

Humanities Australian Upper Level Primary - Years 3-6 Curriculum For Sustainability Complementing the Australian Framework



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General Capabilities (Integrated across all areas):

- **Literacy:** Reading, writing, speaking, and listening skills across subjects.
- **Numeracy:** Application of mathematical concepts and problem-solving.
- **ICT Capability:** Use of technology in learning and problem-solving.
- **Critical and Creative Thinking:** Ability to analyze, reason, and create solutions.
- **Personal and Social Capability:** Self-management, social awareness, and interpersonal skills.
- **Ethical Understanding:** Ability to make decisions based on ethics and social responsibility.
- **Intercultural Understanding:** Awareness of and respect for cultural differences.

Cross-Curriculum Priorities:

- **Aboriginal and Torres Strait Islander Histories and Cultures:** Recognizing the cultural significance and history of Australia's Indigenous peoples.
- **Asia and Australia's Engagement with Asia:** Exploring Asia's history, cultures, and connections with Australia.
- **Sustainability:** Encouraging responsible stewardship of resources and environmental awareness.

English and Languages	Mathematics	Science	Humanities and Social Sciences (HASS)	Health and Physical Education (HPE)	The Arts	Technologies
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English Content Areas: Language: Focus on the structure of language, including grammar, spelling, punctuation, and vocabulary. Literature: Students explore a range of texts, including stories, poems, and plays. They analyze characters, themes, and context. Literacy: Focus on reading and writing skills, listening, speaking, and viewing. Students are encouraged	Mathematics Content Areas: Number and Algebra: Students work with whole numbers, fractions, decimals, percentages, and introduce simple algebraic concepts. Measurement and Geometry: Understanding units of measurement, time, volume, angles, and basic geometry. Statistics and Probability: Collecting data, understanding chance and	Science Content Areas: Biological Sciences: Study of living things, including plants, animals, ecosystems, and human biology. Chemical Sciences: Understanding the properties of materials and the reactions that occur between different substances. Physical Sciences: Introduction to concepts of energy, force, motion, and simple machines. Earth and Space Sciences:	Humanities and Social Sciences (HASS) Content Areas: History: Focus on historical events, time periods, and the development of societies. Geography: Study of places and spaces, understanding human-environment interactions, and geographical features.	Health and Physical Education (HPE) Content Areas: Personal, Social, and Community Health: Topics include healthy lifestyle choices, mental health, safety, and personal well-being. Movement and Physical Activity: Physical exercise, sports,	The Arts Content Areas: Dance: Creating and performing dances, exploring movement, rhythm, and expression. Drama: Acting, storytelling, and performing to express ideas, feelings, and stories. Music: Understanding musical concepts, playing instruments,	Technologies Content Areas: Design and Technologies: Introduction to designing and making products using digital and non-digital materials. This includes developing solutions for problems and understanding processes of designing, planning, and production. Digital Technologies: Focus on computational thinking, understanding
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to communicate effectively in various situations. Key Goals: Develop comprehension skills (listening, reading, viewing). Increase fluency in writing. Build vocabulary and grammar proficiency. Understand and analyze literary and non-literary texts. Languages Content Areas: Focus on the study of languages other than	probability, interpreting and analyzing statistical information. Key Goals: Improve numeracy and problem-solving skills. Apply mathematical understanding in practical and real-world contexts. Develop logical thinking and reasoning in mathematical contexts.	Understanding the Earth's systems, weather, climate, and the solar system. Key Goals: Develop scientific inquiry skills. Understand natural systems and the environment. Encourage curiosity and exploration through experiments and observations.	Civics and Citizenship: Understanding the rights and responsibilities of citizens in society, the function of governments, and the democratic process. Economics and Business: Introduction to economic concepts such as needs, wants, resources, and the economy. Key Goals: Develop critical thinking about	fitness, and developing motor skills. Key Goals: Promote physical fitness and health. Teach teamwork, collaboration, and social skills through physical activity. Encourage well-being and the development of healthy habits.	singing, and composing. Visual Arts: Exploring various forms of art such as drawing, painting, sculpture, and digital media. Key Goals: Foster creativity and self-expression. Develop appreciation and skills in different forms of art. Enhance cultural understanding through	algorithms, coding, and digital systems. Key Goals: Foster problem-solving skills and innovation. Encourage students to use technology creatively. Develop practical skills in digital and non-digital fields.
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English (e.g., French, Japanese, Mandarin, etc.). Learn about language structure, vocabulary, and grammar, as well as cultural understanding related to the language studied. Key Goals: Develop communication skills in a second language. Enhance cultural awareness and understanding.			the past and present. Build an understanding of geography, social studies, and citizenship. Encourage decision-making based on historical knowledge and current events.		artistic exploration.	
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Build confidence in speaking, listening, reading, and writing in a new language.						
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The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability (SUS1)
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1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore how traditional Indigenous Australian cultures practised sustainability and environmental stewardship, focusing on the sustainable use of natural resources, and discuss how these practices can inform contemporary sustainability efforts, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Investigate the traditional ecological knowledge of Aboriginal and Torres Strait Islander peoples, such as fire-stick farming and sustainable hunting, and discuss how these methods helped preserve the land and resources. Discuss how modern sustainability efforts can be informed by these practices.
- **Objective 1.2:** Students will examine the impact of European settlement on Australia's ecosystems, including the introduction of non-native species, land clearing, and industrialisation, and assess how these historical events have shaped current sustainability challenges, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Research the environmental consequences of European colonisation in Australia, such as habitat destruction and the introduction of invasive species. Discuss how these events have contributed to the loss of biodiversity and how modern sustainability practices seek to address these issues.
- **Objective 1.3:** Students will investigate the history of environmental movements in Australia, such as the conservation efforts to protect areas like the Franklin River, and discuss how these movements have shaped Australia's commitment to sustainability, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Study the campaign to protect the Franklin River and the role of environmental movements in shaping national conservation policies. Discuss how these movements have influenced modern environmental policy and the importance of citizen activism in promoting sustainability.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will explore the diverse ecosystems of Australia, such as deserts, rainforests, and coral reefs, and understand how these environments support biodiversity and the need for sustainable land and water management

practices, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: Investigate the Great Barrier Reef and its significance to marine biodiversity. Discuss how overfishing, pollution, and climate change threaten the reef and explore sustainable management practices that can protect this important ecosystem.

- **Objective 2.2:** Students will examine how human activities, such as agriculture, urbanisation, and mining, impact Australia's natural resources and biodiversity, and explore how sustainable development practices can reduce these impacts, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production).
Example: Study the impact of mining on the environment, particularly in areas like the Great Dividing Range, and explore how sustainable mining practices can reduce the environmental footprint. Discuss how urban planning and agriculture can also adopt more sustainable approaches to protect natural habitats.
- **Objective 2.3:** Students will investigate how climate change is affecting Australia's geographical features, such as rising sea levels and increasing frequency of extreme weather events, and discuss how communities and ecosystems can adapt to these changes, supporting SDG 13 (Climate Action) and SDG 6 (Clean Water and Sanitation).
Example: Explore how coastal communities in Australia are facing rising sea levels due to climate change, particularly in areas like Sydney. Discuss the need for adaptation strategies, such as the construction of sea walls and the restoration of mangroves, to protect coastal habitats and communities.

3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in promoting sustainability, focusing on actions such as reducing waste, conserving water, and supporting renewable energy initiatives, and discuss how these actions contribute to national and global sustainability goals, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Discuss how Australian citizens can reduce their environmental footprint by recycling, using energy-efficient appliances, and conserving water. Explore the impact of these actions on the environment and how individual choices contribute to global sustainability goals.
- **Objective 3.2:** Students will examine the role of Australian governments in promoting sustainability through policies, such as renewable energy targets, waste reduction programs, and conservation laws, and discuss how these policies help to protect the environment and ensure a sustainable future, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Investigate Australia's Renewable Energy Target (RET) and how it encourages the use of clean energy. Discuss the government's role in promoting sustainability through incentives for renewable energy, carbon reduction goals, and

protecting natural resources.

- **Objective 3.3:** Students will investigate how citizens can participate in the democratic process to influence sustainability policies, such as voting for leaders who prioritise climate action, advocating for stronger environmental protections, and participating in community sustainability initiatives, contributing to SDG 16 (Peace, Justice, and Strong Institutions) and SDG 13 (Climate Action).

Example: Study how citizens in Australia have used advocacy to influence environmental policies, such as the #FridaysForFuture movement or local climate change protests. Discuss how voting, petitioning, and engaging in local sustainability initiatives can promote environmental stewardship.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic value of natural resources in Australia, such as water, land, and minerals, and discuss how sustainable resource management practices can ensure these resources are available for future generations, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).

