

# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – New South Wales



LEARNING AREAS	LESSON													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>English Stage Four</b> Students develop their skills, knowledge and understanding so they can use language appropriately and communicate effectively for a range of purposes, audiences and contexts.  Students learn to think in ways that are imaginative, interpretive and critical.			X	X			X	X	X	X	X	X	X	X	X	X
<b>Geography Stage Four</b> Students examine Australia's physical environments and communities and explore how they are changing and responding to change.  Students look at Australia's roles in a regional and global context, and investigate how individuals and groups are planning for a better future.	X	X			X	X	X	X	X	X	X	X				
<b>History Level Four</b> Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage.	X	X	X				X	X	X	X	X	X	X			
<b>Mathematics Level Four</b> Mathematics is used to identify, describe and apply patterns and relationships.			X	X			X									
<b>Science</b> Students examine the impact of scientific knowledge on their lives and its applications to their communities and surroundings.		X					X	X	X	X	X	X				
<b>Information and Software Technology</b> Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies.	X	X					X	X	X	X	X	X				



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – Victoria – VELs



LEARNING AREAS	LESSON													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>PHYSICAL, PERSONAL AND SOCIAL LEARNING</b>																
Interpersonal Development Working and learning in teams	X	X	X				X	X	X	X	X	X				
<b>Civics and Citizenship</b> Students are increasingly independent, flexible and self-motivated, and can organise their thinking and understand processes such as research, critical thinking and problem solving.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>INTERDISCIPLINARY LEARNING</b>																
<b>Communication</b> Students regularly present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings.	X	X	X				X	X	X	X	X	X	X			
<b>ICT</b> Students learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues.			X	X			X	X	X	X	X	X		X	X	X
<b>Thinking Processes</b> Students draw on an increasing range of contexts to formulate the questions that drive their investigations. They participate in challenging tasks that encourage and support the development of their thinking.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

Years 7 and 8 – Victoria – VELs (continued)



LEARNING AREAS	LESSON													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>DISCIPLINE BASED LEARNING</b>																
<b>English</b> Students begin to respond in more detached and critical ways to a wide range of print, visual, electronic and multimodal texts that explore familiar and more challenging themes and issues.	X	X	X	X			X	X	X	X	X	X		X	X	X
Students continue to adjust their writing in response to purpose, context, and audience needs.	X	X	X	X			X	X	X	X	X	X	X			
<b>Humanities Geography</b> Students learn to ask a series of geographical questions and follow an inquiry based approach incorporating identification, observation, description, analysis, explanation, synthesis and evaluation.	X	X	X		X	X	X	X	X	X	X	X	X			
<b>Humanities History</b> Students examine how the world has changed in the past, to help them understand how it might change again in the future.	X	X	X		X	X	X	X	X	X	X	X				
<b>Mathematics</b> Students use number lines, graphs, numerical or algebraic means to solve proportion problems and percentage problems as proportion relative to 100.			X		X	X										
<b>Science</b> Students explore how scientific work has led to the discovery of new knowledge and understanding about the natural world, changing our perception of ourselves and our future.	X	X						X	X	X	X	X				



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – South Australia



LEARNING AREAS	LESSON													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>English</b> Creates multimodal texts.	X	X			X	X			X	X	X	X				
Plans and employs a variety of language choices in texts.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Mathematics</b> Identifies and communicates relationships and trends within information.			X		X	X										
<b>Society and Environment – Place, Space and Environment</b> Identifies and describes ways that places and natural environments are valued or threatened. Discusses strategies related to ecological sustainability.	X	X	X				X	X	X	X	X	X				
<b>Society and Environment – Time, continuity and change</b> Suggests preferred futures and ways in which they could be achieved.	X	X	X				X	X	X	X	X	X	X			
<b>Science – Earth and Space</b> Describes causes or natural events that can have catastrophic consequences for human and other living things.	X	X					X	X	X	X	X	X				
<b>Communication Technologies</b> Students develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information and communicate with others.	X	X	X	X	X			X	X	X	X	X		X	X	X



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – Western Australia



LEARNING AREAS	LESSON													EXTENSION			
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3	
<b>English</b> Students learn to consider the different requirements of oral and written presentations in more detail and the importance of shaping oral language for different purposes and audiences.	X	X	X								X	X	X	X			
There is a strong focus on the processes and strategies (such as brainstorming, conferencing, planning, drafting, redrafting and rehearsing) required to develop ideas to a stage which is suitable for presentation to its intended audience.	X	X	X	X			X	X	X	X	X	X		X	X	X	
<b>Mathematics</b> Students should be learning to apply number operations to a wide range of problem situations, developing the skills necessary to select operations and procedures and judge the reasonableness of results.			X		X	X											
<b>Society and Environment – Investigation, Communication and Participation</b> Students engage in a variety of ways to reflect on current understandings (e.g. brainstorm, Y chart).	X	X				X	X	X	X	X	X	X					
<b>Applying and Communicating Findings</b> Students communicate their findings in a variety of forms as appropriate (e.g. graphs, models, journal article, press release, oral and written reports, use ICT as a tool to communicate concepts and creatively demonstrate understanding).	X	X	X	X				X	X	X	X	X	X				
<b>Science – Sustainability of life and wise resource use</b> Strategies for sustainability of the earth's resources.	X	X					X	X	X	X	X	X					



