

WHAT HAS CHANGED AND WHY?

Proposed revisions to the Foundation – Year 6 (F–6) Australian Curriculum

Overview

This document summarises the proposed revisions to the F–6 Australian Curriculum presented in the consultation versions of all eight learning areas and provides an explanation for the changes.

The terms of reference for the Review of the F–10 Australian Curriculum tasked ACARA to “give particular attention to the Foundation to Year 6 curriculum in order to reduce overcrowding and provide improved manageability and coherence to the Australian Curriculum in the primary years of schooling”.

The proposed revisions across all the eight learning areas make clear the essential knowledge, understanding and skills students need to be confident and creative individuals, successful lifelong learners and active, informed members of the community. These revisions also ensure our curriculum remains world class.

For primary school teachers, the proposed revisions make the F–6 Australian Curriculum more consistent, manageable and coherent across all learning areas and years. The revisions reduce the ambiguity and uncertainty in how some of the curriculum is written and provide clear and concise guidance as to what content primary teachers should be teaching their students.

Key changes in the F–6 Australian Curriculum include:

- Overall content has been reduced and the duplication of content across learning areas removed to improve the manageability of the F–6 Australian Curriculum.
- The clarity and specificity of the content descriptions and achievements standards have been improved.
- The introductory information about each learning area has been updated and organised under the same sections across all eight learning areas.
- The organisation of content into strands and sub-strands has been streamlined and made more consistent across the eight learning areas.
- Content descriptions and achievement standards have been separated for Foundation year for all eight learning areas, making clear the expectations for students in the important first year of school.
- The consistency and clarity of language and cognitive demand in the content across the learning areas have been improved.
- Content within and across learning areas has been realigned and resequenced to improve the conceptual progression of learning, informed by current research.

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- Content elaborations have been significantly rewritten to provide teachers with more helpful suggestions and illustrations of ways to approach the learning area content.

The consultation version of the F–6 Australian Curriculum does not include:

- the glossary, student work samples and other support resources – these materials will be revised once the consultation process has been completed
- ‘tagging’ to show where general capabilities and cross-curriculum priorities are incorporated in the content descriptions and elaborations – these connections will be made explicit when the updated curriculum is published on the website.

The terms of reference for the Australian Curriculum Review also directed ACARA to improve the digital presentation of the Australian Curriculum in line with agreed revisions and teachers’ user experience. In parallel with the content review process, ACARA is undertaking a redesign to improve the functionality of the current [Australian Curriculum website](#). The aim is for the updated version of the F–10 Australian Curriculum to be available on a new Australian Curriculum website for the start of 2022. The current Australian Curriculum website will also remain live to support jurisdictions and teachers to plan for transition to the updated curriculum.

Proposed revisions to the F–6 Australian Curriculum across all learning areas

	Description of each section and key revisions	Rationale for the revision
Rationale	<p>A rationale introduces each learning area to describe the value and importance of each learning area.</p> <p>Learning areas with more than one subject include a rationale for each subject in addition to the learning area rationale.</p>	Some rationales have had minor revisions to update them.
Aims	<p>The statement of aims comprises a small number (4–6) for each learning area. Aims identify the major learning that students demonstrate as a result of being taught the content in each learning area.</p> <p>Learning areas with more than one subject include aims for each subject in addition to learning area aims.</p>	The statement of aims in each learning area have been retained or had minor revisions to update them.
Organisation of the learning area	<p>This section outlines how the learning area is structured into strands and sub-strands.</p> <p>It now also includes an overview of the learning area core concepts – those big ideas, understandings, skills or processes central to learning areas.</p>	<p>The terms of reference for the Review required ACARA to look to refine and reduce content by identifying core concepts. In the review process, core concepts helped identify the essential content students should learn to develop deep and increasingly sophisticated understanding and skills in each learning area.</p> <p>While the prime purpose of the core concepts in the Review was to help make decisions about essential content, feedback from the Teacher Reference Group indicated that teachers may find this information useful.</p>
Key connections	<p>This is a new section in the introduction. It replaces the learning area-specific information sheets on general capabilities and the learning area-specific advice for the cross-curriculum priorities, currently published separately from learning area curricula.</p>	<p>This new section makes transparent the connections across the three dimensions of the Australian Curriculum. It provides teachers with clear information about the key relationships of each learning area to the general capabilities and cross-curriculum priorities, specifically highlighting those that have the most</p>

