
Year 7 to 8

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples’ family and
kinship structures are strong and sophisticated.

SUSTAINABILITY

World views that recognise the dependence of Field studies
provide an excellent opportunity to develop and practise
the skills to be safe in the outdoors, create human–nature
relationships and develop personal and social capabilities
while explicit subject learning also takes place.

PERSONAL AND SOCIAL CAPABILITY

Self-management
Assess, adapt and modify personal
and safety strategies and plans, and
revisit tasks with renewed confidence

Social management
Assess the extent to which individual
roles and responsibilities enhance
group cohesion and the achievement
of personal and group objectives

I observed:
* cloud formations
* insects
* erosion
**OUTDOOR EDUCATION**

**Year 7 to 8**

**HUMAN-NATURE RELATIONSHIPS**

**Year 7**

- The influence of environmental quality on the liveability of places (ACHGK045)
- The strategies to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

**Year 8**

- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)

**GEOGRAPHY**

**Year 7**

- Classification helps organise the diverse group of organisms (ACSSU111)
- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)

**Year 8**

- Sedimentary, igneous, and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)

**SCIENCE**

**Year 7 Geography elaboration**

- 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)

**ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES**

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Exploring the names, meanings and significance of landform features from an Aboriginal or Torres Strait Islander perspective (ELBH379)

**Year 7 Geography elaboration**

- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Exploring the names, meanings and significance of landform features from an Aboriginal or Torres Strait Islander perspective (ELBH379)

**PERSONAL AND SOCIAL CAPABILITY**

**Self-awareness**

- Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers

**Social awareness**

- Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities

**SUSTAINABILITY**

- World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
OUTDOOR EDUCATION
Year 7 to 8

CONSERVATION AND SUSTAINABILITY

SCIENCE

Year 7
Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)
Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)
Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)

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)

GEOGRAPHY

Geography sub-strand
Year 7
The ways that flows of water connect places as it moves through the environment and the ways that it affects places (ACHGK038)
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)
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)

Year 8
The different types of landscapes and their distinctive landform features (ACHGK048)
The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)
The ways of protecting significant landscapes (ACHGK052)
The management and planning of Australia’s urban future (ACHGK059)

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand
Year 7
Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)
Develop and use criteria to make informed decisions and judgements (ACHASSI161)

Year 8
The different types of landscapes and their distinctive landform features (ACHGK048)
The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)
The ways of protecting significant landscapes (ACHGK052)
The management and planning of Australia’s urban future (ACHGK059)

ETHICAL UNDERSTANDING

Reasoning in decision-making and actions
Analyse inconsistencies in personal reasoning and societal ethical decision-making

INTERCULTURAL UNDERSTANDING

Recognising culture and developing respect
Explain ways that cultural groups and identities change over time and in different contexts
The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Year 7 Science elaboration

• recognising that traditional and Western scientific knowledge can be used in combination to care for Country/Place
• investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment

Year 8 Geography elaboration

Investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms (ACHGK049)
Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation. Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

**Year 7 Science**

- exploring how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples
- exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities

**HEALTH AND PHYSICAL EDUCATION**

Investigate the impact of transition and change on identities (ACPPS070)
Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities (ACPPS078)
Participate in physical activities that develop health-related and skill-related fitness components and create and monitor personal fitness plans (ACPMP083)
Participate in and investigate the cultural and historical significance of a range of physical activities (ACPMP085)

**PERSONAL AND SOCIAL CAPABILITY**

- **Self-awareness**
  - Make a realistic assessment of their abilities and achievements, and prioritise areas for improvement

**SUSTAINABILITY**

- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.