### English
**Three inter-related strands:**
- Language: building knowledge about the patterns and structures of written and spoken language.
- Literature: developing informed knowledge and appreciation of, and response to, literature including Australian and world, contemporary and classical and literature in print and non-print forms.
- Literacy: expanding and deepening capabilities in reading, writing, listening and speaking including accuracy, fluency and reflection.

**Key features:**
- A strong start: explicit teaching of knowledge about language, literature and literacy in the early years of schooling will provide the basis for growing learning in the three strands and across other curriculum areas.
- Literacy beyond the early years: support for literacy development will be continuously provided throughout the middle and secondary school years, including both the revisiting and practice of "basic" literacy skills and the expanding literacy skills needed to manage and produce more sophisticated and specialised texts.
- Literature in the early years: the study of literature will be introduced in kindergarten, not just through 'good literature' used essentially to teach language and literacy knowledge, strategies and processes, but also as literature, through literary approaches to texts.
- Building on and across: knowledge over the school years and across the school subjects is built sequentially and cumulatively, providing a common vocabulary for key ideas and strategies from year to year in ways that inform students’ learning in other school subjects and in their out-of-school learning.

### Maths
**Three content strands:**
- Number and algebra: The concentration in the early years is on number, and near the end of the compulsory years the emphasis is on algebra. Combining these two aspects enables teachers to build connections between the patterns in the number system and ways of describing these relationships generally using algebra.
- Measurement and geometry: While there are some aspects of geometry that have limited connection to measurement, and vice versa, there are also topics in both for which there is substantial overlap. Teachers can build the connections between these aspects by linking them together.
- Statistics and probability: These aspects have commonly been described together. There is more emphasis on both from early in the primary years, and there are significant opportunities for teachers to incorporate important statistical ideas in the junior secondary years.

**Key features:**
- Understanding: building robust, adaptable and transferable mathematical concepts, the making of connections between related concepts and the "why" as well as the "how" of mathematics.
- Fluency: skill in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently, and appropriately, and, in addition, recalling factual knowledge and concepts readily.
- Problem solving: the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.
- Reasoning: the capacity for logical thought and actions such as analysing, proving, evaluating, explaining, inferring, justifying, and generalising.

### History
**Two inter-related strands:**
- Historical knowledge and understanding in personal, family, local, state or territory, national, regional and world history. There is an increasing emphasis on Australian history in the world history context. Historical understanding is developed through a range of disciplinary concepts including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability.
- Historical skills that are used in the process of historical inquiry associated with historical questions and research; the analysis and use of sources; perspectives and interpretations; comprehension and communication.

**Key features:**
- World History: The curriculum takes a world history approach. It does so to equip students for the world in which they will live. The use of overviews, depth studies and comparative examples assist students to understand Australian history in context.
- Historical inquiry: involves asking questions, working with the primary sources, identifying different perspectives and developing an interpretation.
- School developed options: In each year (7-9) there is provision of a school developed study. This provides an opportunity to teach curriculum content in ways that reflect the needs and interests evident in local contexts.
- Cross-curriculum dimensions: These include Aboriginal and Torres Strait Islander perspectives, Asia and Australia’s engagement with Asia, and sustainable patterns of living. These provide an opportunity for students to learn about and understand their own and others’ histories.

### Science
**Three inter-related strands:**
- Science inquiry skills: posing questions, planning, conducting and critiquing investigations, collecting, analysing and interpreting evidence and communicating findings. This strand is concerned with evaluating claims, investigating ideas and solving problems, making valid conclusions and developing evidence-based arguments.
- Science as a human endeavour: Science influences society through the posing of, and responding to, social and ethical issues. Research is influenced by societal challenges or social priorities. It acknowledges that, in making decisions about science and its practices, moral, ethical and social implications must be taken into account.
- Science understanding: when a person selects and integrates appropriate science knowledge in ways that explain and predict phenomena, and applies that knowledge to new situations and events. It refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. It represents the building blocks of scientific understanding and also the dynamic nature of science to understanding an ever-changing world.

**Key features:**
- A strong start: explicit teaching of a scientific skills and knowledge across the scope of the traditional disciplines of biology, chemistry, physics, earth and space science from the early years of schooling.
- Bigger ideas: Focuses on fewer but bigger ideas, emphasising depth rather than breadth of learning. Provides flexibility for teachers to include the study of local contexts.
- Active inquiry: Emphasises active inquiry and experimental investigation, and associated investigative skills specific to science.
- The work of scientists: Incorporates past and contemporary work of scientists, including Australians, as contributing to knowledge and endeavour, and addresses the breadth of career possibilities in the sciences including engineering and technology.
- Contemporary science: Contemporary aspects of science and its real world applications to emphasise the relevance of science to students’ own lives. Addresses significant issues related to science in the 21st century, such as renewable energy, climate and genetic technologies.

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There are general capabilities in each of the four areas. For this and more information go to [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)