Example: Investigate the economic importance of Australia's water resources, particularly in agriculture, and explore how sustainable water management practices, such as drip irrigation and water recycling, can help conserve this valuable resource for future generations.

- **Objective 4.2:** Students will study how businesses can contribute to sustainability by adopting green technologies, reducing waste, and sourcing materials responsibly, and discuss how these practices can lead to long-term economic benefits while protecting the environment, contributing to SDG 12 (Responsible Consumption and Production) and SDG 8 (Decent Work and Economic Growth).

Example: Research businesses in Australia that are adopting sustainability practices, such as using renewable energy, reducing packaging waste, and sourcing fair trade materials. Discuss how these practices not only reduce the environmental impact but also contribute to the business's long-term success.

- **Objective 4.3:** Students will explore the economic impact of sustainable practices in the Australian agricultural industry, such as organic farming, regenerative agriculture, and sustainable fisheries, and discuss how these practices contribute to both environmental health and economic prosperity, contributing to SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production).

Example: Study how organic farming and regenerative agriculture in Australia promote soil health, reduce carbon emissions, and protect biodiversity. Discuss how these farming practices contribute to the long-term viability of the agricultural industry while maintaining environmental sustainability.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will examine how past actions and decisions, both in Australia and globally, have shaped our current understanding of sustainability and environmental challenges, and how these lessons can guide future actions.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deeper understanding of how sustainability is interconnected with geography, society, and governance, and how individuals, businesses, and governments all play a role in creating a sustainable future.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Through research, discussions, and activities, students will be encouraged to think critically and make informed decisions about how they can contribute to sustainability in their own lives and communities.

Environmental Awareness

(SUS2)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore how the Indigenous people of Australia have contributed to environmental stewardship, focusing on sustainable land management practices, such as fire-stick farming and resource conservation, and how these practices can inform modern environmental awareness, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Investigate the traditional ecological knowledge of Aboriginal and Torres Strait Islander peoples and how their practices, such as fire management, have contributed to the preservation of biodiversity and the environment. Discuss how these practices are relevant to modern conservation efforts.
- **Objective 1.2:** Students will examine the history of environmental challenges in Australia, such as land clearing, the

introduction of invasive species, and the loss of biodiversity, and assess how Australian society has responded to these challenges through environmental policies and conservation efforts, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Research the history of land clearing in Australia and its impact on native ecosystems and wildlife. Discuss how modern conservation efforts, such as reforestation projects, aim to restore biodiversity and promote sustainability.

- **Objective 1.3:** Students will study key historical events in Australia's environmental history, such as the creation of national parks and conservation laws, and explore how these events have shaped the country's commitment to protecting the environment, supporting SDG 15 (Life on Land) and SDG 16 (Peace, Justice, and Strong Institutions).

Example: Research the establishment of the first national parks in Australia and the role they play in preserving natural landscapes and wildlife. Discuss how environmental laws, like the Environmental Protection and Biodiversity Conservation Act (EPBC Act), help protect the environment.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate Australia's diverse ecosystems, including rainforests, deserts, coastal zones, and the Great Barrier Reef, and explore the importance of these ecosystems in supporting biodiversity and the need for environmental conservation, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).
Example: Study the Great Barrier Reef and its role in marine biodiversity. Discuss the threats posed by climate change, pollution, and overfishing, and explore conservation efforts to protect this vital ecosystem.
 - **Objective 2.2:** Students will examine how human activities in urban and rural areas contribute to environmental degradation, such as pollution, waste, and deforestation, and explore sustainable practices that can reduce environmental impact, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Research how urbanisation and industrial development affect local environments. Discuss how sustainable urban planning, such as the creation of green spaces and waste management systems, can help reduce the environmental footprint of cities.
 - **Objective 2.3:** Students will study how Australia's geographical features, such as the Murray-Darling Basin, influence water usage and management, and explore how sustainable water practices can help conserve water resources, contributing to SDG 6 (Clean Water and Sanitation) and SDG 15 (Life on Land).
Example: Investigate the Murray-Darling Basin and its importance for agriculture and water supply. Discuss the challenges posed by drought and overuse of water resources, and explore how sustainable water management practices can help preserve this vital resource.
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3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in promoting environmental awareness, including individual actions such as reducing waste, conserving energy, and participating in environmental campaigns, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Discuss how individuals can reduce their environmental footprint by recycling, using energy-efficient appliances, and choosing sustainable products. Explore how these actions help reduce pollution and support a healthier environment.
- **Objective 3.2:** Students will investigate the role of Australian governments in addressing environmental issues, including legislation on waste management, renewable energy, and conservation, and explore how these policies promote environmental sustainability, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Research policies like the National Waste Policy and the Renewable Energy Target. Discuss how these policies encourage recycling, reduce waste, and promote the use of renewable energy to tackle climate change.
- **Objective 3.3:** Students will explore how public participation in the democratic process can influence environmental policies, such as voting for leaders who prioritise climate action and advocating for stronger environmental protections, contributing to SDG 16 (Peace, Justice, and Strong Institutions) and SDG 13 (Climate Action).
Example: Study how environmental movements, such as Fridays for Future, have influenced government policies on climate change. Discuss how citizens can advocate for stronger environmental protections by voting and participating in public debates.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic impact of environmental degradation, such as the loss of biodiversity and the effects of climate change on industries like agriculture, tourism, and fishing, and discuss how sustainable business practices can reduce these impacts, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).
Example: Investigate how environmental damage, such as soil erosion or coral bleaching, affects industries like agriculture or tourism. Discuss how adopting sustainable farming practices or eco-tourism can mitigate these effects and promote economic growth.

- **Objective 4.2:** Students will study the economic benefits of investing in renewable energy, waste reduction, and sustainable practices, and how businesses can contribute to environmental conservation while promoting economic growth, contributing to SDG 7 (Affordable and Clean Energy) and SDG 8 (Decent Work and Economic Growth).
Example: Research how the growth of the solar energy industry in Australia is creating jobs and reducing carbon emissions. Discuss how businesses in the renewable energy sector contribute to both environmental sustainability and economic development.
 - **Objective 4.3:** Students will explore the role of businesses in reducing their environmental impact, focusing on sustainable resource management, waste reduction, and eco-friendly products, and discuss how these practices contribute to environmental awareness and conservation, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Study businesses in Australia that are implementing sustainable practices, such as reducing packaging, using renewable energy, or offering products made from recycled materials. Discuss how these businesses are helping to reduce waste and promote sustainability.
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Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will critically evaluate how environmental challenges have evolved in Australia and globally, and how historical and contemporary efforts to protect the environment have shaped our current understanding of sustainability.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deeper understanding of how geography, human activities, and civic responsibilities intersect in the context of environmental issues, and how individuals, communities, and governments can contribute to a sustainable future.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** By analysing past and current environmental issues, students will be encouraged to make informed decisions on how they can reduce their environmental impact and contribute to sustainability efforts in their communities.

Environmental Stewardship

(SUS3)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will investigate the role of Indigenous Australians in environmental stewardship, focusing on sustainable land management practices such as fire-stick farming, and discuss how these practices can inform modern conservation efforts, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Research how Aboriginal and Torres Strait Islander peoples used fire to manage the land and promote biodiversity. Discuss how these practices helped preserve ecosystems and how they can be applied today to address environmental challenges.
 - **Objective 1.2:** Students will explore the impact of European settlement on Australia's environment, such as deforestation, land degradation, and the introduction of invasive species, and evaluate how Australia has responded to these issues with conservation initiatives, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Study the introduction of non-native species like rabbits and foxes to Australia and their impact on local biodiversity. Explore modern conservation efforts, such as controlling invasive species and restoring habitats, to help preserve Australia's ecosystems.
 - **Objective 1.3:** Students will explore key historical events that led to the establishment of national parks and environmental protection laws in Australia, such as the creation of Kakadu National Park, and discuss how these initiatives contribute to environmental stewardship and biodiversity conservation, supporting SDG 15 (Life on Land).
Example: Investigate how Kakadu National Park was established and how it helps conserve biodiversity. Discuss the role of national parks in protecting native species and ecosystems, and explore how these parks are managed to ensure sustainable environmental practices.
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2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate Australia's diverse ecosystems, including deserts, rainforests, coastal regions, and the Great Barrier Reef, and explore the importance of these ecosystems in supporting biodiversity and the need for

environmental stewardship, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).

Example: Study the Great Barrier Reef and its significance as a biodiversity hotspot. Discuss the threats facing this ecosystem, such as coral bleaching and overfishing, and explore conservation efforts aimed at protecting marine life and preserving coral ecosystems.