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	Description of each section and key revisions	Rationale for the revision
	This section also outlines key connections to other learning areas.	authentic fit and provide meaningful learning using the learning area context. It also highlights the important opportunities to connect each learning area with other learning areas' content, which is particularly useful for primary teachers.
Key considerations	This is a new section. It replaces the current section called 'key ideas'. It provides important information specific to each learning area.	This section is about the key aspects teachers should consider when planning for and teaching the curriculum.
Year/band descriptions	Year/band level descriptions provide an overview statement about the learning students should experience at the year/band level. They highlight connections between the content in the year/band level and describe the place of the year/band level content in the broader scope and sequence of the learning area.	Year/band level descriptions in all learning areas have been updated to align with content revisions.
Achievement standards	Achievement standards describe the expected quality or standard of learning students should typically be able to demonstrate by the end of each year or band level.	Achievement standards in all learning areas have been improved to ensure alignment with essential content described in the content descriptions and to strengthen the cognitive alignment across learning areas. They also have been improved in their consistency and clarity of language.
Content descriptions	Content descriptions clearly specify the essential knowledge, understanding and skills in each year. Many of the content descriptions have been revised, refined and realigned to ensure they specify essential content that students learn and to give clarity to teachers about what to teach. Some content has been removed, added and de-emphasised, while other content has been given more emphasis. In some instances, the sequence in	Content descriptions have been improved to: <ul style="list-style-type: none"> • remove ambiguity and ensure the meaning is clear to teachers • remove unnecessary duplication within and between learning areas • ensure consistency and clarity of language • better align the cognitive demand described in the content

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	Description of each section and key revisions	Rationale for the revision
	<p>which content is presented has been realigned.</p> <p>The clarity and consistency of language has been improved in the content descriptions. In some cases, this has meant splitting one content description into two.</p>	<p>descriptions to that in the achievement standards</p> <ul style="list-style-type: none"> reflect new evidence and research developments in each learning area. <p><i>Details of the specific content changes in each learning area are presented separately in Table 1 below.</i></p>
Content elaborations	<p>Content elaborations accompany content descriptions and are optional elements of the Australian Curriculum. The elaborations are support material only, they provide teachers with suggestions and illustrations of ways to approach the learning area content. They also illustrate authentic ways to develop the general capabilities through the learning area content and to add richness to the learning area content through the context of the cross-curriculum priorities.</p>	<p>Content elaborations have been improved to:</p> <ul style="list-style-type: none"> remove unnecessary duplication and repetition with content descriptions provide authentic and meaningful opportunities for developing the general capabilities provide authentic and meaningful contexts from a cross-curriculum priority to add depth to learning area content.

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Table 1: Summary of proposed content revisions to the F–6 Australian Curriculum

Nature of the content revision	Rationale for the revision
English	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> • use of software removed from the <i>literacy</i> strand F–6 • analysing and evaluating texts removed from the <i>literacy</i> strand in Year 6 • creating literary texts and experimentation and adaptation consolidated in the <i>literature</i> strand F–6 • listening and speaking interactions threads consolidated in the <i>literacy</i> strand F–6 • personal responses to the ideas, characters and viewpoints in texts, and expressing preferences and evaluating texts consolidated in the <i>literature</i> strand F–6. 	<p>Content related to the use of software has been removed to address duplication with the Australian Curriculum: Technologies.</p> <p>Content descriptions have been consolidated or removed in the <i>literature</i> and <i>literacy</i> strands to remove repetition within the current English curriculum.</p>
<p>Content moved:</p> <ul style="list-style-type: none"> • punctuation in the <i>language</i> strand F–6 • oral presentations in the <i>literacy</i> strand F–6. 	<p>Punctuation has been moved from the <i>text structure and organisation</i> to the <i>expressing and developing ideas</i> sub-strand to place it in a more appropriate position in the curriculum.</p> <p>Oral presentations have been moved from the <i>interacting with others</i> sub-strand to the <i>creating texts</i> sub-strand to fit logically with the content descriptions related to the creation of texts.</p>
<p>Content emphasised:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. 	<p>In the <i>literature</i> strand's <i>appreciating literature and contexts</i> sub-strand, the reference to First Nations Australian authors (and illustrators, where appropriate) has been included to strengthen the expectation that students should be given the opportunity to study texts by First Nations Australian authors.</p>

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Mathematics	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> • sub-strands and separate proficiency strands removed and, instead, content is organised in six clear strands – <i>number, algebra, measurement, space, statistics, and probability</i> – and the proficiencies embedded within those strands. • recognising and describing Australian coins, telling time to half hour and introduction to fractions removed from Year 1 • naming and ordering seasons, comparing and ordering objects based on volume removed from Year 2 • ordering and partitioning numbers to at least tens of thousands, connecting fractions and decimal notation removed from Year 4 • 2D maps de-emphasised across Years 2–5 • using the enlargement transformation, and fractions to represent probabilities removed from Year 5 • properties of square and triangular numbers removed from Year 6. 	<p>The original intent of the four proficiency strands has been explicitly embedded in the content descriptions and achievement standards under the six new strands. This approach will help students gain a deeper conceptual understanding of core mathematical knowledge and skills. It will also remove the need for teachers to consider additional information and will address their current uncertainty as to what to do with the proficiency strands.</p> <p>Content descriptions have been consolidated or removed to address duplication across the strands and in other learning areas, and to improve the conceptual progression of learning.</p> <p>Content has been removed as not essential content for building concepts in Mathematics.</p>
<p>Content resequenced:</p> <ul style="list-style-type: none"> • introduction to probability moved from Year 1 to Foundation • reading time on an analogue clock moved from Year 1 to Year 2 • introduction to fractions moved from Year 1 to Year 2 • introduction to additive patterns moved from Year 3 to Year 2 • recalling multiplication facts moved from Year 3 to Year 4 • percentages introduced in Year 5 • using fractions to represent probabilities moved from Year 5 to Year 6 	<p>Content descriptions have been resequenced to:</p> <ul style="list-style-type: none"> • improve the conceptual and logical progression of learning • allow students more time to develop a deep understanding of mathematical concepts.

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<ul style="list-style-type: none"> converting between volume and capacity moved from Year 6 to Year 8 	
<p>Content separated:</p> <ul style="list-style-type: none"> represent practical situations to model addition and sharing in Foundation counting collections to 100 by partitioning numbers using place value in Year 1 representing data with objects and drawings and describe the displays Year 1. 	Content descriptions have been separated to identify distinct components of foundational mathematical concepts.
<p>Content added:</p> <ul style="list-style-type: none"> computational thinking content in <i>algebra, space, and probability</i> Year 3–6. 	ACARA's program of research identified the need for a greater emphasis on computational thinking in response to the needs and practices of contemporary society.
Science	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> use of Earth's resources removed from the <i>science understanding</i> strand in Year 2 combining materials for a purpose removed from the <i>science understanding</i> strand in Year 2. effects of sudden geological changes and extreme weather removed from the <i>science understanding</i> strand in Year 6. 	Content descriptions have been removed to align with the core concepts of Science and to improve the conceptual progression of learning.
<p>Content resequenced and realigned:</p> <ul style="list-style-type: none"> needs of living things from Foundation merged with habitats content in Year 1 daily and seasonal changes from Foundation merged with observable changes in the environment in Year 1 external features of living things moved from Year 1 to Foundation physical changes to materials moved from Year 1 to Year 2 push and pull forces moved from Year 2 to Year 1 sound moved from Year 1 to Year 2 	Content in the <i>science understanding</i> strand has been realigned to improve the conceptual progression within each sub-strand, to reduce the amount of content to be taught across F–3 and to balance the amount of content to be taught across 4–6.

