

# THE VICTORIAN CURRICULUM F-10

At Glen Waverley Primary School, we are passionate about preparing students for life in the 21st century. To prepare our students for the unknowns of tomorrow, the most important thing is we teach, inspire and allow them to become great learners. The ability to learn is the most fundamental skill we must develop in our students. In our classes students have ownership of their work, set their own personal learning goals, receive feedback on their effort as well as their achievements, and they are challenged every day.

Our school, works towards a common goal of a differentiated learning approach as we recognize that all learners are individuals. While Literacy, Numeracy and Science are core aspects in the Victorian Curriculum, we also believe that learners should express creativity, through various means, towards life- long learning experiences.

The Curriculum at Glen Waverley Primary School is based on the Victorian Curriculum (from 2017) which describes what is essential for students to achieve from Foundation to Year 10 across Victorian Schools.

## THE VICTORIAN CURRICULUM F-10

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum F-10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F-10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum F-10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F-10 is set out below:

## LEARNING AREAS

### The Arts

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Visual Communication Design

### English

### Health and Physical Education

## The Humanities

- Civics and Citizenship
- Economics and Business
- Geography
- History

## Languages

## Mathematics

## Science

## Technologies

- Design and Technologies
- Digital Technologies

## CAPABILITIES

### Critical and Creative Thinking

### Ethical

### Intercultural

### Personal and Social

Each curriculum learning area is organized into strands and some into sub-strands. English also has three modes. All learning areas and capabilities have level descriptions, content descriptions, elaborations and achievement standards.

**The structure of the curriculum including strands, sub-strands and modes (where relevant) are listed below:**

## LEARNING AREAS

### The Arts: (four strands)

**Explore and Express Ideas, (Arts) Practices, Present and Perform, Respond and Interpret**

### English: (language modes)

**Reading & Viewing, Writing and Speaking & Listening** (within each mode strands and sub-strands)

**Language** – language variation and change language for interaction, text structure and organisation, expressing and developing ideas, phonics and word knowledge

**Literature** – literature and context, responding to literature, examining literature, creating literature

**Literacy** – text in context, interacting with others interpreting, analysing, evaluating, and creating texts

### Health and Physical Education: (two strands each with three sub-strands)

**Personal, Social and Community Health** – being healthy, safe and active, communicating and interacting for health and wellbeing, and contributing to healthy and active communities

**Movement and Physical Activity** – moving the body, understanding movement, learning through movement.

### The Humanities

#### Civics and Citizenship (three strands)

**Government and Democracy, Laws and Citizens, Citizenship, Diversity and Identity**

#### Economics and Business (six strands)

**Resource allocation and making, the business environment, consumer and financial literacy, work and work futures, enterprising behaviours and capabilities, reasoning and interpretation**

#### Geography (two strands and sub-strands)

**Geographical Concepts and Skills** – place, space and interconnection, data and information

**Geographical Knowledge** – places and our connection to them (F-2), Diversity and significance of places and environments (Level 3 and 4) Factors that shape places and influences interconnections (Levels 5 and 6)

### History (two strands and sub-strands)

**Historical Concepts and Skills** – chronology historical sources as evidence, continuity and change, cause and effect (from level 3), historical significance

**Historical Knowledge** – personal histories, community histories (F-2), Community, remembrance and celebrations, first contacts (Level 3 and 4), the Australian colonies, Australia as a nation (Level 5 and 6)

### Languages: (two interrelated strands and sub-strands)

**Communicating** – socialising, informing, creating, translating and reflecting

**Understanding** – systems of language, language variation and change, the role of language and culture

### Mathematics: (three strands and sub-strands)

**Number and Algebra** – number and place value, fractions and decimals, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships

**Measurement and Geometry** – using units of measurement, shape, geometric reasoning, location and transformation

**Statistics and Probability** – chance, data representation and interpretation

### Science: (two interrelated strands and sub-strands)

**Science Understanding** – science as a human endeavour, biological sciences, chemical sciences, earth and space sciences, physical sciences

**Science Inquiry Skills** – questioning and predicting, planning and conducting, recording and processing, analysing and evaluating, and communicating

### Technologies:

#### Design and Technologies: (three related strands and some sub-strands)

**Technology and Society** (no sub-strands)

**Technologies Contexts** – engineering principals and systems, food and fibre production, food specialisations, materials and technologies specialisations

**Creating Designed Solutions** – investigating, generating, producing, evaluating, planning and managing

#### Digital Technologies: (three related strands)

**Digital Systems, Data and Information, Creating Digital Solutions**

## **CAPABILITIES**

### Critical and Creative Thinking: (three interrelated strands)

**Questions and Possibilities, Reasoning and Metacognition**

### Ethical: (two strands)

**Understanding Concepts, Decision Making and Actions**

### Intercultural: (two strands)

**Cultural Practices and Cultural Diversity**

### Personal and Social: (two interrelated strands and sub- strands)

**Self-Awareness** – recognition and expression of emotions, development of resilience

**Social Awareness and Management** – appreciation of diversity and understanding of relationships, collaboration

Further information about the Victorian Curriculum can be found at :-

<http://victoriancurriculum.vcaa.vic.edu.au/>