The Australian curriculum is being implemented in New South Wales through new syllabuses developed by BOSTES for English, Mathematics, Science and Technology, History and Geography.

The new K–10 syllabuses include agreed Australian curriculum content and content that clarifies learning in Kindergarten to Year 10. The stage statements for Early Stage 1 to Stage 5 reflect the intent of the Australian curriculum achievement standards.

The syllabuses identify the knowledge, understanding, skills, values and attitudes that students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The syllabuses have been designed to be taught within the BOSTES recommended percentages for each key learning area in a typical school week.

Assessment for learning continues to be an essential component of the K–10 syllabuses.

**WHAT IS SIMILAR?**

Many of the features of the current syllabuses have been retained, including:

- objectives and outcomes
- content organised in stages from Early Stage 1 to Stage 3 in the primary years.

**WHAT IS DIFFERENT?**

- Foundation statements are replaced by stage statements that summarise the knowledge, understanding, skills, values and attitudes that students develop as they achieve the outcomes.
- A subject-specific glossary is included in each syllabus.
- Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students. These 13 areas are incorporated in the content of each syllabus and identified by icons. Teachers may identify additional opportunities for students to learn about these areas.
HOW DO THE SYLLABUSES CATER FOR ALL STUDENTS?

The K–10 syllabuses are inclusive of the learning needs of all students. Particular advice about supporting students with special education needs, gifted and talented students, and students learning English as an additional language or dialect is included in the syllabuses.

The NSW K–6 curriculum provides for students with special education needs through inclusive syllabus outcomes and content accessible to the full range of students. Some students may require adjustments to teaching, learning and assessment experiences. Further advice about curriculum options for students with special education needs in K–6 can be found in a range of support materials available on the BOSTES website.

WHAT IS THE PLAN FOR IMPLEMENTATION?

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WHAT SUPPORT IS BOSTES PROVIDING?

Many existing resources will continue to be useful and relevant. Current units of work can be modified to meet the requirements of the new syllabuses, and some existing units will form the bases of effective programs.

Subject-specific guides for the K–6 syllabuses are available on the BOSTES website.

The syllabuses are available in an interactive online format. The interactive online format provides different ways to customise views of the syllabuses. The syllabuses can be viewed by stage, outcomes and content, and provide links to support materials and other online resources.

Accompanying the release of the syllabuses, support materials will be available to assist teachers in understanding and implementing each syllabus and its associated assessment requirements.
Support materials

Support materials released with the syllabuses include:

- this guide
- schools guides
- parents guide
- advice on assessment
- advice on programming
- sample scope and sequences
- sample units of work
- sample assessment activities
- Program builder.

The Department of Education and Communities, the Catholic Education Commission, the Association of Independent Schools, and other school systems and professional associations will continue to assist and support the ongoing implementation of the syllabuses.
WHAT IS SIMILAR?

Students will continue to:

- be actively engaged in the development of skills through speaking, listening, reading, writing, viewing and representing
- engage with a variety of different types of texts for different purposes and different audiences
- acquire skills of English as an EAL student through explicit teaching and links to the ESL scales
- develop the range of skills required to be literate through explicit teaching, a clear continuum of learning and using a variety of strategies.

WHAT IS DIFFERENT?

- There is an increased emphasis on the teaching of literature through clearly defined content and text requirements.
- Content is reorganised in a K–10 continuum which clearly defines processes and skill development. This includes the explicit teaching of contextual knowledge, comprehension, and thinking and reflecting skills and processes.
- The K–10 continuum has been developed to demonstrate a clear pathway of learning in English.
- General text requirements for K–6 have been included to ensure students experience a range of print, spoken, visual, digital and multimedia texts.
- The text requirements include experience of contexts such as intercultural experiences, Aboriginal histories and cultures, Asian perspectives and environmental sustainability.
How content is organised in English

**Responding and Composing**

- Use language to shape and make meaning according to purpose, audience and context.
- Think in ways that are imaginative, creative, interpretive and critical.
- Express themselves and their relationships with others and their world.

