# Years 7–8

#### Students at this stage

Students in Years 7 and 8 develop skills and knowledge to undertake more extended journeys in natural environments, and develop skills of interdependence within the group. They develop higher levels of skill and have greater capacity for endurance.

Through lightweight expeditions, students develop greater responsibility for self, and immerse themselves in natural environments for longer. They understand accepted codes of practice for lightweight and other journeys in natural environments to minimise environmental impact and to respect other users of these environments. They develop strategies to safely manage minor incidents in the outdoors and other places.

Through reflection and introspection, they explore their place in the world and in nature, and what positive contributions they might make. Through short periods of reflective time in natural settings they develop greater knowledge of the role of nature in promoting wellbeing, connection and balance to life.

Students develop deeper understanding of seasons, climate, growth and landscape and investigate adaptations in the Australian context. They explore natural environments from a field naturalist perspective, and learn about the role and place of different species in ecosystems.

Adapted from OEA website, accessed 8 December 2016. <http://outdooreducationaustralia.org.au/education/sequencing/>

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| **Dimension 1** **There is a range of skills and knowledge required to work together, be active and be safe in the outdoors** |

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)

F–6/7 HASS (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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI160)

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 [(ACHASSI162)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI162)

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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS054)

Geography 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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGS062)

Science (Years 7 and 8)

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](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=investigation) types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed [(ACSIS125](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS125) & [ACSIS140)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS140)

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

Aboriginal and Torres Strait Islander Histories and Cultures

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

Sustainability

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.

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| **Dimension 2** **An individual’s experience in natural environments enhances human–nature relationships** |

Science Year 7

Classification helps organise the diverse group of organisms [(ACSSU111)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSSU111)

Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)

Science Year 8

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

Geography Year 7

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)

Exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterways, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples (ACHGK041)

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)

Geography Year 8

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

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

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)

Sustainability

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

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| **Dimension 3****Ecological, cultural and personal knowledge of, and experiences in, places enhances decision-making about 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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSSU112)

Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques [(ACSSU113)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSSU113)

Some of Earth’s resources are renewable, including water that cycles through the [environment](http://www.australiancurriculum.edu.au/glossary/popup?a=S&t=environment), but others are non-renewable [(ACSSU116)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSSU116)

Science 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)

F–6/7 HASS (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)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI160)

Develop and use criteria to make informed decisions and judgements [(ACHASSI161)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHASSI161)

Geography 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](http://www.australiancurriculum.edu.au/glossary/popup?a=G&t=liveability) of places [(ACHGK043)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK043)

The influence of [environmental quality](http://www.australiancurriculum.edu.au/glossary/popup?a=G&t=environmental+quality) on the [liveability](http://www.australiancurriculum.edu.au/glossary/popup?a=G&t=liveability) of places [(ACHGK045)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK045)

Geography 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)

Investigating Aboriginal Dreaming stories and Legends of the Torres Strait concerning the formation, meaning and interconnection of landforms (ACHGK049)

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

Intercultural Understanding

Recognising culture and developing respect

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

Ethical Understanding

Reasoning in decision-making and actions

Analyse inconsistencies in personal reasoning and societal ethical decision-making

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

* 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

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

Sustainability

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

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| **Dimension 4**Experiences in natural environments promote personal growth and development; and 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

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.

HPE

* 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

Sustainability

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