

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 (ACHASS1160)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASS1162)

GEOGRAPHY

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)

OUTDOOR EDUCATION

Year 7 to 8

SKILLS AND KNOWLEDGE

CONTINUED...

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

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

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

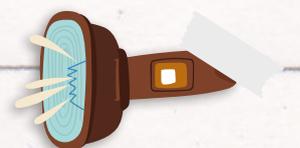
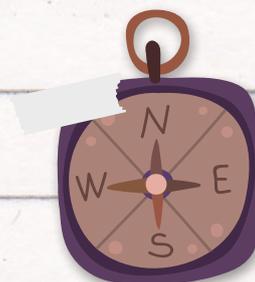
SUSTAINABILITY

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.



I observed:

- * cloud formations
- * insects
- * erosion



OUTDOOR EDUCATION

Year 7 to 8

HUMAN-NATURE RELATIONSHIPS

GEOGRAPHY

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)

SCIENCE

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)

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

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)

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)

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)

ETHICAL UNDERSTANDING

Reasoning in decision-making and actions

Analyse inconsistencies in personal reasoning and societal ethical decision-making

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)

INTERCULTURAL UNDERSTANDING

Recognising culture and developing respect

Explain ways that cultural groups and identities change over time and in different contexts

OUTDOOR EDUCATION

Year 7 to 8

CONSERVATION AND SUSTAINABILITY

CONTINUED...

CRITICAL AND CREATIVE THINKING

Reflecting on thinking and processes

Justify reasons for decisions when transferring information to similar and different contexts

Analysing, synthesising and evaluating reasoning and procedures

Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions

SUSTAINABILITY

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

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)



OUTDOOR EDUCATION

Year 7 to 8

HEALTH AND WELLBEING

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.

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

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