Values and attitudes

- Develop and apply contextual knowledge.
- Understand and apply language forms and features.
- Engage personally with texts.
- Communicate through speaking, listening, reading, writing, viewing and representing.
OBJECTIVE A

READING AND VIEWING 1

OUTCOME

A student:
› draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies EN1-4A

CONTENT

Students:

Develop and apply contextual knowledge
• understand how readers’ self-selection and enjoyment of texts is informed by personal interests
• discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)  

Understand and apply knowledge of language forms and features
• recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how
• recognise a clause as a complete message or thought expressed in words, noun–pronoun agreement, conjunctions

Develop and apply graphological, phonological, syntactic and semantic knowledge
• recognise sound–letter matches including common vowel and consonant digraphs and consonant blends (ACELA1458)
• understand the variability of sound–letter matches (ACELA1459)
• distinguish between fact and opinion in persuasive texts

ESL scales links to the English syllabus

The level on the ESL scales needed to achieve this English syllabus outcome is Reading and Responding level 3.

An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales Reading and Responding strand from Beginning level 1 to level 3. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students’ current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the Language structures and features and Strategies ESL scales strand organisers. See ESL scales outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8.
WHAT IS SIMILAR?

Students will continue to:

- engage in learning that reflects a sequential and logical approach to learning in Mathematics with a level of challenge appropriate to their stage of learning
- study topic areas in the current syllabus, such as fractions, money, two-dimensional shapes and three-dimensional objects
- develop knowledge, skills and understanding in Working Mathematically in an integrated way.

WHAT IS DIFFERENT?

Content:

- is organised into three strands:
  - Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability
- has one additional substrand, Angles, in Stage 2 and Stage 3
- contains some new material in Stage 3, such as:
  - the order of operations
  - the Cartesian plane in four quadrants
  - dot plots.

Working Mathematically:

- comprises the five components:
  - Communicating
  - Problem Solving
  - Reasoning
  - Understanding
  - Fluency
- is embedded in each substrand
- has up to three specific outcomes, for Communicating, Problem Solving and Reasoning, which are incorporated in each substrand.
The diagram represents the relationships between the strands and sub strands only. It is not intended to indicate the amount of time spent studying each strand or sub strand.
## Content is organised by strands and substrands.

### NUMBER AND ALGEBRA

### WHOLE NUMBERS 2

#### OUTCOMES

A student:

- uses appropriate terminology to describe, and symbols to represent, mathematical ideas MA2-1WM
- checks the accuracy of a statement and explains the reasoning used MA2-3WM
- applies place value to order, read and represent numbers of up to five digits MA2-4NA

#### CONTENT

Students:

- Recognise, represent and order numbers to at least tens of thousands (ACMNA072)
- apply an understanding of place value to read and write numbers of up to five digits
- arrange numbers of up to five digits in ascending and descending order
- state the place value of digits in numbers of up to five digits
- pose and answer questions that extend understanding of numbers, eg ‘What happens if I rearrange the digits in the number 12 345?’; ‘How can I rearrange the digits to make the largest number?’ (Communicating, Reasoning)
- use place value to partition numbers of up to five digits and recognise this as ‘expanded notation’, eg 67 012 is 60 000 + 7000 + 10 + 2
- partition numbers of up to five digits in non-standard forms, eg 67 000 as 50 000 + 17 000
- round numbers to the nearest ten, hundred, thousand or ten thousand

#### Background Information

The convention for writing numbers of more than four digits requires that numerals have a space (and not a comma) to the left of each group of three digits when counting from the units column, eg 16 234. No space is used in a four-digit number, eg 6234.

#### Language

Students should be able to communicate using the following language: largest number, smallest number, ascending order, descending order, digit, ones, tens, hundreds, thousands, tens of thousands, place value, expanded notation, round to.

Refer also to language in Whole Numbers 1.
WHAT IS SIMILAR?

Students will continue to:

- develop a sense of wonder and expand their natural curiosity about the world around them through their understanding of, interest in and enthusiasm for science and technology.
- develop competence and creativity in using the processes of Working Scientifically and Working Technologically in a range of hands-on scientific investigations and design projects.
- use the skills and processes of Working Scientifically and Working Technologically to develop their knowledge and understanding about the Natural Environment and the Made Environment.
- develop their science skills, knowledge and understanding through a range of contextualised learning experiences selected by teachers on the basis of relevance to students’ learning needs, interests and experiences.

WHAT IS DIFFERENT?