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<ul style="list-style-type: none"> • classification of living and non-living things moved from Year 3 to Year 2 • day and night moved from Year 3 and merged with the solar system at Year 5 • life cycles moved from Year 4 to Year 2 • the rock cycle moved from Year 8 to Year 6. 	
<p>Content separated:</p> <ul style="list-style-type: none"> • <i>science as a human endeavour</i> strand – content about how scientists use observation and questioning – separated in F–2 • <i>science understanding</i> strand – electricity generation separated from Year 6 content and renewable/non-renewable resources content from Year 7; both moved to Year 8. 	<p>Content has been split from the current F–2 band to ensure alignment with a consistent Foundation year structure across all learning areas and to support development of understanding of how students’ inquiry practices align with those of scientists.</p> <p>Content descriptions have been moved from Years 6 and 7 to Year 8 to improve the conceptual progression of learning.</p>
<p>Content revised and reframed:</p> <ul style="list-style-type: none"> • all content in the <i>science understanding</i> strand revised • nature of science in the <i>science as human endeavour</i> strand reframed. 	<p>All content descriptions in the <i>science understanding</i> strand have been revised to provide a clearer focus on core content and remove ambiguity.</p> <p>Nature of science content in the <i>science as human endeavour</i> strand has been reframed F–6 to focus on how scientists do science, providing opportunities for students to connect their science inquiry with the work of scientists.</p>
<p>Content added:</p> <ul style="list-style-type: none"> • content for the <i>evaluating</i> sub-strand added to the <i>science inquiry</i> strand in Foundation • the water cycle added to the <i>science understanding</i> strand in Year 3 • particulate nature of matter added to the <i>science understanding</i> strand in Year 5 • intercultural inquiry practices to <i>science inquiry</i> in Years 5–6. 	<p>Content has been added to reflect the importance of critical and creative thinking in the early years, improve the conceptual progression of learning across F–6 and align with international research and curriculums.</p> <p>Intercultural inquiry practices associated with field work have been introduced to support protocols for accessing Country or Place and to recognise the contributions of, learn from, work collaboratively with, and protect the intellectual property of First Nations Australians.</p>

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Humanities and Social Sciences	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> mapping, the significance of places and the artefacts used to communicate about the past removed from Foundation significant dates and changes, significant sites, technological changes, global connections, and changes over time removed from Years 1–2 celebrations and commemorations, world navigators and explorers, environmental management and sharing points of view removed from Years 3–4 roles of individuals, early migration, specific geographical diversity, cultural and demographic diversity and economic principles removed from Years 5–6. 	<p>Content descriptions in Foundation have been removed or reduced to improve the development of Humanities and Social Sciences core concepts and address duplication in the <i>skills</i> strand, clarifying the focus of content.</p> <p>Some content has been removed and reduced to address duplication in both the <i>knowledge and understanding</i> and <i>skills</i> strands and moved to content elaborations.</p>
<p>Content resequenced or reframed:</p> <ul style="list-style-type: none"> work and play moved from Year 2 to Year 1 importance of Country/Place to First Nations Peoples of Australia moved from Year 3 to Year 2 ways in which different First Nations Peoples of Australia are interconnected with Countries/Places moved from Year 2 to Year 3 bushfires or floods moved from Year 5 to Year 6 law moved from Year 5 to Year 6 consumer and financial choices moved from in Year 5 Australian democracy moved from Year 6 to Year 5. 	<p>Content has been resequenced to provide clarity for teachers, remove repetition and create a more logical sequence of learning.</p> <p>Content relating to the importance of Country/Place to First Nations Peoples has been resequenced to develop a deeper understanding of significance.</p> <p>Content relating to natural disasters has been resequenced across the <i>knowledge and understanding</i> strand to align with Science.</p> <p>Content relating to Australian democracy, regulations and laws and financial literacy has been resequenced to improve the conceptual and logical progression of learning.</p>
<p>Content added and/or made more explicit:</p> <ul style="list-style-type: none"> the significance of trade to First Nations Peoples of Australia in Year 4. 	<p>Content has been expanded as a standalone content description to build students' understanding of Aboriginal and Torres Strait Islander histories and cultures.</p>

