

Cross-curriculum priority

The cross-curriculum priorities, together with learning area content and the general capabilities, form the Australian Curriculum's three-dimensional curriculum design. Through embedding the cross-curriculum priorities in Prep to Year 10, schools can provide opportunities to enrich the content of the learning areas, allowing students to engage with and better understand their world.

Aspects of the cross-curriculum priority

The Sustainability cross-curriculum priority has four aspects:

- Systems
- Worldviews
- Design
- Futures.

These aspects provide a scaffold for developing the knowledge, understanding and skills for the priority and promoting connections between the priority and the learning area content. Aspects are embedded in a learning area (e.g. achievement standards and content descriptions) according to the relevance of curriculum content to the organising ideas.

The organising ideas of the Sustainability cross-curriculum priority are outlined in Table 1.

Table 1: Organising ideas of the Sustainability cross-curriculum priority Version 9.0, ACARA

Version 9.0 organising ideas
Systems
All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival. (SS1)
Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments. (SS2)
Social, economic and political systems influence the sustainability of Earth's systems. (SS3)
World views
World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability. (SW1)
World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability. (SW2)
Design
Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems. (SD1)
Creative and innovative design is integral to the identification of new ways of sustainable living. (SD2)
Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts. (SD3)
Futures
Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future. (SF1)
Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change. (SF2)

Sustainability in the Australian Curriculum

Content specifically related to the Sustainability cross-curriculum priority appears in learning area achievement standards and content descriptions, as outlined in Table 2. For learning areas/subjects where the Sustainability cross-curriculum priority is not explicitly addressed, there may still be opportunities for the priority to be authentically incorporated.

Table 2: Mapping of Sustainability in the Australian Curriculum achievement standards (AS) and content descriptions (CD)

	English	Health and Physical Education	Humanities and Social Sciences				Languages				Mathematics	Science	Technologies		The Arts					
			HASS P-6	Civics and Citizenship	Economics and Business	Geography	History	Chinese	French	Italian			Japanese	Design and Technologies	Digital Technologies	Dance	Drama	Media Arts	Music	Visual Arts
Prep																				
Year 1											AS CD	CD								
Year 2												CD								
Year 3											AS CD	AS CD								
Year 4			AS CD								AS CD	AS CD								
Year 5											AS CD	AS CD								
Year 6											AS CD	AS CD								
Year 7						CD					AS CD	AS CD								
Year 8						CD					AS CD	AS CD								
Year 9						CD					AS CD	AS CD								
Year 10						CD	CD				AS CD	AS CD								

More information

This factsheet is part of a suite of resources to support teachers to embed the Australian Curriculum's cross-curriculum priorities. The suite is available from the QCAA website at <https://www.qcaa.qld.edu.au/p-10/aciq/version-9/cross-curriculum-priorities> and also includes:

- *Embedding the cross-curriculum priorities: Advice for schools* (PDF)
- *Asia and Australia's engagement with Asia: Cross-curriculum priority* (PDF)
- *Sustainability: Cross-curriculum priority* (PDF).

See also Australian Curriculum, Assessment and Reporting Authority (ACARA) 2022, *Cross-Curriculum Priorities: Asia and Australia's engagement with Asia Version 9.0 — about the cross-curriculum priority*, <https://v9.australiancurriculum.edu.au/downloads/cross-curriculum-priorities#accordion-00dfddc453-item-c84c8658c0>.



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