- **Objective 2.2:** Students will explore the environmental impact of human activities in both urban and rural areas, such as agriculture, deforestation, and urbanisation, and discuss how sustainable practices can reduce these impacts, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production).

Example: Investigate the environmental consequences of deforestation in Australia's forests, particularly in Tasmania. Discuss how sustainable land management practices, such as reforestation and responsible agriculture, can help restore ecosystems and preserve biodiversity.

- **Objective 2.3:** Students will examine the geographical features of Australia, such as the Murray-Darling Basin, and explore how water management practices are critical to environmental stewardship and sustainability, contributing to SDG 6 (Clean Water and Sanitation) and SDG 15 (Life on Land).

Example: Research the importance of the Murray-Darling Basin for agriculture and water supply. Discuss the challenges faced by this region, such as drought and water scarcity, and explore sustainable water management practices that help conserve this vital resource.

3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the rights and responsibilities of Australian citizens in promoting environmental stewardship, focusing on actions such as reducing waste, conserving water, and supporting sustainable products, and discuss how these actions contribute to global sustainability goals, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Discuss how individual actions, such as recycling, conserving water, and reducing energy use, can contribute to environmental sustainability. Explore how these small actions, when multiplied across society, can have a large positive impact on the environment.

- **Objective 3.2:** Students will investigate the role of Australian governments in environmental protection, including policies related to waste management, renewable energy, and biodiversity conservation, and discuss how these policies help promote sustainable development and environmental stewardship, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Research government policies like the Renewable Energy Target (RET) and the National Waste Policy. Discuss how these policies promote clean energy, reduce waste, and encourage the conservation of natural resources.

- **Objective 3.3:** Students will explore how Australian citizens can influence environmental policies through participation in democratic processes, such as voting, petitions, and public campaigns, and discuss how these actions help drive sustainability efforts at local, state, and national levels, contributing to SDG 16 (Peace, Justice, and Strong Institutions) and SDG 13 (Climate Action).
Example: Study how Australian citizens have advocated for stronger environmental policies, such as the movement to protect the Great Barrier Reef. Discuss the role of voting and public activism in shaping government policies related to environmental stewardship.
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4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic value of Australia's natural resources, such as water, forests, and minerals, and discuss how sustainable resource management can ensure these resources are available for future generations, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).
Example: Research how industries like agriculture and mining rely on natural resources, and discuss how sustainable practices, such as water-efficient farming or responsible mining, can reduce environmental impact while ensuring the continued availability of these resources.
 - **Objective 4.2:** Students will examine the economic benefits of investing in renewable energy, sustainable agriculture, and eco-friendly industries, and discuss how these sectors contribute to environmental stewardship and long-term economic growth, contributing to SDG 7 (Affordable and Clean Energy) and SDG 8 (Decent Work and Economic Growth).
Example: Investigate the growth of renewable energy industries in Australia, such as solar and wind power, and discuss how these industries contribute to job creation, economic growth, and the reduction of carbon emissions.
 - **Objective 4.3:** Students will study how businesses can integrate sustainability into their operations, including reducing waste, sourcing ethically, and implementing green technologies, and discuss how these practices contribute to environmental protection and business success, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Research how Australian businesses are adopting sustainable practices, such as using recyclable materials, reducing waste, or offering eco-friendly products. Discuss how these businesses are helping reduce their environmental footprint while maintaining profitability.
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Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will analyse how historical events, particularly the impact of human activity on the environment, have shaped current environmental challenges, and how understanding this history can inform future stewardship efforts.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will explore the interconnections between geography, society, and the environment, and understand how citizens, businesses, and governments can contribute to sustainability and environmental conservation.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Students will be encouraged to make informed decisions about their own environmental actions and to understand how these decisions can impact the environment both locally and globally.

Waste Management

(SUS4)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the history of waste management in Australia, focusing on how the use of landfills, recycling, and waste disposal practices have evolved over time, and how these changes have impacted the environment, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Investigate how waste management practices have changed in Australia from the early use of landfills to the development of modern recycling systems. Discuss how this evolution reflects growing awareness of environmental issues and the need for more sustainable practices.
- **Objective 1.2:** Students will examine the impact of colonial settlement on waste management practices in Australia, exploring how European practices contributed to environmental degradation, and how modern Australia has worked to address these issues, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Study the impact of European settlement on Australian waste disposal practices, such as the dumping of

industrial waste into waterways. Discuss how contemporary Australia has moved towards recycling, composting, and reducing single-use plastics to address environmental challenges.

- **Objective 1.3:** Students will investigate how historical events, such as the introduction of plastic, have led to long-term waste challenges in Australia and globally, and explore the development of movements and policies to address plastic pollution, supporting SDG 12 (Responsible Consumption and Production).

Example: Research the rise of plastic use in the 20th century and its impact on global waste issues. Discuss how environmental movements, such as Plastic Free July, have worked to reduce plastic waste and raise awareness about its impact on ecosystems.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will explore how different regions in Australia manage waste, considering the challenges faced by urban and rural areas in waste disposal and recycling, and how geographical features influence waste management systems, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production).

Example: Compare how waste management systems differ between Australian cities (e.g., Sydney, Melbourne) and rural areas. Discuss the impact of geographical features, such as distance to landfills or recycling centres, on waste management practices.

- **Objective 2.2:** Students will investigate the environmental impacts of waste accumulation in Australia's natural landscapes, focusing on waste in oceans, rivers, and land, and how this affects biodiversity and ecosystems, supporting SDG 14 (Life Below Water) and SDG 15 (Life on Land).

Example: Research the impact of plastic waste on Australian marine environments, particularly in the Great Barrier Reef and other coastal areas. Discuss the threat to marine biodiversity and explore solutions to reduce plastic pollution, such as waste reduction and recycling programs.

- **Objective 2.3:** Students will examine how human activities in urban areas contribute to waste accumulation, and explore sustainable urban planning solutions that promote waste minimisation, recycling, and reusing, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 12 (Responsible Consumption and Production).

Example: Study the waste management strategies used in cities like Sydney or Melbourne, such as curbside recycling and composting. Discuss how these strategies help reduce the amount of waste sent to landfills and promote a circular economy.

3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will investigate the role of Australian citizens in waste management, focusing on individual actions such as reducing, reusing, and recycling, and discuss how these actions contribute to environmental sustainability, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Discuss how citizens can reduce their waste at home by recycling, composting, and choosing products with less packaging. Explore how individual actions collectively contribute to waste minimisation and the broader goal of reducing landfill waste.
- **Objective 3.2:** Students will explore the responsibilities of local, state, and federal governments in waste management, focusing on policies and regulations related to recycling, landfill management, and waste reduction, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Research government initiatives such as the National Waste Policy and the ban on single-use plastics. Discuss how these policies aim to reduce waste and promote sustainability, and how citizens can support these efforts through responsible waste disposal and advocacy.
- **Objective 3.3:** Students will investigate how the democratic process allows citizens to influence waste management policies, such as through voting, petitions, and activism, contributing to SDG 16 (Peace, Justice, and Strong Institutions) and SDG 12 (Responsible Consumption and Production).
Example: Study how citizens in Australia have used advocacy to push for stronger waste management laws, such as the campaigns against plastic pollution. Discuss how citizens can engage in the democratic process to influence policies on waste reduction and environmental protection.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic costs of waste management, including the costs associated with landfill space, recycling programs, and waste disposal, and discuss how waste minimisation can lead to economic benefits, contributing to SDG 12 (Responsible Consumption and Production) and SDG 8 (Decent Work and Economic Growth).
Example: Research the costs associated with maintaining landfills and recycling facilities in Australia. Discuss how reducing waste through recycling and waste minimisation can save money and create economic opportunities in the recycling and waste management industries.

- **Objective 4.2:** Students will investigate the economic opportunities created by the recycling industry in Australia, focusing on the jobs created in recycling, waste management, and green technologies, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).
Example: Study how the recycling industry in Australia creates jobs in the processing of materials like paper, plastic, and glass. Discuss how businesses in the recycling sector contribute to both the economy and environmental sustainability.
- **Objective 4.3:** Students will examine how businesses can implement sustainable practices to reduce waste, such as reducing packaging, using recyclable materials, and adopting circular economy principles, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Research how Australian businesses, such as clothing manufacturers or supermarkets, are adopting sustainable practices, such as using minimal packaging or offering products made from recycled materials. Discuss how these practices contribute to reducing waste and supporting a circular economy.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will develop an understanding of how historical waste management practices have evolved in Australia and how contemporary challenges, such as plastic pollution, are being addressed through innovative policies and community efforts.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deeper understanding of how geography, human activity, and governance intersect in the management of waste, and the role that citizens and governments play in promoting sustainability.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Through research, case studies, and discussions, students will be encouraged to make informed decisions about how they can reduce waste in their own lives, advocate for better waste management policies, and contribute to sustainable practices in their communities.

