

Navigating the Victorian Curriculum F–10

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F-10 Unit Manager

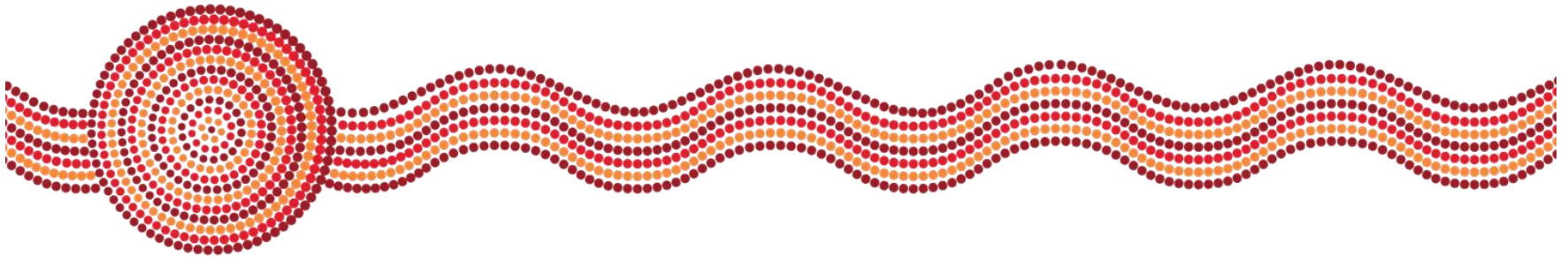
Acknowledgment of Country

I would like to acknowledge the traditional custodians of the many lands across Victoria on which each of you are living, learning and working from today.

For myself and those of us in the Melbourne metropolitan area, we acknowledge the traditional custodians of the Kulin Nations.

When acknowledging country, we recognise Aboriginal and Torres Strait Islander peoples' spiritual and cultural connection to country and acknowledge their continued care of the lands and waterways over generations, while celebrating the continuation of a living culture that has a unique role in this region.

I would like to pay my respects to Elders past, present and emerging, for they hold the memories, traditions, culture and hopes of all Aboriginal and Torres Strait Islander peoples across the nation, and hope they will walk with us on our journey.



Overview: 2021 Professional Learning

Semester 1 2021, the VCAA is hosting a series of webinars as part of its ongoing professional learning to support the Victorian Curriculum.

Topics include:

- Introducing the Victorian Curriculum F–10
- Bushfire Education curriculum resources
- Implementing the English as an Additional Language (EAL) curriculum

Overview: 2021 Professional Learning

All sessions will be recorded, transcribed and along with the powerpoint, published on the VCAA's F-10 resources page

Past recorded sessions are grouped by topic and include past presentations from 2020

The VCAA welcomes feedback on its professional learning sessions, as well requests from teachers for new sessions on curriculum topics.

Today's session

First of 33 webinars the VCAA is running to introduce the Victorian Curriculum

The other webinars will cover each individual learning area, and the capabilities, with one session for primary schools, and one for secondary schools

Overview of the Victorian Curriculum

- Background and context
- Navigating the F-10 Curriculum
- Curriculum support resources

Victorian Curriculum F–10: background and context

The VCAA is an independent statutory authority

- provides curriculum and assessment services to all educational sectors, including the curriculum for Prep-Year 10 students

What is the 'curriculum' part of Victorian Curriculum F-10

The curriculum in this context

describes a common set of knowledge and skills required by all students for lifelong learning, social development and active and informed citizens...

The curriculum sets out *what* needs to be taught and learnt...but it is over to teachers and schools to decide *how* it is to be taught

Where did the Victorian Curriculum come from?

- Melbourne Declaration – equity of access
- Young Australians have an entitlement of learning
- From a national curriculum, the Australian Curriculum, to the Victorian Curriculum F-10...

Why a *Victorian Curriculum F–10*?

- Based on Australian Curriculum but includes additional elements that best suits Victorian needs
- Main differences – explicit capabilities, how we organise English and a EAL curriculum.

