

# Related content: Learning area connections

## Year 6

This document outlines learning area connections where the related content exists in Year 6 of the Australian Curriculum v9.0. Related content allows for the content descriptions from one learning area to be taught with the content descriptions from another learning area. Teachers may make further connections based on the curriculum and their local context.

Tables of related content have been included for the following learning areas:

- [English](#)
- [Health and Physical Education](#)
- [HASS P-6](#)
- [Mathematics](#)
- [Science](#)
- [Technologies: Design and Technologies](#)
- [Technologies: Digital Technologies](#)
- [The Arts: Dance](#)
- [The Arts: Media Arts](#)

### Key to content description codes:

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the learning area, year level and strand by which it is organised.

e.g. **AC9E6LA01**

Australian Curriculum (**AC**)

Version 9 (**9**)

English (**E**)

Year 6 (**6**)

Strand (e.g. in English LA — Language, LE — Literature, LY — Literacy)

Content description number (**##**)

# English

The following table identifies English-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

English		Health and Physical Education	HASS P-6
Strand and sub-strand	Content description	Related content	
Literacy	Texts in context examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01		<b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02
	Analysing, interpreting and evaluating use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05	<b>Personal, social and community health: Making healthy and safe choices</b> investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09	<b>Skills: Interpreting, analysing and evaluating</b> evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04
	Creating texts plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06		<b>Skills: Communicating</b> present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS6S07
		plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07	

# Health and Physical Education

The following table identifies Health and Physical Education-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Health and Physical Education		English	Mathematics	Technologies	The Arts	
Strand and sub-strand	Content description	Related content				
Personal, social and community health	Making healthy and safe choices	analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08			<b>Digital Technologies</b> <b>Processes and production skills: Collaborating and managing</b> select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08	
		investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09	<b>Literacy: Analysing, interpreting and evaluating</b> use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05	<b>Number</b> use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made AC9M6N09	<b>Design and Technologies</b> <b>Knowledge and understanding: Food and fibre production; Food specialisations</b> explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04	
			<b>Statistics</b> identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions AC9M6ST02			
analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10			<b>Design and Technologies</b> <b>Knowledge and understanding: Food and fibre production; Food specialisations</b> explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04	<b>Digital Technologies</b> <b>Process and production skills: Privacy and security</b> explain the creation and permanence of their digital footprint and consider privacy when collecting user data AC9TDI6P10		

Health and Physical Education		English	Mathematics	Technologies	The Arts
Strand and sub-strand		Content description			
Strand and sub-strand		Related content			
Movement and physical activity	Moving our bodies	adapt and modify movement skills across a variety of situations AC9HP6M01			<b>Dance</b> <b>Developing practices and skills</b> develop and practise technical and expressive skills using safe dance practice and the elements of dance AC9ADA6D01
		investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes AC9HP6M03			<b>Dance</b> <b>Developing practices and skills</b> develop and practise technical and expressive skills using safe dance practice and the elements of dance AC9ADA6D01

# HASS P–6

The following table identifies HASS P–6-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

HASS P–6		English	Mathematics	Science	Technologies
Strand and sub-strand	Content description	Related content			
Knowledge and understanding	Economics and business influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08		<b>Number</b> use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made AC9M6N09		
		Skills	Questioning and researching locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02	<b>Literacy: Texts in context</b> examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01	<b>Statistics</b> interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape AC9M6ST01
<b>Statistics</b> identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions AC9M6ST02	<b>Statistics</b> plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03				
Skills	Interpreting, analysing and evaluating evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03		<b>Statistics</b> interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape AC9M6ST01		
			<b>Statistics</b> identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data		

HASS P-6		English	Mathematics	Science	Technologies
Strand and sub-strand	Content description	Related content			
			representations and conclusions AC9M6ST02		
			<b>Statistics</b> plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03		
	evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04	<b>Literacy:</b> Analysing, interpreting and evaluating use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05			
Communicating	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS6S07	<b>Literacy: Creating texts</b> plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06			
		<b>Literacy:</b> Creating texts plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07			