Energy Conservation (SUS5)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will investigate the historical development of energy production and use in Australia, focusing on the transition from traditional energy sources, such as wood and coal, to modern renewable energy technologies like solar and wind, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).
Example: Research the history of coal mining in Australia and its importance in early industrial development. Discuss how Australia has transitioned to renewable energy sources, such as solar power, and how this shift is helping to reduce carbon emissions and conserve natural resources.
 - **Objective 1.2:** Students will examine the historical role of energy conservation in Australia, focusing on major events such as the energy crises in the 1970s and how these events influenced energy policies and conservation efforts, supporting SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).
Example: Study the impact of the 1970s oil crisis on Australia's energy policies and how it led to the development of energy-efficient technologies. Discuss how the country's response to energy shortages shaped modern energy conservation strategies.
 - **Objective 1.3:** Students will explore how Indigenous Australian cultures have historically used sustainable energy practices, such as fire management for land and energy conservation, and discuss how these practices can inform modern conservation efforts, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Investigate how Aboriginal and Torres Strait Islander peoples used controlled fire to manage the land, reduce bushfire risks, and conserve resources. Discuss how traditional energy conservation practices can inform contemporary strategies for sustainability.
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2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will study how geographical features and climate in Australia influence energy consumption patterns, such as the need for heating in southern regions and cooling in northern regions, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).
Example: Research how the climate in different parts of Australia affects energy consumption. Discuss why people in southern Australia use more heating in winter, while those in the north use more cooling in summer, and how energy-efficient solutions can reduce overall energy demand.
- **Objective 2.2:** Students will explore how Australia's energy resources, such as solar, wind, and hydroelectric power, are distributed geographically and discuss how renewable energy sources can be harnessed to promote sustainable energy use across the country, supporting SDG 7 (Affordable and Clean Energy).

Example: Study how Australia's vast solar energy potential is concentrated in certain regions, such as the outback. Discuss how solar farms and wind energy projects can be developed in these areas to meet the energy needs of the country in a sustainable way.

- **Objective 2.3:** Students will investigate the environmental impact of energy consumption in Australia, including the effects of fossil fuels on air quality, biodiversity, and ecosystems, and explore how energy conservation can mitigate these effects, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).

Example: Examine the environmental impacts of coal-fired power stations in Australia and how they contribute to air pollution and greenhouse gas emissions. Discuss how renewable energy alternatives can reduce these impacts and support environmental conservation.

3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in energy conservation, investigating actions they can take at home, school, and in their communities to reduce energy consumption, such as using energy-efficient appliances, recycling, and reducing waste, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Research how Australian households can reduce their energy use through simple actions, such as using energy-efficient lighting and appliances, insulating homes, and reducing water heating. Discuss how these small actions can add up to significant energy savings.

- **Objective 3.2:** Students will investigate how Australian governments at local, state, and federal levels regulate and promote energy conservation through policies, incentives for renewable energy, and energy efficiency standards, contributing to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action).

Example: Study government policies such as the Renewable Energy Target (RET) and subsidies for solar panel installations. Discuss how these policies encourage citizens and businesses to adopt renewable energy solutions and improve energy efficiency.

- **Objective 3.3:** Students will examine how public participation in energy conservation initiatives, such as voting for environmentally conscious leaders and advocating for sustainable policies, can influence the government's approach to climate change and energy use, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).

Example: Research how Australian citizens have advocated for stronger climate action, such as through the #FridaysForFuture movement or local petitions for renewable energy projects. Discuss the power of citizens in shaping energy policies through voting and public engagement.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic implications of energy conservation, including the costs of energy production, the savings associated with energy-efficient technologies, and the role of businesses in reducing their energy consumption, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).
Example: Study how businesses can reduce operational costs through energy-efficient solutions, such as LED lighting, solar power, and energy-saving equipment. Discuss how these practices not only benefit the environment but also improve the business's profitability.
- **Objective 4.2:** Students will investigate the economic opportunities created by the renewable energy industry in Australia, focusing on job creation in the solar, wind, and battery storage sectors, and the long-term economic benefits of investing in sustainable energy, supporting SDG 7 (Affordable and Clean Energy) and SDG 8 (Decent Work and Economic Growth).
Example: Research how the growth of Australia's renewable energy sector is creating new jobs in solar installation, wind turbine manufacturing, and renewable energy consulting. Discuss how these industries contribute to economic growth and environmental sustainability.
- **Objective 4.3:** Students will examine the relationship between energy conservation and economic growth, exploring how reducing energy consumption can lead to cost savings for households, businesses, and governments, and how these savings can be reinvested into sustainable development, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 13 (Climate Action).
Example: Study how energy-efficient homes and buildings reduce electricity and water bills for homeowners. Discuss how governments and businesses can reinvest the savings into community-based renewable energy projects, thus fostering economic development and reducing environmental footprints.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will critically analyse the historical development of energy production and consumption in Australia, exploring past mistakes and successes and understanding how these shape current energy policies and practices.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will learn how geography influences energy use and the importance of responsible citizenship in addressing climate change and promoting energy

conservation. They will also explore the role of government policies and community initiatives in fostering energy efficiency.

- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** By engaging with both historical events and contemporary challenges, students will develop the skills needed to make informed decisions about how they can contribute to energy conservation efforts and environmental sustainability in their own lives and communities.

Biodiversity and Ecosystems (SUS6)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the history of Indigenous Australian land management practices, including traditional ecological knowledge, and understand how these practices contributed to the preservation of biodiversity, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Investigate how Aboriginal and Torres Strait Islander peoples managed natural resources and preserved biodiversity through practices like fire-stick farming and sustainable hunting. Discuss how these practices can inform modern conservation efforts in Australia.
- **Objective 1.2:** Students will study the impact of European settlement on Australia's ecosystems, including the introduction of invasive species and land clearing, and assess how these historical events have shaped current biodiversity issues, contributing to SDG 15 (Life on Land).
Example: Research the impact of European colonisation on Australia's flora and fauna, focusing on the introduction of non-native species such as rabbits, foxes, and weeds. Discuss how these changes have led to a decline in native species and ecosystems, and explore current efforts to restore these habitats.
- **Objective 1.3:** Students will examine the historical development of conservation movements in Australia, focusing on key events and figures who advocated for biodiversity protection, and discuss the role of these movements in shaping today's environmental policies, supporting SDG 15 (Life on Land) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Study the history of Australian national parks and environmental movements, such as the campaign to protect the Franklin River, and discuss how these efforts have contributed to the protection of biodiversity in Australia.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate the geographical distribution of ecosystems across Australia, focusing on key habitats such as rainforests, deserts, and coral reefs, and explore the importance of these ecosystems in supporting biodiversity, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).
Example: Study the various ecosystems found in Australia, such as the Great Barrier Reef, the Australian outback, and tropical rainforests, and explore how each supports different species. Discuss how climate change, habitat destruction, and pollution affect these ecosystems.
 - **Objective 2.2:** Students will explore the impact of human activities, such as urbanisation, deforestation, and agriculture, on Australia's ecosystems and biodiversity, and discuss how sustainable practices can reduce these impacts, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land).
Example: Investigate how urban sprawl in Australian cities affects local biodiversity and natural habitats. Discuss how sustainable urban planning, such as green spaces and wildlife corridors, can help protect biodiversity in cities.
 - **Objective 2.3:** Students will examine the role of Australia's protected areas, such as national parks and wildlife reserves, in conserving biodiversity, and evaluate how these areas contribute to the protection of ecosystems, supporting SDG 15 (Life on Land).
Example: Study how national parks like Kakadu and the Blue Mountains National Park protect ecosystems and species. Discuss the role of these areas in biodiversity conservation and the challenges they face, such as invasive species and climate change.
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3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in protecting biodiversity, including actions such as reducing waste, supporting conservation organisations, and participating in local environmental initiatives, supporting SDG 12 (Responsible Consumption and Production) and SDG 15 (Life on Land).
Example: Discuss the ways in which individuals and communities can protect biodiversity, such as by recycling, reducing plastic use, and planting native species. Explore how Australians can contribute to national conservation efforts through actions like volunteering for tree planting programs.
- **Objective 3.2:** Students will examine the role of Australian governments in biodiversity conservation, focusing on policies

related to endangered species protection, habitat restoration, and climate change adaptation, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).