Victorian Curriculum F–10: continuity and change

- Since mid-1990s, new Prep-Year 10 curricula has been introduced every six years – CSF (1995), CSF II (2000), VELS (2006), AusVELS (2013), Victorian Curriculum F-10 (2017)
- Process is one of review, consult, release, and implementation

F–10 Curriculum structure

Common structure across the learning areas and capabilities ie

- Content descriptions
 - With content elaborations
- Achievement standards

Plus three cross curriculum priorities

F–10 Curriculum structure

A **content description** describes *specific and discrete information identifying what teachers are expected to teach and students are expected to learn*

They are mandated.

Content elaborations are examples *on how the curriculum may be transformed into a classroom activity or learning opportunity.*

Content elaborations are advisory material only.

F–10 Curriculum structure

Achievement standards

- describe what students are typically able to understand and do, and are the basis for reporting student achievement.
- are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities.

F-10 Achievement standards

Victorian Curriculum F-10		Levels A-D (Towards Foundation)				Foundation			Levels 1-2		Levels 3-4		Levels 5-6		Levels 7-8		Levels 9-10		
		A	B	C	D	Foundation	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	
English		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	
Mathematics		Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	
The Arts	Dance	Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	Drama	Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	Media Arts	Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	Music	Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	Visual Arts	Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	Visual Communication Design														→	Standard	→	Standard	
Critical and Creative Thinking		Standard	Standard	Standard	Standard	→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
Ethical Capability						→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
Health and Physical Education		Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
The Humanities	Civics and Citizenship									→	Standard	→	Standard	→	Standard	→	Standard	→	Standard
	Economics and Business											→	Standard	→	Standard	→	Standard	→	Standard
	Geography	Standard	Standard	Standard	Standard	→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	History	Standard	Standard	Standard	Standard	→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
Intercultural Capability						→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
Languages	F-10 Sequence					→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	7-10 Sequence													→	Standard	→	Standard		
Personal and Social Capability		Standard	Standard	Standard	Standard	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
Science		Standard	Standard	Standard	Standard	→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
Technologies	Design and Technologies	Standard	Standard	Standard	Standard	→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	
	Digital Technologies	Standard	Standard	Standard	Standard	→	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	→	Standard	

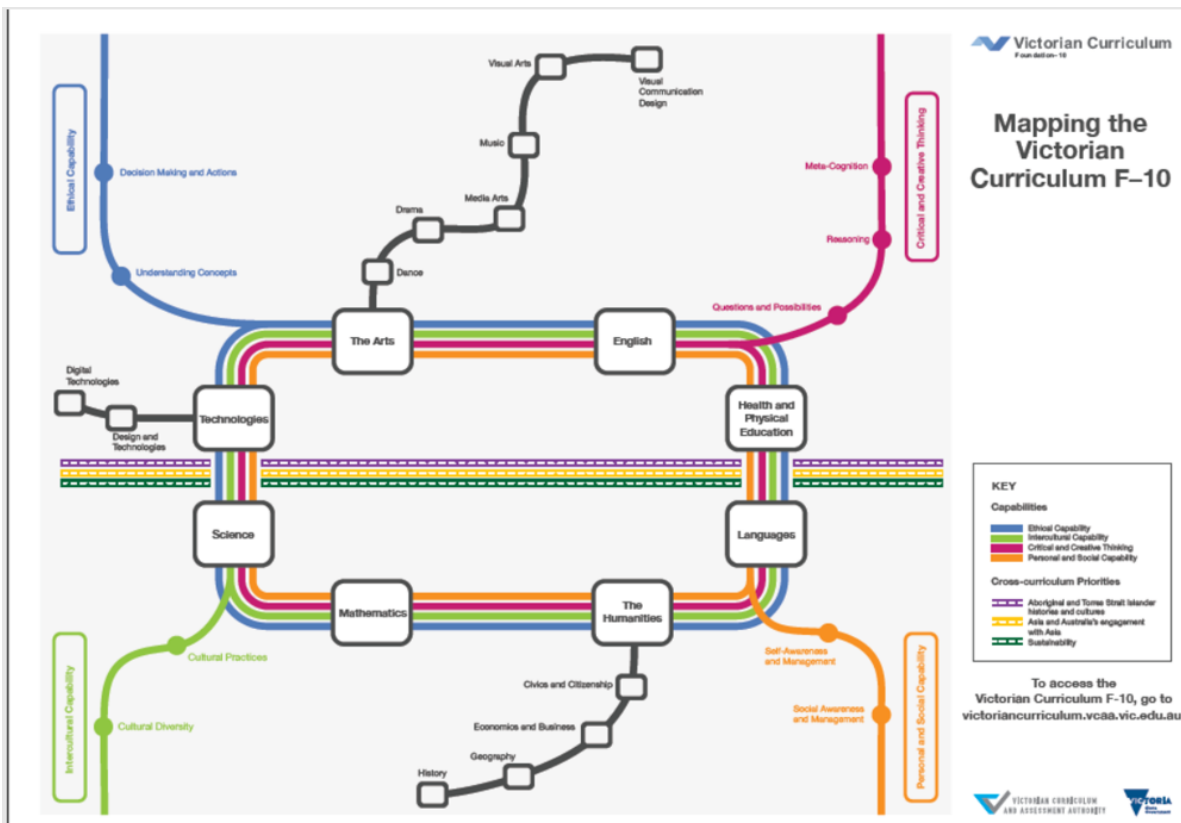
Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

