

Prep–Year 6 Design and Technologies

Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Prep–Year 6 Design and Technologies. Content descriptions identify the learning area’s essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Years 7–10 Design and Technologies.

| Strand: Knowledge and understanding | | | | |
|--|---|--|---|--|
| Sub-strands | Prep | Years 1–2 band | Years 3–4 band | Years 5–6 band |
| Technologies and society | explore how familiar products, services and environments are designed by people AC9TDEFK01 | identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01 | examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs AC9TDE4K01 | explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments AC9TDE6K01 |
| Technologies context: Engineering principles and systems | | | | explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02 |
| Technologies context: Materials and technologies specialisation | | explore how technologies including materials affect movement in products AC9TDE2K02 | describe how forces and the properties of materials affect function in a product or system AC9TDE4K02 | explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05 |
| Technologies context: Food and fibre production; Food specialisations | | explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 | describe the ways of producing food and fibre AC9TDE4K03 | explain how and why food and fibre are produced in managed environments AC9TDE6K03 |
| | | explore how food can be selected and prepared for healthy eating AC9TDE2K04 | describe the ways food can be selected and prepared for healthy eating AC9TDE4K04 | explain how the characteristics of foods influence selection and preparation for healthy eating AC9TDE6K04 |

| Strand: Processes and production skills | | | | |
|---|---|---|--|--|
| Sub-strands | Prep | Years 1–2 band | Years 3–4 band | Years 5–6 band |
| Investigating and defining | | | explore needs or opportunities for designing, and test materials, components, tools, equipment and processes needed to create designed solutions AC9TDE4P01 | investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01 |
| Generating and designing | | generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDE2P01 | generate and communicate design ideas and decisions using appropriate attributions, technical terms and graphical representation techniques, including using digital tools AC9TDE4P02 | generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02 |
| Producing and implementing | | use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE2P02 | select and use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE4P03 | select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03 |
| Evaluating | | evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDE2P03 | use given or co-developed design criteria including sustainability to evaluate design ideas and solutions AC9TDE4P04 | negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04 |
| Collaborating and managing | | sequence steps for making designed solutions cooperatively AC9TDE2P04 | sequence steps to individually and collaboratively make designed solutions AC9TDE4P05 | develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05 |
| Designing and making | generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01 | | | |

More information

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

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