Example: Study government policies such as the Environmental Protection and Biodiversity Conservation Act (EPBC Act) and explore how these policies protect endangered species and ecosystems. Discuss the role of government in balancing development with environmental protection.

- **Objective 3.3:** Students will investigate the importance of voting, advocacy, and public participation in shaping policies that protect biodiversity and the environment, and discuss how these democratic processes help achieve global sustainability goals, supporting SDG 16 (Peace, Justice, and Strong Institutions) and SDG 15 (Life on Land).

Example: Research how Australian citizens have influenced environmental policy through advocacy and activism, such as the movement to protect the Great Barrier Reef. Discuss how voting for environmentally conscious policies can lead to positive change in biodiversity protection.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic value of biodiversity, including how ecosystems provide essential resources for industries such as agriculture, tourism, and fisheries, and discuss the importance of conserving these resources for economic sustainability, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 15 (Life on Land).

Example: Investigate how Australia's biodiversity supports industries such as tourism (e.g., the Great Barrier Reef) and agriculture (e.g., pollination by bees). Discuss the economic benefits of preserving biodiversity and how environmental protection can lead to long-term economic growth.

- **Objective 4.2:** Students will examine the economic costs of biodiversity loss, such as the decline in crop yields, reduced tourism, and increased health care costs, and discuss how businesses and governments can support biodiversity conservation through sustainable practices, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Study the economic impact of species extinction, such as the loss of pollinators, and how this affects agriculture and food prices. Discuss how businesses and governments can mitigate these costs by investing in sustainable practices and supporting conservation efforts.

- **Objective 4.3:** Students will investigate how businesses can promote biodiversity conservation through sustainable resource management, such as sourcing sustainable products, reducing emissions, and supporting biodiversity-friendly practices, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Research businesses that promote sustainable practices, such as sustainable fisheries or eco-tourism, and discuss how these businesses contribute to biodiversity conservation while generating economic value. Explore how

companies can reduce their environmental impact through eco-friendly products and services.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will investigate the historical and contemporary issues related to biodiversity and ecosystems in Australia, analysing how human activities have impacted ecosystems and how society can adapt to promote conservation.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deep understanding of the interconnections between human activity and the environment, including the role of individuals, businesses, and governments in preserving biodiversity and ecosystems.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Students will apply their understanding of biodiversity and ecosystems to make informed decisions about how they can contribute to sustainability efforts, both locally and globally.

Climate Change and Adaptation
(SUS7)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the history of climate-related events in Australia, such as severe droughts, bushfires, and cyclones, and examine how these events have shaped Australian society and its approach to climate change, contributing to SDG 13 (Climate Action).
Example: Study significant climate events in Australian history, such as the Black Saturday bushfires (2009) or the Millennium Drought (1997-2009), and discuss the long-term social and environmental impacts. Explore how Australian communities have adapted and how lessons from these events can guide future climate action.
- **Objective 1.2:** Students will examine how Indigenous Australians have historically adapted to climate and environmental changes, such as through fire-stick farming and water management practices, and discuss how these traditional methods can inform modern climate adaptation strategies, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Investigate how Aboriginal and Torres Strait Islander peoples adapted to changing climates through practices such as fire-stick farming. Discuss how these practices helped preserve biodiversity and contributed to the sustainable management of land, and how these methods can be applied today to combat climate change.
- **Objective 1.3:** Students will study the historical development of environmental policies in Australia, focusing on the responses to climate change, including government legislation and international agreements, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Research key climate policies in Australia, such as the Carbon Pricing Mechanism (2012) or the Paris Agreement (2015), and discuss how these policies have shaped the country's response to climate change. Examine the challenges faced in implementing these policies and how they contribute to global climate goals.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate the geographical features of Australia that make it vulnerable to climate change, such as its dry climate, coastal zones, and the Great Barrier Reef, and explore how these regions are impacted by rising temperatures and extreme weather events, contributing to SDG 13 (Climate Action) and SDG 14 (Life Below Water).
Example: Research the impact of climate change on the Great Barrier Reef, focusing on coral bleaching and the effects of rising ocean temperatures. Discuss how the loss of biodiversity in marine environments affects local economies, tourism, and the broader ecosystem.
- **Objective 2.2:** Students will examine how Australian cities and rural areas are adapting to climate change, including strategies such as water conservation, renewable energy use, and sustainable agriculture, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Study how cities like Melbourne and Sydney are addressing climate change through green spaces, energy-efficient buildings, and public transport systems. Discuss how these adaptations help mitigate urban heat island effects and reduce carbon emissions.

- **Objective 2.3:** Students will explore the impact of climate change on Australia's natural environment, such as shifting ecosystems, changes in water resources, and impacts on agriculture, and discuss adaptation strategies to protect these environments, supporting SDG 2 (Zero Hunger) and SDG 6 (Clean Water and Sanitation).
Example: Investigate how climate change is affecting Australian agriculture, particularly crops and livestock. Discuss how farmers are adapting to these changes by using drought-resistant crops, changing farming practices, or implementing water-saving techniques like drip irrigation.
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3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in responding to climate change, including individual actions, such as reducing energy consumption and supporting sustainable products, and collective efforts, such as participating in climate protests or advocating for policy change, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Research how Australian citizens are involved in climate advocacy, including grassroots movements like Fridays for Future and the role of organisations like the Australian Youth Climate Coalition. Discuss how public pressure influences government climate policy.
 - **Objective 3.2:** Students will investigate the role of the Australian government in addressing climate change, including national policies on renewable energy, carbon emissions, and international agreements, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Study Australia's commitment to the Paris Agreement and its role in international climate negotiations. Discuss how government policies, such as renewable energy incentives and carbon pricing, aim to reduce Australia's carbon footprint.
 - **Objective 3.3:** Students will examine how Australia's democratic processes allow citizens to influence decisions related to climate change, and discuss the importance of voting, advocacy, and public policy in shaping a sustainable future, supporting SDG 16 (Peace, Justice, and Strong Institutions).
Example: Explore the role of elections in shaping climate policy in Australia, and discuss how citizens can advocate for stronger environmental protections through petitions, protests, and voting. Examine how the democratic process supports the creation of climate action plans.
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4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic impacts of climate change on Australia's industries, such as agriculture, tourism, and insurance, and discuss how businesses and communities can adapt to reduce economic risks, contributing to SDG 13 (Climate Action) and SDG 8 (Decent Work and Economic Growth).
Example: Investigate how the agricultural sector is being affected by changing rainfall patterns and droughts. Discuss how farmers are adopting climate-resilient crops and how businesses in the tourism industry are adapting to the effects of climate change on destinations like the Great Barrier Reef.
- **Objective 4.2:** Students will explore how the transition to renewable energy sources, such as solar and wind power, can support economic growth and create jobs in Australia, contributing to SDG 7 (Affordable and Clean Energy) and SDG 8 (Decent Work and Economic Growth).
Example: Research the growing renewable energy sector in Australia, including wind and solar farms. Discuss how investing in renewable energy creates jobs and stimulates local economies, while helping to reduce the nation's carbon footprint.
- **Objective 4.3:** Students will study the economic challenges and opportunities created by climate change adaptation, such as investing in green technologies, climate-resilient infrastructure, and sustainable business practices, contributing to SDG 9 (Industry, Innovation, and Infrastructure) and SDG 12 (Responsible Consumption and Production).
Example: Investigate how businesses are incorporating sustainable practices, such as energy-efficient buildings or waste reduction, into their operations. Discuss the economic benefits of adopting these practices in terms of cost savings and long-term sustainability.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will use historical and current information about climate change and its impacts to critically evaluate the challenges faced by Australia, and the ways individuals, communities, and governments can respond.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain an understanding of the interconnectedness of geography, society, and the economy in relation to climate change, and how citizens and governments can work together to mitigate and adapt to its effects.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** By engaging with both historical events and contemporary issues, students will be encouraged to make informed decisions about how they can contribute to

global and local efforts to combat climate change and build sustainable futures.