F-10 Curriculum structure



LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none">• Dance• Drama• Media Arts• Music• Visual Arts• Visual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social
English <ul style="list-style-type: none">• English• English as an Additional Language (EAL)	
Health and Physical Education	
The Humanities <ul style="list-style-type: none">• Civics and Citizenship• Economics and Business• Geography• History	
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none">• Design and Technologies• Digital Technologies	

F-10 Curriculum structure



F-10 Curriculum structure

Progression of knowledge, concepts and skills

 Victorian Curriculum Foundation-10		Civics and Citizenship: Level 3 – Level 10		 VICTORIA State Government			
Levels 3 and 4		Levels 5 and 6		Levels 7 and 8		Levels 9 and 10	
Government and Democracy							
Identify features of government and law and describe key democratic values	Discuss the values, principles and institutions that underpin Australia's democratic forms of government and explain how this system is influenced by the Westminster system	Describe the key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers	Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed	Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed	Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed	Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed	Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed
Identify how and why decisions are made democratically in communities	Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system	Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement	Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region	Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region	Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region	Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region	Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region
Explain the roles of local government and some familiar services provided at the local level	Identify and discuss the key features of the Australian electoral process	Explain how citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action	Analyse how citizens' political choices are shaped, including the influence of the media	Analyse how citizens' political choices are shaped, including the influence of the media	Analyse how citizens' political choices are shaped, including the influence of the media	Analyse how citizens' political choices are shaped, including the influence of the media	Analyse how citizens' political choices are shaped, including the influence of the media
	Identify the roles and responsibilities of electors and representatives in Australia's democracy	Describe the process of constitutional change through a referendum	Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations	Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations	Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations	Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations	Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations
Laws and Citizens							
Explain how and why people make rules	Explain how state/territory and federal laws are initiated and passed through parliament	Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation	Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples	Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples	Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples	Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples	Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples
Distinguish between rules and laws and discuss why rules and laws are important	Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system	Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the piece of Aboriginal and Torres Strait Islander customary law	Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution	Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution	Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution	Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution	Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution
			Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal	Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal	Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal	Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal	Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
Citizenship, Diversity and Identity							
Investigate why and how people participate within communities and cultural and social groups	Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explain ways citizens can participate in society	Describe how Australia is a secular nation and a multi-faith society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
Describe the different cultural, religious and/or social groups to which they and others in the community may belong	Identify different points of view on a contemporary issue relating to democracy and citizenship	Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go'	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society
	Investigate how people with shared beliefs and values work together to achieve their goals and plan for action	Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them	Discuss how and why groups, including religious groups, participate in civic life	Discuss how and why groups, including religious groups, participate in civic life	Discuss how and why groups, including religious groups, participate in civic life	Discuss how and why groups, including religious groups, participate in civic life	Discuss how and why groups, including religious groups, participate in civic life
	Examine the concept of global citizenship	Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events
Achievement Standard							
By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging.	By the end of Level 6, students identify the values that underpin Australia's democracy and explain the importance of the electoral process. They describe the purposes of key institutions and levels of government in Australia's democracy. They explain the role of different people in Australia's legal system and the role of parliaments in creating law. They identify various ways people can participate effectively in groups to achieve shared goals. Students explain what it means to be an Australian citizen and how people can participate as global citizens. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They identify possible solutions to an issue as part of a plan for action.	By the end of Level 8, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts.	By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.	By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. 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They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.	By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.

