Introducing the cross-curriculum priorities Version 2.0

The cross-curriculum priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world. Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia and Sustainability offers relevant, contemporary and engaging contexts that can be developed or applied to student learning across the Victorian Curriculum F–10 Version 2.0.

Cross-curriculum priorities are only addressed through learning areas. They do not constitute curriculum on their own, as they do not exist outside of learning areas. Instead, the priorities are identified in learning area content wherever they are developed or have been applied in content descriptions. They are also identified where they offer examples of opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

The revision of the cross-curriculum priorities has drawn on the expertise of and feedback from Victorian teachers, as well as critical input from academic and educational experts. Reference panels for each of the cross-curriculum priorities comprised representatives from the school sectors, primary and secondary schools as well as relevant organisations.

Structure and context of the cross-curriculum priorities Version 2.0

* **Each of the cross-curriculum priorities is structured into organising ideas**.The naming of the organising ideas across the 3 cross-curriculum priorities has been revised.

Aboriginal and Torres Strait Islander Histories and Cultures:

* has 3 sets of organising ideas: Country and Place, Culture and People
* provides opportunities for students to deepen their knowledge and understanding of Australia by learning about the world’s oldest continuous living cultures.

Asia and Australia’s Engagement with Asia:

* has 3 sets of organising ideas: Knowing Asia and its diversity, Understanding Asia’s global significance and Growing Asia–Australia engagement
* provides opportunities for students to understand the Asia region and its diversity. Students develop an insight into the societies, beliefs, histories, cultures, languages and environments of Asian nations.

Sustainability:

* has 4 sets of organising ideas: Interrelationship of systems, Worldviews, Responsible design and Futures thinking
* provides opportunities for students to learn about significant socio-ecological challenges, such as climate change, biodiversity loss and land degradation. Through the 4 pillars of sustainable development – economic, social, environmental and cultural – students are empowered to think critically and ethically to assist them to be compassionate and informed agents of change.

Revisions to the cross-curriculum priorities

* **The revised introduction and organising ideas provide a solid foundation** to improve integration across the learning areas.
* **Integration within the content descriptions and elaborations in the learning areas has been improved** across the Victorian Curriculum F–10 Version 2.0. Opportunities for developing and applying the priorities have been embedded into content descriptions across each learning area and further opportunities to explore them are demonstrated in the elaborations.
* **Updated language and glossaries** clearly articulate what is encompassed in each of the cross-curriculum priorities, making it easier for teachers to use the cross-curriculum priorities to contextualise content across and within learning areas.

Embedding the cross-curriculum priorities into teaching and learning programs

* **Opportunities to embed the cross-curriculum priorities in all learning areas** are highlighted in the content descriptions and/or elaborations throughout the curriculum.
* **Aboriginal and Torres Strait Islander Histories and Cultures example: Levels 1 and 2 Visual Arts**

*Content description*: explore where, when, why and how people across cultures, communities, times, places and/or other contexts experience visual arts, including artworks created by Aboriginal and Torres Strait Islander Peoples (VC2AVA2E01)

*Elaboration*: observing how visual conventions are used in artworks and designs created by Aboriginal and Torres Strait Islander Peoples, for example by exploring colours, symbols and patterns used in artworks with representatives of Aboriginal and Torres Strait Islander communities or through resources that are created or co-created by Aboriginal and Torres Strait Islander people.

* **Asia and Australia’s Engagement with Asia example: Levels 3 and 4 Design and Technologies**

*Content description*: describe the ways of producing food and fibre (VC2TDE4C02)

*Elaboration*:comparing farming methods for food in Australia and a country in Asia, for example the use of different types of plants and animals and how diverse technologies are used to produce them.

* **Sustainability example: Levels 7 and 8 Science**

*Content description*: the sustainable use of Earth’s resources is influenced by whether the resources are renewable or non-renewable; the processes involved in resource extraction and energy production come with both benefits and risks to sustainability (VC2S8U09)

*Elaboration:* examining how the development of hybrid and solar, electric and hydrogen-powered vehicles are applications of contemporary science responses to the depletion of fossil fuels, and exploring environmental considerations.

Updated resources and professional learning

* A range of resources and professional learning is being developed to support familiarisation with and implementation of the Victorian Curriculum F–10 Version 2.0 cross-curriculum priorities.

► For more detailed revisions, see the Cross-curriculum priorities – comparison documents on the website, which compare the introductions and organising ideas for Version 1.0 and Version 2.0.