Food and Agriculture

(SUS8)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the history of agriculture in Australia, examining how Indigenous practices, such as fire-stick farming and sustainable harvesting, have shaped the landscape and food systems, and how these practices can inform modern agriculture, supporting SDG 2 (Zero Hunger) and SDG 15 (Life on Land).
Example: Research traditional Indigenous farming practices, such as bush foods and aquaculture techniques used by coastal communities. Discuss how these methods promote sustainable food systems and the protection of natural resources.
- **Objective 1.2:** Students will investigate the development of the Australian agricultural industry, focusing on the introduction of European farming practices and their impact on land use, biodiversity, and Indigenous food systems, contributing to SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Study the early European farming techniques introduced to Australia, such as the use of livestock for grazing and crop farming, and discuss the environmental impact these practices had on native ecosystems.
- **Objective 1.3:** Students will examine the history of aquaculture in Australia, particularly the development of commercial fish farming, and assess its impact on local ecosystems and food security, contributing to SDG 14 (Life Below Water) and SDG 2 (Zero Hunger).
Example: Investigate the history of aquaculture in Australia, focusing on industries such as farmed prawns and oysters. Discuss the environmental challenges and benefits of aquaculture, and how sustainable practices are being developed.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will study the geographic distribution of agricultural and aquaculture activities in Australia and analyse how environmental factors, such as climate and water availability, influence farming and food production, supporting SDG 6 (Clean Water and Sanitation) and SDG 2 (Zero Hunger).
Example: Research how climate and water availability affect the types of crops and livestock that can be grown in different Australian regions. Discuss how irrigation and water management practices help ensure sustainable food production in arid areas.
 - **Objective 2.2:** Students will explore the concept of agroforestry and its role in Australia's agricultural landscape, focusing on the benefits of integrating trees into farming systems to promote biodiversity, soil health, and carbon sequestration, supporting SDG 13 (Climate Action) and SDG 15 (Life on Land).
Example: Investigate how agroforestry practices, such as planting trees alongside crops or pastures, improve soil health and provide habitats for wildlife. Discuss the benefits of these practices for both farmers and the environment.
 - **Objective 2.3:** Students will explore the impact of human activity on Australia's natural ecosystems, focusing on how farming, deforestation, and urban development affect biodiversity and food production, and how sustainable practices can mitigate these impacts, contributing to SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Research how land clearing for agriculture and urban development affects Australian biodiversity. Discuss how sustainable farming practices, such as regenerative agriculture and conservation tillage, can help protect ecosystems.
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3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in supporting sustainable food systems, such as making informed choices about food, reducing food waste, and supporting ethical food production practices, contributing to SDG 12 (Responsible Consumption and Production) and SDG 2 (Zero Hunger).
Example: Discuss how consumers can reduce food waste by buying only what they need and supporting local, sustainable food producers. Explore how food labels, such as organic or fair trade, help consumers make ethical choices.
- **Objective 3.2:** Students will investigate the role of the Australian government in regulating food production, agriculture, and aquaculture, focusing on policies that promote sustainability, protect natural resources, and ensure food security, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Study the government's policies on water management, land use, and food security in Australia. Discuss how these policies promote sustainable agricultural practices and how citizens can contribute by supporting these initiatives.

- **Objective 3.3:** Students will examine how global trade agreements and local food policies impact Australian agriculture and aquaculture industries, and discuss the role of governments in promoting sustainable practices at the international level, supporting SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production).

Example: Investigate how Australia's trade agreements with countries like the US and China affect the agricultural sector. Discuss how the government can support sustainable food systems through trade policies and subsidies for environmentally friendly farming practices.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economics of food production, including the costs and benefits of sustainable farming practices, such as organic farming, agroforestry, and aquaculture, contributing to SDG 12 (Responsible Consumption and Production) and SDG 2 (Zero Hunger).

Example: Study how sustainable farming practices, such as crop rotation and integrated pest management, can reduce costs for farmers by improving soil health and reducing the need for chemical inputs. Discuss how these practices can also increase the sustainability of food systems.

- **Objective 4.2:** Students will investigate the concept of food security in Australia and globally, exploring the challenges of providing sufficient and nutritious food for all people, and discussing how sustainable agriculture and aquaculture can help address these challenges, supporting SDG 2 (Zero Hunger).

Example: Research how climate change, land degradation, and population growth are affecting food security in Australia and globally. Discuss how sustainable farming techniques can increase food production while protecting the environment.

- **Objective 4.3:** Students will explore how the economic success of Australian agriculture and aquaculture industries is influenced by global markets, government policies, and environmental factors, and how sustainable business practices can support long-term economic growth, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 13 (Climate Action).

Example: Study how Australian industries, such as the wine or seafood industry, are affected by global trade agreements and environmental factors, like climate change. Discuss how adopting sustainable practices can improve the long-term viability and profitability of these industries.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will investigate the historical and contemporary challenges of food production, agriculture, and aquaculture, considering how past decisions and practices have shaped current issues, and how lessons from history can inform future actions.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deep understanding of the geography of agriculture and aquaculture in Australia, the economic and social factors that affect these industries, and the role of citizens in promoting sustainability and responsible consumption.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Through research and inquiry, students will be encouraged to make informed decisions about their role in promoting sustainable food systems and addressing global challenges related to food security, climate change, and biodiversity.

Water Conservation

(SUS9)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the history of water management in Australia, examining Indigenous water conservation techniques and how these practices contributed to sustainable living, supporting SDG 6 (Clean Water and Sanitation) and SDG 15 (Life on Land).
Example: Investigate how Aboriginal and Torres Strait Islander communities managed water resources through techniques such as waterhole management and the construction of fish traps. Discuss how these practices can inform modern water conservation efforts in Australia.
- **Objective 1.2:** Students will study the history of European settlement in Australia and its impact on water resources,

including how early farming and city development affected water supplies and led to the establishment of modern water conservation measures, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).

Example: Research the development of water infrastructure during the early colonial period, such as the creation of dams and irrigation systems. Discuss the environmental consequences of these developments and how modern Australians are working to restore natural water cycles.

- **Objective 1.3:** Students will explore historical events in Australia, such as droughts and floods, and analyse how these events have shaped the country's water management practices, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).

Example: Study the history of droughts in Australia, such as the "Millennium Drought" (1997-2009), and explore how these events have influenced the development of water conservation policies and practices.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will explore the geographical distribution of water resources in Australia, including rivers, dams, and underground aquifers, and investigate how water scarcity affects different regions, contributing to SDG 6 (Clean Water and Sanitation).

Example: Study how Australia's geographical features, such as the Murray-Darling Basin, impact water distribution and availability. Discuss how water scarcity in certain regions has led to the implementation of water-saving practices like rainwater harvesting.

- **Objective 2.2:** Students will investigate the impact of human activities, such as agriculture, mining, and urbanisation, on Australia's water resources, and explore how sustainable water management practices can help protect these resources, contributing to SDG 6 (Clean Water and Sanitation) and SDG 12 (Responsible Consumption and Production).

Example: Study the effects of agricultural irrigation on Australia's water supply, particularly in the Murray-Darling Basin, and discuss the importance of efficient water use in farming practices to conserve water for future generations.

- **Objective 2.3:** Students will explore how natural features, such as rainfall, rivers, and coastlines, affect water availability in Australia, and discuss the role of conservation in ensuring equitable water distribution across different regions, supporting SDG 6 (Clean Water and Sanitation).

Example: Research how rainfall patterns vary across Australia and how this affects water resources in different regions. Discuss how areas with high rainfall can support agriculture while areas with less rainfall require better water management strategies.

3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in water conservation, investigating how individuals and communities can reduce water usage and support sustainable practices, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Discuss simple ways that individuals can reduce water consumption, such as turning off taps when not in use and using water-efficient appliances. Investigate how community initiatives, like local water conservation campaigns, encourage responsible water use.
 - **Objective 3.2:** Students will study the role of the Australian government in managing water resources, including policies and regulations related to water rights, distribution, and conservation, contributing to SDG 6 (Clean Water and Sanitation).
Example: Research the Australian government's policies on water rights and management, such as the National Water Initiative. Discuss how these policies help ensure equitable and sustainable water distribution across the country.
 - **Objective 3.3:** Students will explore how citizens can participate in the democratic process to advocate for better water management policies, discussing the role of voting, activism, and public participation in shaping water conservation initiatives, supporting SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Investigate how citizens can participate in public consultations on water policies, such as those related to water pricing or irrigation management. Discuss how public input helps shape more sustainable water policies.
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4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the economic value of water resources in Australia, investigating how water is used in different sectors, such as agriculture, industry, and households, and discuss the importance of water conservation for economic sustainability, supporting SDG 6 (Clean Water and Sanitation).
Example: Study how water is used in agriculture, particularly in the production of crops and livestock, and discuss how reducing water consumption in farming can increase profitability and sustainability.
- **Objective 4.2:** Students will investigate how water scarcity impacts local economies, particularly in industries like agriculture and tourism, and explore how businesses and individuals can contribute to water conservation, supporting SDG 6 (Clean Water and Sanitation) and SDG 12 (Responsible Consumption and Production).
Example: Research how water scarcity in Australia impacts businesses such as agriculture and tourism. Discuss how

businesses can implement water-saving practices, such as using recycled water or water-efficient technologies, to reduce their environmental impact.

- **Objective 4.3:** Students will explore how the concept of the “water footprint” applies to individuals, communities, and businesses, and discuss how reducing water footprints can contribute to economic and environmental sustainability, contributing to SDG 6 (Clean Water and Sanitation) and SDG 13 (Climate Action).
Example: Study the concept of a water footprint and calculate how much water is used to produce everyday products like food and clothing. Discuss how individuals and businesses can reduce their water footprint through more sustainable practices, such as purchasing water-efficient products or reducing waste.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will develop an understanding of the historical and contemporary challenges related to water conservation in Australia, considering the impact of human activities on water resources and exploring solutions for future sustainability.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will understand how water is a vital resource that connects geography, society, and the economy. They will explore their role as active citizens in managing and conserving this precious resource.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Through inquiry-based learning, students will use historical and contemporary knowledge to make informed decisions about how they can contribute to water conservation efforts, both locally and globally.

Sustainable Transport and Urban Planning
(SUS10)
1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the development of transport systems in Australia, from the early colonial days to the modern era, and examine how these systems have shaped cities and regions, supporting SDG 11 (Sustainable Cities and Communities).
Example: Study the development of Australian cities, including how transport infrastructure such as roads, railways, and ports has influenced the growth of urban and regional areas. Discuss the impact of these developments on the environment and society.
 - **Objective 1.2:** Students will investigate how the shift from traditional transport methods (e.g., horse-drawn carts, steamships) to modern transport (e.g., cars, buses, electric trains) has impacted Australian society and the environment, contributing to SDG 13 (Climate Action) and SDG 11.
Example: Research the introduction of the first trains and automobiles in Australia. Discuss the social and environmental changes these innovations brought, such as urban sprawl and increased pollution, and how modern transportation has evolved to reduce environmental impact.
 - **Objective 1.3:** Students will examine the historical and cultural significance of Indigenous transportation methods in Australia, such as walking, watercraft, and trade routes, and discuss how sustainable practices can be integrated into modern urban planning, supporting SDG 15 (Life on Land).
Example: Explore traditional Indigenous transport methods and their sustainable use of the land. Discuss how these practices can inform modern sustainable transport solutions in urban planning and environmental management.
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2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate how transport networks influence the geography of Australian cities, towns, and rural areas, and explore how sustainable urban planning can address issues like congestion, pollution, and resource consumption, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Map the transport systems of major Australian cities such as Sydney, Melbourne, and Brisbane. Discuss how different forms of transport (e.g., public transport, cycling, car use) impact the environment and what can be done to make these systems more sustainable.
- **Objective 2.2:** Students will explore how geographical features like rivers, mountains, and coastlines have influenced transport routes and urban planning in Australia, and discuss how sustainable transport systems can integrate with these natural features, supporting SDG 11 (Sustainable Cities and Communities) and SDG 15 (Life on Land).
Example: Study how major Australian cities were built around natural features like rivers and coastlines (e.g., Sydney

Harbour). Discuss how transport systems can be designed to respect natural landscapes and minimise environmental impact.

- **Objective 2.3:** Students will examine the environmental impact of urban sprawl in Australia and how urban planning can reduce this impact through sustainable transport systems, green spaces, and eco-friendly infrastructure, contributing to SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Investigate how suburban expansion affects the natural environment, including land clearing and habitat destruction. Discuss how sustainable urban planning and transport systems can help reduce the environmental footprint of cities.
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3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of citizens in supporting sustainable transport policies and how individual actions, such as using public transport or cycling, can contribute to environmental sustainability, supporting SDG 13 (Climate Action) and SDG 12 (Responsible Consumption and Production).
Example: Discuss how citizens can reduce their environmental footprint by choosing sustainable modes of transport. Research how public participation in local planning processes can influence transport policies that promote sustainability.
 - **Objective 3.2:** Students will investigate the role of Australian governments at federal, state, and local levels in promoting sustainable transport and urban planning initiatives, and how these policies contribute to global goals like climate action and sustainability, supporting SDG 11 (Sustainable Cities and Communities).
Example: Research government initiatives such as subsidies for electric vehicles, public transport development, and urban renewal projects. Discuss how these policies help create sustainable cities and promote environmental protection.
 - **Objective 3.3:** Students will explore the rights and responsibilities of citizens in urban environments, focusing on how active participation in decision-making processes can lead to the creation of equitable and sustainable transport systems, contributing to SDG 16 (Peace, Justice, and Strong Institutions).
Example: Discuss the importance of voting in local elections and participating in community consultations about transport policies. Study how public engagement can influence decisions on the development of sustainable transport systems in cities.
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4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore how sustainable transport can impact local and national economies, including the creation of jobs in green industries like public transport, renewable energy, and sustainable urban design, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 13 (Climate Action).
Example: Research the economic benefits of investing in sustainable transport infrastructure, such as bus rapid transit systems, cycling infrastructure, and electric vehicles. Discuss how these investments can create jobs and stimulate local economies while reducing environmental impacts.
- **Objective 4.2:** Students will investigate the economic costs and benefits of sustainable transport systems, including the cost of building and maintaining infrastructure, fuel savings, and long-term environmental benefits, contributing to SDG 12 (Responsible Consumption and Production).
Example: Compare the costs of building a new road versus investing in public transport systems. Discuss how investing in sustainable infrastructure can save money in the long term through reduced environmental and health costs.
- **Objective 4.3:** Students will explore how the demand for sustainable products, such as electric vehicles and eco-friendly building materials, influences the economy and urban development, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Study the growth of the electric vehicle market in Australia and its impact on the transport industry. Discuss how increased consumer demand for sustainable products can drive economic change and influence urban planning decisions.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will engage in historical and contemporary analyses of transport systems and urban planning in Australia, considering how these systems have evolved and how modern solutions can address current challenges.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deeper understanding of the interconnections between human activities, geography, and the environment, exploring how citizens and governments can contribute to building sustainable cities through responsible transport systems.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** By examining real-world examples and case studies, students will be encouraged to make informed decisions about their role in creating sustainable communities and supporting global sustainability goals.

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will explore the history of Indigenous Australian cultures, focusing on their deep connection to land, sustainable practices, and environmental stewardship, and discuss how these traditions can inform modern approaches to sustainability, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Investigate the sustainable land management practices of Aboriginal and Torres Strait Islander peoples, such as firestick farming. Discuss how these practices helped maintain biodiversity and adapt to changing climates, and how they can be applied today to combat climate change.
- **Objective 1.2:** Students will study the impacts of European colonisation on Australian ecosystems and Indigenous communities, exploring how historical events shaped contemporary environmental and social challenges, contributing to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).
Example: Research the effects of European settlement on Australian flora, fauna, and Indigenous cultures. Discuss how the introduction of non-native species and land-clearing practices disrupted ecosystems and how we can learn from history to restore ecosystems and protect biodiversity.
- **Objective 1.3:** Students will explore the history of environmental movements in Australia, focusing on key events and figures who have advocated for sustainability and conservation, and discuss the role of citizens in promoting environmental protection today, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Study key events in the Australian environmental movement, such as the campaign to protect the Franklin River or the establishment of national parks. Discuss how these movements influenced policy and the ongoing importance of grassroots activism in environmental issues.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate the impact of human activities on Australia's natural environments, including the Great Barrier Reef, forests, and deserts, and explore sustainable practices to protect these places, contributing to SDG 14 (Life Below Water) and SDG 15 (Life on Land).
Example: Study the threats to the Great Barrier Reef from climate change and pollution. Discuss sustainable tourism, reef restoration, and how individuals and communities can reduce their environmental impact to protect these vital ecosystems.
- **Objective 2.2:** Students will examine how urbanisation in Australia affects the natural environment, including land use, pollution, and biodiversity loss, and discuss how cities can be designed more sustainably, supporting SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action).
Example: Investigate how expanding cities contribute to urban heat islands, pollution, and habitat loss. Discuss how sustainable city planning, such as green spaces, efficient public transport, and renewable energy sources, can reduce the impact on the environment.
- **Objective 2.3:** Students will explore the concept of environmental sustainability in Australian farming, particularly in relation to water use, soil health, and biodiversity, and discuss how sustainable agriculture can contribute to food security and environmental protection, contributing to SDG 2 (Zero Hunger) and SDG 15 (Life on Land).
Example: Research the impact of water usage in Australian agriculture and the challenges of drought. Discuss sustainable farming techniques, such as drip irrigation, crop rotation, and agroforestry, and their benefits for both the environment and food production.