Progression along the continuum of learning

Navigating the F-10 Curriculum

- Victorian Curriculum F–10 website
- F–10 curriculum resources
- F–10 curriculum planning website
- Bushfires Education website

Victorian Curriculum F-10 website

The screenshot shows the website's header with the logo and navigation menu. A red box highlights the main navigation menu (Home, Overview, Curriculum, Levels). A gold oval highlights the 'Download' link. A green rounded rectangle highlights the 'LEARNING AREAS' and 'CAPABILITIES' sections. The main content area features a blue geometric pattern and the title 'The Victorian Curriculum F-10'. Below this, there are several paragraphs of text and a table of learning areas and capabilities.

Victorian Curriculum and Assessment Authority

Contact us | Site map | AA

Victorian Curriculum Foundation-10

Home Overview Curriculum Levels

Download

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.

Resources and supporting information

Resources have been developed to support the implementation of the Victorian Curriculum F-10, including guidelines for Victorian schools developing whole-school teaching and learning plans and reporting student learning achievement, information on curriculum planning and assessment, curriculum area-specific advice, and professional learning opportunities. These resources are found on the 'Foundation-10 Curriculum' section on the VCAA website.

In addition, the VCAA also provides the Curriculum Planning Resource portal, designed to support school leaders to plan and document a comprehensive whole-school curriculum.

For a visual guide to assist locating key information and resources related to the Victorian Curriculum F-10, please see the Quick Guide.

LEARNING AREAS	CAPABILITIES
The Arts <ul style="list-style-type: none">DanceDramaMedia ArtsMusicVisual ArtsVisual Communication Design	Critical and Creative Thinking Ethical Intercultural Personal and Social
English <ul style="list-style-type: none">EnglishEnglish as an Additional Language (EAL)	
Health and Physical Education	
The Humanities <ul style="list-style-type: none">Civics and CitizenshipEconomics and BusinessGeographyHistory	
Languages	
Mathematics	
Science	
Technologies <ul style="list-style-type: none">Design and TechnologiesDigital Technologies	

- Menu bar (red)
- Download and print (gold)
- F-10 curriculum at a glance (green)
- Links to resources/other F-10 websites (blue text)

<https://victoriantcurriculum.vcaa.vic.edu.au/>

Victorian Curriculum F–10 website

Victorian Curriculum and Assessment Authority

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Victorian Curriculum
Foundation–10

VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

Home Overview **Curriculum** Levels ▾ Download ⬇

Health and Physical Education

Introduction Curriculum

Rationale and Aims Rationale and Aims [Print this page](#)

Structure Rationale

Learning in Health and Physical Education Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

Scope and Sequence In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they

Resources

Glossary

- Rationale and aims
- Structure
- Learning in...
- Scope and sequence
- Resources
- Glossary

Victorian Curriculum F-10 website

The screenshot shows the Victorian Curriculum and Assessment Authority website for Foundation-10. The page is titled "Health and Physical Education" and includes a navigation menu with "Home", "Overview", "Curriculum", and "Levels". A search bar is present. Below the search bar, there are filter options for "Showing all levels" and "Showing all strands". A "View" section is highlighted with a red circle, showing three icons: a list view, a grid view, and a print icon. The "Show" section includes checkboxes for "Level descriptions", "Content descriptions", and "Achievement standards". A "Print this page" link is also visible. The "Previous" and "Next" navigation buttons are highlighted with a green circle. The main content area is divided into three columns: "Level D (Towards Foundation)", "Foundation Level", and "Levels 1 and 2". Each column contains a description, content descriptions, and a "Show more" link. The "Next" button is highlighted with a green circle.

