

Knowledge and Understanding — By the end of Year 7

Health and Physical Education		
<p>Health Health is multidimensional and influenced by individual, group and community actions, and environments.</p> <ul style="list-style-type: none"> • Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated. • Family, peers and the media influence health behaviours. • Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks. • Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence. 	<p>Physical activity Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.</p> <ul style="list-style-type: none"> • Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities. • Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity. • Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, and health and wellbeing. 	<p>Personal development Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.</p> <ul style="list-style-type: none"> • Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture. • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem. • Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources.

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Languages		
Beginner	Elementary	Lower Intermediate
<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</p> <ul style="list-style-type: none"> • Verbal language and non-verbal language are used in simple, routine exchanges to negotiate meaning. • Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning. • Listening for and locating key words and phrases, and using memorised material helps to make meaning. • Manipulating known language helps to make meaning in different contexts. <p>Intercultural competence and language awareness Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.</p> <ul style="list-style-type: none"> • Learning languages provides insights into one's own languages and the target language, and how concepts are expressed across languages. • Ways of using language provide information about cultures. • Languages and cultural practices have particular features, conventions, patterns and practices that may be similar to or different from one's own language and culture. 	<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.</p> <ul style="list-style-type: none"> • Verbal language and non-verbal language are adapted according to purpose, context and audience. • Texts, including conversations and narratives, follow patterns and are shaped by conventions that can vary between cultures. • Familiar language can be used in new contexts to help interpret and convey main ideas and supporting details. • Familiar linguistic features and structures are manipulated to generate original target language texts and to construct simple, cohesive texts for different purposes, contexts and audiences. <p>Intercultural competence and language awareness Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.</p> <ul style="list-style-type: none"> • Ideas or information may or may not be transferable from one language to another and can provide cultural insights and information. • Cultural practices in the target language can be compared with those of other cultures and connections noticed between language use and cultural knowledge and behaviour. • Investigations into language use and cultural beliefs, attitudes and practices further develop intercultural competence. 	<p>Comprehending and composing in the target language Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.</p> <ul style="list-style-type: none"> • Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium. • Context, vocabulary and syntax combine to provide cues to the purpose and meaning of texts. • High-frequency forms and identification of register help when interpreting complex language involving dependent clauses. • Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts. • Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions. • Common colloquial expressions are used in communication and these can be regional in their use and often meaningless when translated word for word. <p>Intercultural competence and language awareness Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.</p> <ul style="list-style-type: none"> • Regional and social diversity exists within and across languages and cultures, and this diversity informs appropriate communication. • Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication. • Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication.

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Studies of Society & Environment

Time, continuity and change

Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.
- Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.
- National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups.

Place and space

Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

- Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns.
- Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences.
- Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed.
- Physical and human dimensions are used to define global environments.
- Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.

Culture and identity

Cultures and identities consist of material and nonmaterial elements and are affected by cross-cultural contacts.

- Material and non-material elements influence personal identity and sense of belonging of groups.
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media.
- Aboriginal people's and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of "country" — land, sea and places.
- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people.
- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

Political and economic systems

Societies and economies have systems and institutions based on principles and values.

- Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.
- Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.
- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities.
- Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights.
- Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues.
- Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers.

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The Arts				
<p>Dance Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.</p> <ul style="list-style-type: none"> • Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences. • Directional focus is used to draw attention in space in movement sequences. • Combinations of simple and compound time signatures are used to modify timing of movements in sequences. • Suspending and vibrating movement qualities are used to modify energy. • Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences. 	<p>Drama Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.</p> <ul style="list-style-type: none"> • Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus. • Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas. • Dramatic action is interpreted, prepared and shaped through scenarios and scripts. 	<p>Media Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.</p> <ul style="list-style-type: none"> • Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts. • Media techniques and practices, including editing and publishing, are used to create media texts. • Representations in media texts have specific purposes and are modified to maximise audience impact. 	<p>Music Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.</p> <ul style="list-style-type: none"> • Duration, beat, time values and metre are used to create rhythm. • Pitch and intervals are used to create melody. • Tonalties and harmonies are used to organise music in vertical arrangements. • Contemporary and traditional musical forms are used to structure music. • Vocal, instrumental and electronic sound sources have characteristic sound qualities (tone colour). • Relative softness and loudness and emphasis of sounds are used to change dynamic levels and expression of music. 	<p>Visual Art Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.</p> <ul style="list-style-type: none"> • Blended, controlled and symbolic colour is used to create depth, representation and symbolism. • Descriptive and emotive lines are used to create abstraction, proportion and symbolism. • Negative space and positive shape are used to create abstraction, non-representation and proportion. • Actual, invented and simulated textures are used to create depth, representation and non-representation.

Technology	
<p>Technology as a human endeavour Technology influences and impacts on people, their communities and environments.</p> <ul style="list-style-type: none"> • Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services. • Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability. • Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments. 	<p>Information, materials and systems (resources) The characteristics of resources are matched with tools and techniques to make products to meet design challenges.</p> <ul style="list-style-type: none"> • Resources are selected according to their characteristics, to match requirements of design challenges and suit the user. • Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications.