

Understanding connecting curriculum

Connecting curriculum is a process a school may use to intentionally link content from two or more P–10 Australian Curriculum learning areas when planning for teaching, learning and assessment, creating meaningful connections that can enrich learning.

Connections may include shared concepts, themes, topics, issues, questions, authentic contexts or other meaningful curriculum connections.

Connecting curriculum involves using relevant P–10 Australian Curriculum learning area or subject achievement standards and content descriptions to inform teaching, learning and assessment while maintaining the integrity of each learning area.

When connecting curriculum, schools may use the P–10 Planning app to support their planning.

Potential benefits of connecting curriculum

Connecting curriculum may provide a range of benefits, including:

- **supporting meaningful connections in learning** by enabling students to draw on the distinct knowledge, understanding and skills of two or more learning areas
- **providing real-world relevance** by helping students understand how knowledge, understanding and skills from different learning areas are applied in meaningful real-world contexts
- **providing authentic contexts for learning** by creating opportunities for students to recognise and apply knowledge, understanding and skills across learning areas
- **supporting efficient curriculum planning** by identifying shared learning opportunities across learning areas, reducing duplication and making more efficient use of planning time and resources
- **providing flexibility for local contexts** by enabling schools to tailor curriculum connections to reflect their context, student needs and staff expertise.

Approaches to connecting curriculum

Schools may use different approaches to connect curriculum within the P–10 Australian Curriculum, depending on the selected learning areas and the local context. This resource describes two approaches: complementary curriculum and integrated curriculum.

Planning for complementary curriculum

Planning for complementary curriculum occurs when learning areas remain separate but share meaningful curriculum connections. These connections support coherent learning across the selected learning areas.

Learning experiences are planned to help students connect content, while maintaining the distinct knowledge, understanding and skills of each learning area. Assessment remains separate for each learning area.

Planning for integrated curriculum

Planning for integrated curriculum occurs when two or more learning areas are intentionally connected to support coherent planning, teaching, learning and assessment across the selected learning areas.

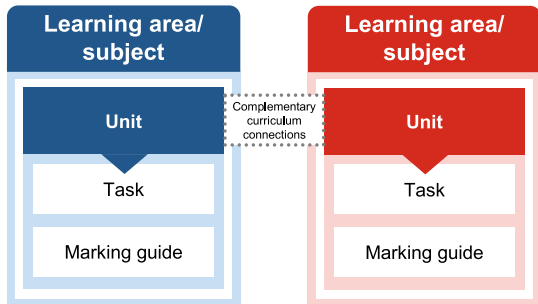
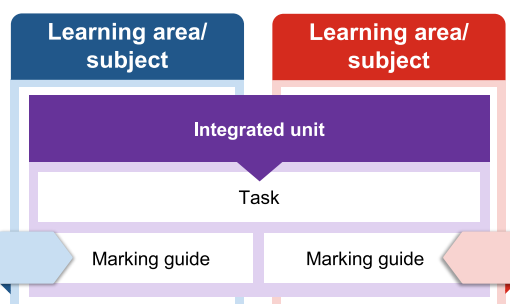
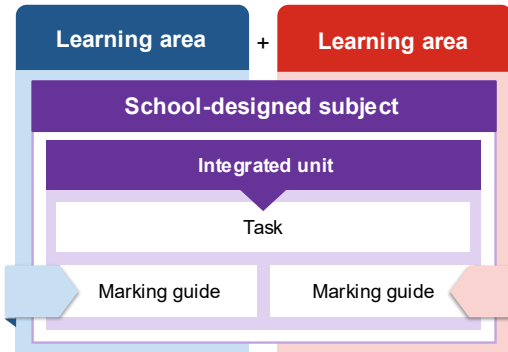
Integrated curriculum may be organised as:

- a single unit connection within a learning area year level/band plan
- a school-designed subject where all units integrate the selected learning areas for the duration of the subject.

Learning experiences and assessment tasks integrate all selected learning areas, while marking guides remain separate for each learning area.

Comparison of approaches

The table below summarises the two approaches to connecting curriculum.

	Complementary curriculum	Integrated curriculum	
Approach	Separate units 	Single unit connection (single integrated unit) 	School-designed subject (all integrated units) 
Planning	• Separate unit for each learning area • Learning areas planned separately, with meaningful curriculum connections identified	• Integrated unit for two or more learning areas • Learning areas intentionally connected throughout the unit • Planned learning integrates the selected learning areas	• All units integrate the selected learning areas • Learning areas intentionally connected for duration of the school-designed subject • Planned learning integrates the selected learning areas
Assessment	Separate task/s for each learning area	Integrated task/s for each integrated unit Note: Where multiple tasks are used, each task integrates the selected learning areas and gathers evidence for each selected learning area.	
Marking guides	Separate marking guide/s aligned to the achievement standard for each learning area		

Example: Year 6 Science and Design and Technologies

The following table shows an example of how each approach could be used to connect the Year 6 curriculum across two learning areas: Science, and Design and Technologies. These examples focus on Unit 1, but the approaches could be applied to any unit in a year level or band curriculum plan.

Complementary curriculum: Electrical circuits and electrical equipment	Single unit connection: Energy in action <i>A single unit integrating the selected learning areas</i>	School-designed subject: Future Solutions <i>All units integrate the selected learning areas</i>
In this example, the learning areas remain separate but have meaningful curriculum connections. Science Unit 1: Electrical circuits Task: Investigate how different materials affect the brightness of a bulb Science marking guide Unit 2 Unit 3 Unit 4 Design and Technologies Unit 1: Engineering principles and systems Task: Design and communicate a storage solution for electrical components Design and Technologies marking guide Unit 2 Unit 3 Unit 4 Complementary curriculum connections	In this example, one unit integrates both learning areas, while the other units remain separate for each learning area. Science Unit 1: Energy in action Task: Design, produce and test a portable visual signalling device using an electrical circuit Science marking guide Unit 2 Unit 3 Unit 4 Design and Technologies Unit 2 Unit 3 Unit 4	In this example, both learning areas are integrated across all units to create a school-designed subject, Future Solutions. Science + Technologies Future Solutions Unit 1: Safe sporting solutions Task: Design, produce and test an audible safety alert for a sporting activity using an electrical circuit Science marking guide Design and Technologies marking guide Unit 2: Designing for changing environments Unit 3: Earth, sun and design Unit 4: Designing with materials and change

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au and search for 'Connecting curriculum'. Alternatively, email the K–10 Curriculum and Assessment branch at australiancurriculum@qcaa.qld.edu.au.



© State of Queensland (QCAA) 2026

Licence: <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** www.qcaa.qld.edu.au/copyright — lists the full terms and conditions, which specify certain exceptions to the licence. | **Attribution:** © State of Queensland (QCAA) 2026 www.qcaa.qld.edu.au/copyright.