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Victorian Curriculum Foundation-10

Home Overview Curriculum Levels Download

Health and Physical Education

Introduction Curriculum

Filter Showing all levels Showing all strands Apply filters Clear filters

View [List View] [Grid View] [Print Icon]

Show Level descriptions Content descriptions Achievement standards Print this page

Previous A B C D F 1-2 3-4 5-6 7-8 9-10 Next

Level D (Towards Foundation) Foundation Level Levels 1 and 2

Level D Description
The Level D curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students learn about their strengths and simple...
Show more

Level D Content Descriptions

Personal, Social and Community Health
Being healthy, safe and active
Identify what they can do (VCHPEP043)
Identify the major parts of the body by their names and sequence images of major stages of life (VCHPEP044)

Foundation Level Description
The Foundation Level curriculum provides the basis for developing the knowledge, understanding and skills students need to lead healthy, safe and active lives. The content provides opportunities...
Show more

Foundation Level Content Descriptions

Personal, Social and Community Health
Being healthy, safe and active
Identify personal strengths (VCHPEP057)
Name parts of the body and describe how their body is growing and changing (VCHPEP058)
Identify people and actions that help keep themselves

Levels 1 and 2 Description
The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity. The...
Show more

Levels 1 and 2 Content Descriptions

Personal, Social and Community Health
Being healthy, safe and active
Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)
Describe physical and social changes that occur as children grow older and discuss how family and

Viewing – three options (red)

Selecting levels (gold)

Victorian Curriculum F-10 website

Home Overview **Curriculum** Levels Download

Health and Physical Education

Introduction Curriculum

Filter Showing all levels Showing all strands Apply filters Clear filters

View Show Level descriptions Content descriptions Achievement standards Print this page

Previous A B C D F 1-2 3-4 5-6 7-8 9-10 Next

Foundation Level

Foundation Level Description

The Foundation Level curriculum provides the basis for developing the knowledge, understanding and skills students need to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and describes simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people that are important to students...

Show more

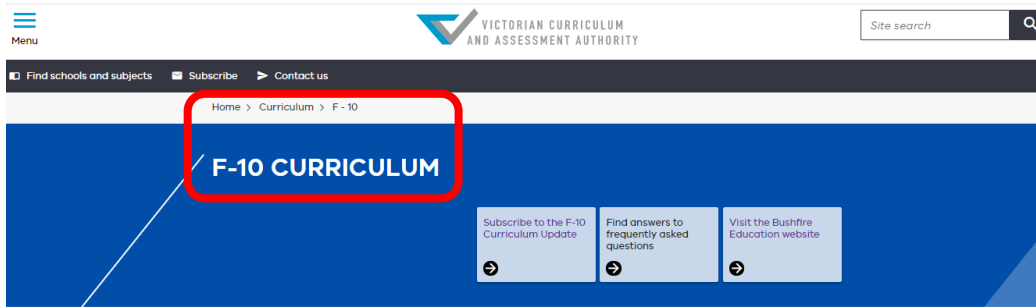
Foundation Level Content Descriptions

Personal, Social and Community Health	Elaborations
Being healthy, safe and active	
Identify personal strengths (VCHPEP057)	<ul style="list-style-type: none">identifying things they are good at and describing how these have changed over time (AP, MH)participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable (AP, HBPA)describing how they feel when they are learning a new skill and what strategies they can use to persist until they are successful (AP, FMS, HBPA)identifying ways they can use their strengths to help themselves and others (RS, AP)

Viewing – by content description and elaboration (red)

Content description and elaboration (gold)