# Mathematics

The following table identifies Mathematics-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Mathematics		Health and Physical Education	HASS P-6	Science	Technologies
Strand	Content descriptions	Related content			
Number	recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane AC9M6N01				<b>Digital Technologies Knowledge and understanding: Data representation</b> explain how digital systems represent all data using numbers AC9TDI6K03
	use mathematical modelling to solve practical problems involving natural and rational numbers and percentages, including in financial contexts; formulate the problems, choosing operations and efficient calculation strategies, and using digital tools where appropriate; interpret and communicate solutions in terms of the situation, justifying the choices made AC9M6N09	<b>Personal, social and community health: Making healthy and safe choices</b> investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09	<b>Knowledge and understanding: Economics and business</b> influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08		
Algebra	create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns AC9M6A03				<b>Digital Technologies Process and production skills: Generating and designing</b> design algorithms involving multiple alternatives (branching) and iteration AC9TDI6P02
Measurement	convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01			<b>Science inquiry: Planning and conducting</b> use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03	
	identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning AC9M6M04			<b>Science understanding: Earth and space sciences</b> describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length AC9S6U02	

Mathematics		Health and Physical Education	HASS P-6	Science	Technologies
Strand	Content descriptions	Related content			
Space	recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate AC9M6SP03				<b>Digital Technologies Processes and production skills: Producing and implementing</b> implement algorithms as visual programs involving control structures, variables and input AC9TDI6P05



Mathematics		Health and Physical Education	HASS P-6	Science	Technologies
Strand	Content descriptions	Related content			
Statistics	interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape AC9M6ST01		<p><b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02</p> <p><b>Skills: Interpreting, analysing and evaluating</b> evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03</p>	<p><b>Science inquiry: Processing, modelling and analysing</b> construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04</p>	<p><b>Digital Technologies Knowledge and understanding: Data representation</b> explain how digital systems represent all data using numbers AC9TDI6K03</p>
	identify statistically informed arguments presented in traditional and digital media; discuss and critique methods, data representations and conclusions AC9M6ST02	<p><b>Personal, social and community health: Making healthy and safe choices</b> investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09</p>	<p><b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02</p> <p><b>Skills: Interpreting, analysing and evaluating</b> evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03</p>		
	plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03		<p><b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02</p> <p><b>Skills: Interpreting, analysing and evaluating</b> evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03</p>	<p><b>Science inquiry: Planning and conducting</b> plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S6I02</p> <p><b>Science inquiry: Planning and conducting</b> use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03</p> <p><b>Science inquiry: Processing, modelling and analysing</b> construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04</p>	

# Science

The following table identifies Science-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Science		HASS P-6	Mathematics	Technologies
Strand and sub-strand	Content description	Related content		
Science understanding	Biological sciences	investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6U01		<b>Design and Technologies</b> <b>Knowledge and understanding: Food and fibre production; Food specialisations</b> explain how and why food and fibre are produced in managed environments AC9TDE6K03
	Earth and space sciences	describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length AC9S6U02	<b>Measurement</b> identify the relationships between angles on a straight line, angles at a point and vertically opposite angles; use these to determine unknown angles, communicating reasoning AC9M6M04	
	Physical sciences	investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03		<b>Design and Technologies</b> <b>Knowledge and understanding: Engineering principles and systems</b> explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02
				<b>Digital Technologies</b> <b>Knowledge and understanding: Data representation</b> explore how data can be represented by off and on states (zeros and ones in binary) AC9TDI6K04
Chemical sciences	compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances AC9S6U04		<b>Design and Technologies</b> <b>Knowledge and understanding: Food and fibre production; Food specialisations</b> explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04	

Science		HASS P-6	Mathematics	Technologies	
Strand and sub-strand	Content description	Related content			
Skills	Planning and conducting	plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S6I02		<b>Statistics</b> plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03	
		use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03	<b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02	<b>Measurement</b> convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01	
	Processing, modelling and analysing	construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04	<b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02	<b>Measurement</b> plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03	
				<b>Statistics</b> interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape AC9M6ST01	<b>Statistics</b> plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03