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The Arts	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> lists naming specific elements removed from content descriptions and replaced with overarching terms. 	<p>Lists naming specific elements have been replaced with overarching terms to declutter content and increase flexibility for implementation.</p> <p>For example, the terms ‘elements of music’ and ‘elements of drama’ are used in the revised content descriptions, rather than listing specific elements and providing different lists of elements in each band across Years 1–6.</p>
<p>Content realigned:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. 	<p>Content relating to Aboriginal and Torres Strait Islander Histories and Cultures has been realigned to increase the authentic connection to the cross-curriculum priority. In F–6, this has resulted in an additional content description in the <i>exploring and connecting</i> strand.</p>
<p>Content added:</p> <ul style="list-style-type: none"> Foundation year separated from the F–2 band of years. 	<p>Foundation content has been separated from the F–2 band of years to provide a clear set of expectations for the Foundation year and improved alignment of content across all learning areas.</p>
<p>Content refined and decluttered:</p> <ul style="list-style-type: none"> all content across all five Arts subjects F–6 use of terminology across all five Arts subjects F–6. 	<p>Content has been refined and reordered using four strands to provide a consistent flow across the bands and The Arts subjects. This enhances clarity, particularly for primary teachers.</p> <p>The use of terminology has been refined to improve accessibility for all students and to cater for emerging directions in arts practice.</p>

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Technologies: Design and Technologies	
<p>Content removed or reduced:</p> <ul style="list-style-type: none"> there is no prescribed context for Foundation the <i>processes and production skills</i> strand for Foundation and Years 1 and 2 reduced the prescribed Technologies contexts in Years 1–4 reduced. 	<p>Technologies contexts have been removed or reduced to provide flexibility for schools to select contexts most relevant for their situation.</p> <p>Content descriptions F–4 have been removed or reduced to remove duplication with Science and The Arts, to provide flexibility for teachers in making connections between learning areas and to reduce the overall content of the F–4 curriculum.</p>
<p>Content separated:</p> <ul style="list-style-type: none"> <i>food and fibre production</i> and <i>food specialisations</i> split into two content descriptions in Years 1–6. 	<p>Content descriptions for <i>food and fibre production</i> and <i>food specialisations</i> have been split into two content descriptions to improve clarity in Years 1–6.</p>
<p>Content added:</p> <ul style="list-style-type: none"> content descriptions and an achievement standard have been specified for the Foundation year, separated from the F–2 band of years. 	<p>Foundation content has been separated from the F–2 band of years to provide a clear set of expectations for the Foundation year and improved alignment of content across all learning areas.</p>
Technologies: Digital Technologies	
<p>Content removed:</p> <ul style="list-style-type: none"> <i>data collection and interpretation</i> – one content description removed in Years 1–4 <i>data collection and interpretation</i> – two content descriptions removed in Years 5 and 6. 	<p>Content descriptions have been removed to address duplication with the Mathematics curriculum.</p>
<p>Content separated:</p> <ul style="list-style-type: none"> online safety content split in the <i>collaborating and managing</i> sub-strand transmission of data and hardware components content split in <i>digital systems</i> sub-strand in Years 3 and 4 <i>data representation</i> content split to include binary in Years 5 and 6. 	<p>Content descriptions have been separated to provide greater clarity to teachers about what is to be taught and where they can make authentic connections across learning areas.</p>
<p>Content repurposed or realigned:</p> <ul style="list-style-type: none"> user interface (UI) and user experience (UX) content moved from <i>collaborating and</i> 	<p>Content descriptions have been repurposed or realigned to provide opportunities for teachers to connect with other learning areas</p>