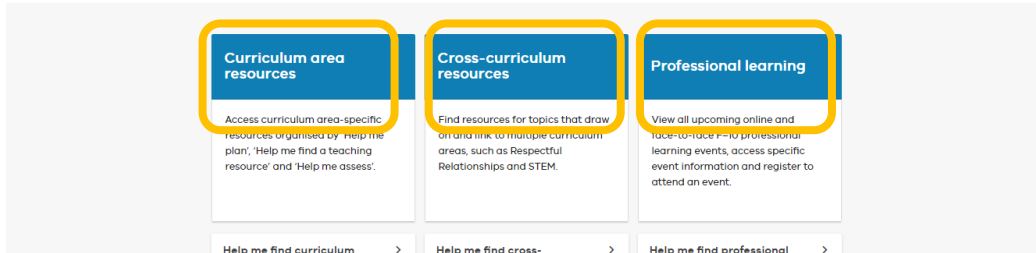
F-10 curriculum resources



The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling and is hosted on its own [website](#).

In addition to providing the Victorian Curriculum F-10, the VCAA has developed an array of resources to support schools to implement the curriculum, including professional learning opportunities. Resources are organised by curriculum areas, cross-curriculum topics and a professional learning program.

Previous curricula can be accessed [here](#).



VCAA F-10 resources

Three options (gold)

- Curriculum area resources
- Cross-curriculum resources
- Professional learning

<https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx>

Curriculum planning website

 **Victorian Curriculum**
Foundation-10
Curriculum Planning

 **VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY**

Home By School By Curriculum Area By Year Level By Unit / Lessons Resources Contact Us

Curriculum Planning
Resource



Introducing whole-school curriculum planning

The curriculum planning portal offers school leadership a range of resources to support planning and documenting a comprehensive school-wide curriculum.

In Victoria the school curriculum is set out in the Victorian Curriculum F-10 and defines the common and core set of knowledge and skills that are required both for life-long learning and active and informed citizenship.

The teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best utilise local resources, expertise and contexts. Schools have flexibility in the design of their teaching and learning program. Flexibility enables schools to develop particular specialisations, areas of expertise and innovation, while ensuring

Whole-school curriculum planning involves four interrelated layers:

- By School – a high-level summary of the coverage of all the curriculum areas, reflecting the school's goals, vision and any particular areas of specialisation or innovation
- By Curriculum Area – the sequencing of key knowledge and skills across the years of schooling to support a progression of learning
- By Year Level – a coherent program from a student perspective that enables effective connections across curriculum areas
- By Unit / Lessons – specifying Victorian Curriculum F-10 content descriptions and achievement standards, activities and resources to ensure students of all achievement levels are able to progress

A dedicated curriculum planning website

Curriculum planning templates and advice

<https://curriculumplanning.vcaa.vic.edu.au/home>

Bushfires Education website

BushfireEducation



Home About Early Years Lower Primary Upper Primary Secondary Resources

Teaching and learning resources for early childhood settings, primary and secondary schools



Developed by the Victorian government in response to the findings of the 2009 Victorian Bushfires Royal Commission, the Bushfire Education website provides teaching and learning resources to support bushfire education in early childhood settings, primary schools and secondary schools. The Bushfire Education website includes teaching and learning activities grouped under the four themes of learning about, preparing for, responding to, and recovering from bushfires. All teaching and learning activities have been aligned to either the relevant Victorian Early Years Learning and Development Framework outcomes or the Victorian F-10 curriculum.

Bushfire education resources aligned to the Victorian Curriculum F-10

<http://www.bushfireeducation.vic.edu.au/>



Learning about bushfires explores what is essential to know about fire, what causes bushfires, and how they behave in the Australian



Preparing for bushfires outlines the steps individuals, families and the community can take to prepare for the bushfire season and minimise



Responding to bushfires explores the nature of the danger bushfires pose, and the recommended strategies for staying safe when



Recovering from bushfires includes the experiences of those who have been directly affected by bushfires, and how individuals and

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For further advice about the implementation of the F-10 curriculum in Victorian schools, including developments, resources and professional learning opportunities, please subscribe to the F-10 Curriculum Update:

<https://www.vision6.com.au/em/forms/subscribe.php?db=399327&s=112201&a=18689&k=799b5d6>