# Technologies: Design and Technologies

The following table identifies Technologies: Design and Technologies-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Technologies: Design and Technologies		Health and Physical Education	HASS P-6	Science
Strand and sub-strand	Content description	Related content		
Knowledge and understanding	Engineering principles and systems explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02			<b>Science understanding: Physical sciences</b> investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03
	Food specialisations explain how and why food and fibre are produced in managed environments AC9TDE6K03			<b>Science understanding: Biological sciences</b> investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6U01
	Food and fibre production; Food specialisations explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04	<p><b>Personal, social and community health: Making healthy and safe choices</b> investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09</p> <p><b>Personal, social and community health: Making healthy and safe choices</b> analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10</p>		<b>Science understanding: Chemical sciences</b> compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances AC9S6U04

# Technologies: Digital Technologies

The following table identifies Technologies: Digital Technologies-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

Technologies: Digital Technologies		Health and Physical Education	HASS P-6	Mathematics	Science	The Arts
Strand and sub-strand	Content description	Related content				
Knowledge and understanding	Data representation			<p><b>Number</b> recognise situations, including financial contexts, that use integers; locate and represent integers on a number line and as coordinates on the Cartesian plane AC9M6N01</p> <p><b>Statistics</b> interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables using comparative displays or visualisations and digital tools; compare distributions in terms of mode, range and shape AC9M6ST01</p>		
	explore how data can be represented by off and on states (zeros and ones in binary) AC9TDI6K04				<p><b>Science understanding: Physical sciences</b> investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03</p>	
Processes and production skills	Generating and designing			<p><b>Algebra</b> create and use algorithms involving a sequence of steps and decisions that use rules to generate sets of numbers; identify, interpret and explain emerging patterns AC9M6A03</p>		
	generate, modify, communicate and evaluate designs AC9TDI6P04					<p><b>Media Arts</b> <b>Creating and making</b> use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences AC9AMA6C01</p>

Technologies: Digital Technologies		Health and Physical Education	HASS P-6	Mathematics	Science	The Arts
Strand and sub-strand	Content description	Related content				
Producing and implementing	implement algorithms as visual programs involving control structures, variables and input AC9TDI6P05			<b>Space</b> recognise and use combinations of transformations to create tessellations and other geometric patterns, using dynamic geometric software where appropriate AC9M6SP03		
	select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions AC9TDI6P07			<b>Skills: Questioning and researching</b> locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02		
		select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours AC9TDI6P08	<b>Personal, social and community health: Making healthy and safe choices</b> analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08			
	explain the creation and permanence of their digital footprint and consider privacy when collecting user data AC9TDI6P10	<b>Personal, social and community health: Making healthy and safe choices</b> analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10				

## The Arts: Dance

The following table identifies The Arts: Dance-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

The Arts: Dance		Health and Physical Education
Strand	Content description	Related content
Developing practices and skills	develop and practise technical and expressive skills using safe dance practice and the elements of dance AC9ADA6D01	<b>Movement and physical activity: Moving our bodies</b> adapt and modify movement skills across a variety of situations AC9HP6M01
		<b>Movement and physical activity: Moving our bodies</b> investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes AC9HP6M03

## The Arts: Media Arts

The following table identifies The Arts: Media Arts-related content in other learning area content descriptions. Strands and sub-strands are only included in the table if related content is available.

The Arts: Media Arts		Technologies
Strand	Content description	Related content
Creating and making	use media languages, media technologies and production processes to construct media arts works that communicate ideas, perspectives and/or meaning for specific audiences AC9AMA6C01	<b>Digital Technologies</b> <b>Processes and production skills: Generating and designing</b> generate, modify, communicate and evaluate designs AC9TDI6P04

## References

Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 9.0, <https://v9.australiancurriculum.edu.au>.

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