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – Northern Territory



LEARNING AREAS	LESSONS													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>English</b> Use a range of strategies to construct and present spoken texts; reflect on how to improve approaches and methods of oral communication.	X	X					X	X	X	X	X	X				
<b>Mathematics</b> Interpret and evaluate information.			X		X	X										
<b>Studies of Society and Environment</b> Critically analyse issues concerning the impact of human's actions on a natural system.	X	X	X				X	X	X	X	X	X				
Represent and analyse significant events in Australia's past and explain how they have impacted on Australia today.	X	X	X				X	X	X							
<b>Science</b> Use science to examine changes in the physical environment due to cycles and human exploitation.	X	X	X		X	X	X	X	X	X	X	X				
<b>ICT</b> Students examine intellectual honesty and plagiarism associated with learning technologies and use strategies to avoid plagiarism.			X	X										X	X	X



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – Tasmania



LEARNING AREAS	LESSONS													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>English</b> Share and explore ideas, perceptions and feelings. Share and explore ideas and understandings on a topic or concept, develop simple arguments and seek the opinions of others.	X	X	X				X	X	X	X	X	X				
Use some strategies to assess the accuracy, relevance and credibility of information and information sources.			X	X										X	X	X
<b>Mathematics</b> Apply a range of mathematical skills.			X		X	X										
<b>Studies of Society and Environment</b> Identify some key ways that human activity contributes to environmental degradation.	X	X	X				X	X	X	X	X	X				
Identify and discuss relationships between land use, climate and human activity in regions of Australia.	X	X	X		X	X	X	X	X	X	X	X				
<b>Science</b> Students learn how to make responsible, ethical and informed decisions about issues, examining applications, different systems and competing interests, impact on local and global issues and sustainability.		X			X	X	X	X	X	X	X	X				
<b>ICT</b> Students use ICT to demonstrate and extend their planning, thinking and learning.			X	X				X		X	X	X		X	X	X
<b>Thinking</b> Take students' thinking to a higher level using the content, skills and processes of the curriculum area.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – Queensland



LEARNING AREAS	LESSONS													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>English</b> Students identify cause and effect in information texts, the position in an argument and the key points and evidence supporting the argument.	X		X	X			X	X	X	X	X	X		X	X	X
Students speak and listen through discussions, conversations and oral presentations including prepared and spontaneous discussions, meetings, debates and group discussions.	X	X	X				X	X	X	X	X	X	X			
<b>Mathematics</b> Students develop and use their existing understandings of mathematical concepts and processes to solve real and abstract problems and issues.			X		X	X										
<b>Studies of Society and Environment</b> Respond to investigative findings and conclusions by planning and implementing actions.	X	X					X	X	X	X	X	X	X			
Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed.	X	X	X		X	X	X	X	X	X	X	X	X			
<b>Science</b> Students use their scientific knowledge, curiosity, senses and intuition as a basis for investigating and testing their scientific thinking about the world.	X	X	X		X	X	X	X	X	X	X	X	X			
<b>ICT</b> Students develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context.			X	X			X	X	X	X	X	X		X	X	X



# AUSTRALIA'S WORLD HERITAGE PLACES

## Curriculum Links

### Years 7 and 8 – Australian Capital Territory



LEARNING AREAS	LESSONS													EXTENSION		
	1	2	3	4	5	6	7	8	9	10	11	12	13	E1	E2	E3
<b>English</b> Read and interpret information and argument texts in printed and electronic formats that explore significant ideas and issues and may contain specialised language relating to different disciplines.	X	X	X	X				X	X	X	X	X		X	X	X
Prepare and give oral presentations for particular audiences, including appropriate use of visual aids (e.g. report of an inquiry, prepared speech on a topic or issue, debate).	X	X	X				X	X	X	X	X	X	X			
<b>Social Sciences: Geography</b> Characteristics that make Australia unique (e.g. landforms, basins, climate, weather, resources, vegetation, flora and fauna, natural hazards, latitude and longitude) and perpetuate identity (e.g. media, stereotypes, symbols and global trends).	X	X	X		X	X	X	X	X	X	X	X				
<b>Social Sciences: History</b> Current issues and challenges facing the local community and Australian society.	X	X	X				X	X	X	X	X	X	X			
<b>Mathematics</b> Problems that involve simple percentages, proportions, ratios and rates in practical situations, including money, time and other measurements.			X		X	X										
<b>Science</b> Use their scientific understandings to consider and respond to appropriate ethical and social issues relevant to them.	X	X	X		X	X	X	X	X	X	X	X				
<b>ICT</b> Use ICT as a tool for thinking and learning.	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X