3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in contributing to global sustainability goals, such as reducing waste, conserving resources, and supporting environmental protection initiatives, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Discuss how Australian citizens can reduce their environmental footprint through actions like recycling, reducing energy consumption, and supporting sustainable products. Investigate how voting and advocacy can influence government policies on climate change and environmental protection.
- **Objective 3.2:** Students will investigate the responsibilities of the Australian government in managing natural resources and protecting the environment, focusing on policies related to climate change, water conservation, and biodiversity conservation, supporting SDG 13 (Climate Action) and SDG 6 (Clean Water and Sanitation).
Example: Research Australia's climate change policies and water management strategies. Discuss how these policies are designed to reduce carbon emissions, conserve water resources, and protect biodiversity. Evaluate their effectiveness and

suggest areas for improvement.

- **Objective 3.3:** Students will explore the concept of global citizenship, examining how individuals and communities can contribute to global challenges like climate change, biodiversity loss, and inequality, supporting SDG 16 (Peace, Justice, and Strong Institutions) and SDG 13 (Climate Action).
Example: Study how international agreements, such as the Paris Agreement, work to address global environmental issues. Discuss how Australia, as part of the global community, can contribute to climate action and social justice, and how students can take responsibility as global citizens.
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4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the concept of sustainability in business, investigating how companies in Australia can adopt eco-friendly practices and promote responsible consumption, contributing to SDG 12 (Responsible Consumption and Production).
Example: Research Australian companies that have adopted sustainable practices, such as reducing waste, using renewable energy, or supporting fair trade. Discuss how businesses can balance economic growth with environmental responsibility.
 - **Objective 4.2:** Students will investigate how the economy is connected to environmental sustainability, exploring the impact of resource use, waste production, and pollution on Australia's economy, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 12 (Responsible Consumption and Production).
Example: Study the economic costs of pollution and waste management in Australia. Discuss how investing in green technologies, such as solar energy or electric vehicles, can create jobs and support long-term economic growth while protecting the environment.
 - **Objective 4.3:** Students will explore how individuals and communities can adopt sustainable economic practices, such as supporting local businesses, reducing waste, and choosing sustainable products, contributing to SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Investigate the benefits of buying locally-produced goods and services to reduce transportation emissions. Discuss how supporting eco-friendly businesses and reducing consumption of single-use plastics can contribute to sustainable economic development.
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Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will engage in critical discussions about the impact of past events on the present day and how historical knowledge can inform decision-making related to sustainability, citizenship, and global responsibility.
- **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain a deeper understanding of how human activities interact with the environment and how informed citizens can contribute to social, environmental, and economic sustainability.
- **Encourage Decision-Making Based on Historical Knowledge and Current Events:** By examining current global and local environmental challenges, students will learn to make informed decisions about their role as responsible global citizens and the actions they can take to contribute to a more sustainable future.

Outdoor Learning and Connection to Nature (SUS12)

1. History

Content Area: Focus on Historical Events, Time Periods, and the Development of Societies

- **Objective 1.1:** Students will investigate how Indigenous cultures in Australia have lived sustainably with the land for thousands of years and how their knowledge and practices can inform modern approaches to environmental stewardship, supporting SDG 15 (Life on Land) and SDG 13 (Climate Action).
Example: Research how Aboriginal and Torres Strait Islander communities use firestick farming to manage the landscape and preserve biodiversity. Discuss how traditional ecological knowledge can inform contemporary conservation practices.
- **Objective 1.2:** Students will examine the historical development of Australian cities and their impact on local ecosystems and indigenous lands, exploring the balance between urban development and environmental conservation, contributing to SDG 11 (Sustainable Cities and Communities).
Example: Study the growth of Australian cities from their colonial beginnings to the present day, focusing on how urban sprawl affects local ecosystems. Discuss how sustainable urban planning can help balance development with environmental protection.
- **Objective 1.3:** Students will explore key environmental events in Australian history, such as the Dust Bowl or the impact of European colonisation on native flora and fauna, and discuss the long-term effects on the land, contributing to SDG 15

(Life on Land) and SDG 13 (Climate Action).

Example: Study the environmental consequences of European settlement, such as the introduction of invasive species and land clearing. Discuss the importance of protecting native species and habitats.

2. Geography

Content Area: Study of Places and Spaces, Understanding Human-Environment Interactions, and Geographical Features

- **Objective 2.1:** Students will investigate the geographical features of Australia, such as its deserts, forests, and coastal areas, and explore how these environments support diverse ecosystems, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).
Example: Take a field trip or virtual tour of Australia's unique geographical features, such as the Great Barrier Reef or the Outback, and investigate how these areas support diverse ecosystems. Discuss how human activities impact these areas and ways to protect them.
 - **Objective 2.2:** Students will explore how human activities, such as farming, mining, and urbanisation, affect the natural environment, and discuss the role of sustainable practices in preserving these environments, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).
Example: Investigate how agricultural practices impact the land and water systems, particularly in rural Australia. Discuss sustainable farming practices such as crop rotation and organic farming, and how these practices help protect the environment.
 - **Objective 2.3:** Students will learn about the role of conservation areas, such as national parks and marine reserves, in protecting biodiversity and maintaining ecological balance, contributing to SDG 15 (Life on Land) and SDG 14 (Life Below Water).
Example: Research a local national park or marine reserve and its role in preserving wildlife and natural habitats. Discuss the importance of these areas for environmental conservation and how communities can support their protection.
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3. Civics and Citizenship

Content Area: Understanding the Rights and Responsibilities of Citizens in Society, the Function of Governments, and the Democratic Process

- **Objective 3.1:** Students will explore the role of Australian citizens in protecting the environment and ensuring sustainable development, discussing how individuals can contribute to global goals like reducing waste, conserving water, and

protecting biodiversity, supporting SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action).

Example: Discuss how Australian citizens can reduce their carbon footprints, conserve water, and recycle. Investigate local initiatives, such as recycling programmes or community garden projects, and explore how these initiatives help achieve global sustainability goals.

- **Objective 3.2:** Students will investigate the role of the Australian government in environmental policy, such as climate change action, water management, and conservation efforts, and understand how these policies impact local communities, supporting SDG 13 (Climate Action) and SDG 6 (Clean Water and Sanitation).

Example: Study the Australian government's policies on climate change, water conservation, and biodiversity. Discuss how these policies affect communities and how citizens can advocate for stronger environmental protection measures.

- **Objective 3.3:** Students will explore the importance of global citizenship and how understanding environmental issues and sustainability can help contribute to a more just and equitable world, supporting SDG 16 (Peace, Justice, and Strong Institutions) and SDG 13 (Climate Action).

Example: Research how global movements, such as Fridays for Future, are bringing attention to climate change and encouraging young people to take action. Discuss how becoming informed global citizens can help address pressing environmental issues.

4. Economics and Business

Content Area: Introduction to Economic Concepts Such as Needs, Wants, Resources, and the Economy

- **Objective 4.1:** Students will explore the concept of sustainable development in relation to economic growth, investigating how natural resources are used in production and how businesses can adopt sustainable practices to minimise environmental impact, supporting SDG 12 (Responsible Consumption and Production).

Example: Study the production and consumption of goods, such as food or clothing, and investigate the environmental impacts of these industries. Discuss how businesses can implement sustainable practices, such as reducing waste, using renewable energy, and sourcing materials responsibly.

- **Objective 4.2:** Students will investigate the importance of conserving natural resources, such as water and energy, in the context of economic development, and explore how individuals, businesses, and governments can ensure that resources are used wisely and efficiently, contributing to SDG 6 (Clean Water and Sanitation) and SDG 7 (Affordable and Clean Energy).

Example: Research the economic value of water in Australia and the importance of efficient water management. Discuss how businesses and households can reduce their water consumption through conservation techniques.

- **Objective 4.3:** Students will explore the relationship between economic growth, environmental conservation, and the well-being of local and global communities, investigating how sustainable practices can support long-term economic prosperity, contributing to SDG 8 (Decent Work and Economic Growth) and SDG 13 (Climate Action).

Example: Study the economic benefits of renewable energy industries, such as solar power or wind energy. Discuss how the transition to green technologies can create jobs and contribute to both economic and environmental sustainability.

Key Goals for All Objectives:

- **Develop Critical Thinking About the Past and Present:** Students will develop their ability to critically analyse historical and current environmental issues, considering how the past has shaped today's environmental challenges and solutions.
 - **Build an Understanding of Geography, Social Studies, and Citizenship:** Students will gain an understanding of the human-environment relationship, the impact of social and economic activities on the environment, and the role of citizens and governments in protecting the planet.
 - **Encourage Decision-Making Based on Historical Knowledge and Current Events:** Students will be encouraged to apply their understanding of environmental issues and sustainability to make informed decisions about their role in contributing to global responsibility and environmental protection.
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