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<p><i>managing</i> sub-strand to <i>generating and designing</i> sub-strand in Years 5–6</p> <ul style="list-style-type: none"> binary moved from Years 5 and 6. 	<p>and to improve the conceptual progression of learning.</p>
<p>Content added:</p> <ul style="list-style-type: none"> content descriptions and an achievement standard specified for the Foundation year separated from the F–2 band of years. <i>considering privacy and security</i> sub-strand added. 	<p>Foundation content has been separated from the F–2 band of years to provide a clear set of expectations for the Foundation year and improved alignment of content across all learning areas.</p> <p>A new Digital Technologies sub-strand, <i>considering privacy and security</i>, has been developed to provide opportunities for this Digital Literacy content to be explicitly taught.</p>
<p>Health and Physical Education</p>	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> content reduced from the <i>personal, social and community health and movement and physical activity</i> strands F–2 content removed from the current elements of movement thread F–2 content removed in the current making healthy and safe choices thread Years 1–6 content removed in the current cultural significance of physical activity thread Years 3–6. 	<p>Content in Foundation has been reduced, ensuring the focus remains on essential learning for early years in the Shape of the Australian Curriculum (v5, 2020).</p> <p>Content across Years 1–2 has been removed or reduced to build on essential learning in Foundation.</p> <p>Content across F–2 has been removed or reduced to address duplication with The Arts: Dance curriculum.</p> <p>Content in the current making healthy and safe choices thread has been removed to reduce duplication across content descriptions.</p> <p>Content in the current cultural significance of physical activity thread has been de-emphasised to more clearly represent the time that should be allocated to its teaching. The content has been repositioned as elaborations in the <i>learning through movement</i> sub-strand.</p>
<p>Content revised or refined:</p> <ul style="list-style-type: none"> content in the current identities, community health promotion, refining movement skill and interacting with others and critical and creative thinking threads revised F–6 	<p>Content descriptions have been revised or refined to provide greater clarity for teachers about what they need to teach and to increase alignment to the Literacy, Personal and Social, Ethical Understanding, and Critical and Creative Thinking capabilities.</p>

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<ul style="list-style-type: none"> • content descriptions across both strands reordered to align more closely with the sub-strands F–6 • content in the current help-seeking, and understanding emotions threads revised in Years 1–6 • minor changes made to content in the current teamwork and leadership thread in Years 1–6 • content in the current valuing diversity and developing movement concepts and strategies thread refined in Years 3–6 • content in the current changes and transitions, health literacy and connecting to the environment threads revised in Years 3–6 • minor changes made to content in the current fitness and physical activity thread in Years 3–6 • minor changes made to content in the current ethical behaviour in movement settings thread in Years 3–6. 	<p>Content descriptions have been refined to focus more on application of skills and strategies to real-life situations.</p> <p>Content has been refined to strengthen the development of protective behaviours and help-seeking strategies in line with the evidence base relating to child safety and consent education.</p> <p>Content descriptions have been refined and strengthened to align with the cognitive demand across other learning areas and to address duplication with content in other learning areas.</p>
<p>Content resequenced:</p> <ul style="list-style-type: none"> • content descriptions across both strands reordered F–6. 	<p>Content descriptions in the <i>personal, social and community health</i> strand have been reordered to better align to the new sub-strands.</p> <p>Revised content descriptions for the <i>movement and physical activity</i> strand have been resequenced to ensure they align with the existing sub-strands.</p>
<p>Languages</p>	
<p>Content removed and reduced:</p> <ul style="list-style-type: none"> • the number and volume of content descriptions reduced to align with the reduction and refinement of sub-strands in Years 1–10 sequences • content descriptions that require consideration and analysis in English de-emphasised in Years 1–6 • content detail removed and moved to content elaborations in Years 1–6 • content duplication removed. 	<p>Content descriptions have been removed or reduced to declutter content, address duplication and overlap, and focus on essential content in the target language.</p> <p>Content has been de-emphasised, resequenced and realigned to improve the sequence of learning and consistency across various languages.</p> <p>Content has been prioritised to focus on the development of communicative competence in the target language and de-emphasise</p>

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	content that requires English as a medium of communication of content.
<p>Content realigned:</p> <ul style="list-style-type: none"> • sub-strands revised and streamlined • content descriptions realigned to revised sub-strands. 	<p>The reduced and refined number of sub-strands clarify and deepen meaning of structural elements and reduce overlap and duplication of content.</p> <p>Content descriptions have been realigned to provide greater coherence of content and increase consistency with other learning areas, particularly English.</p>
<p>Content added:</p> <ul style="list-style-type: none"> • content descriptions and an achievement standard specified for the Foundation year separated from the F–2 band of years. 	<p>Foundation content has been separated from the F–2 band of years to provide a clear set of expectations for the Foundation year and improved alignment of content across all learning areas.</p>

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