- The continuum of skills, knowledge and understanding from Science and Technology K–6 to Science Years 7–10 and Technology (Mandatory) in Years 7 and 8 has been strengthened.
- The Material World substrand includes outcomes related to the Natural Environment and the Made Environment.
- The outcomes and content integrate understanding about the development, uses and influence of science and technology on students’ lives now and into the future.
- The skills, knowledge and understanding content provides specific guidance about the scope of student learning and how the outcomes can be interpreted.

How content is organised in Science and Technology
Features of the Science and Technology K–6 skills content pages

SKILLS

WORKING SCIENTIFICALLY

OUTCOME
A student:
› investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken. ST2-4WS

CONTENT
Students question and predict by:
• using curiosity, prior knowledge, experiences and scientific information with guidance, identifying questions in familiar contexts that can be investigated scientifically (ACSIS053, ACSIS064)
• predicting what might happen based on prior knowledge in an investigation. (ACSIS053, ACSIS064)

Students plan investigations by:
• working collaboratively and individually, to suggest ways to plan and conduct investigations to find answers to questions (ACSIS054, ACSIS065)
• suggesting appropriate materials, tools and equipment they could use in conducting their investigations and recording their findings, identifying appropriate safety rules

WORKING TECHNOLOGICALLY

OUTCOME
A student:
› applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria. ST2-5WT

CONTENT
Students explore and define a task by:
• exploring design situations and/or existing solutions relevant to the needs and wants of themselves and others
• working individually and collaboratively to develop a design brief that identifies simple design criteria relating to requirements that make the proposed solution useful and attractive while having minimal impact on the environment

Students generate and develop ideas by:
• using creative thinking techniques, including brainstorming, mind-mapping, sketching and modelling

Content is organised in stages.
Outcomes are coded and linked to content.
Australian curriculum content descriptions are identified by codes.
Skills content is organised by the strands: Working Scientifically and Working Technologically.
Content describes the intended learning.
Learning across the curriculum content is incorporated and identified by icons.
### KNOWLEDGE AND UNDERSTANDING – NATURAL ENVIRONMENT

**PHYSICAL WORLD**

**OUTCOMES**

A student:
- identifies ways heat is produced and that heat moves from one object to another. ST2-6PW
- describes everyday interactions between objects that result from contact and non-contact forces. ST2-7PW

**CONTENT**

| Heat can be produced in many ways and can move from one object to another. (ACSSU049) |
| Students: |
| - identify in their environment some different ways in which heat is produced, eg by electricity, burning (chemical) and friction (motion) |
| - observe the effects of heat moving from one object to another, eg the feeling when hands are placed in warm or cold water |
| - describe how people use scientific knowledge in their work and everyday life to control the movement of heat from one object to another, eg a pot holder, insulated bags or thermos. |

| Forces can be exerted by one object on another through direct contact or from a distance. (ACSSU076) |
| Students: |
| - investigate the effect of forces on the behaviour of objects, eg dropping, bouncing or rolling objects |
| - observe the way the force of gravity pulls objects towards the Earth, eg dropping objects from different heights |
| - observe everyday situations where the direct contact force (friction) affects the movement of objects on different surfaces, eg a bike or skateboard |
| - carry out tests to investigate the forces of attraction and repulsion between magnets. |
WHAT IS SIMILAR?

Students will continue to:

- study familiar topics, such as:
  - personal, family and community histories in Early Stage 1
  - local community history in Stage 1
  - British colonisation and Indigenous peoples in Stage 2
  - the development of Australian democracy in Stage 3.

WHAT IS DIFFERENT?

- Key inquiry questions provide a focus for each topic.
- A more specific focus on the sources of history and the question ‘How do we know?’
- A more specific integration of historical concepts such as ‘cause and effect’ and ‘change and continuity’.
- More emphasis on specific historical skills such as sequencing time, source analysis and historical perspectives.
- New topics such as migration will be studied in Stage 3.

How content is organised in History
HISTORY K–6

Features of the History K–6 content pages

STAGE 1

PRESENT AND PAST FAMILY LIFE

OUTCOMES

A student:

› communicates an understanding of change and continuity in family life using appropriate historical terms HT1-1
› demonstrates skills of historical inquiry and communication HT1-4

Key inquiry questions:
• How has family life changed or remained the same over time?
• How can we show that the present is different from or similar to the past?
• How do we describe the sequence of time?

Historical concepts and skills
The historical concepts and skills to be taught throughout Stage 1 are listed in the Overview of Teaching and Learning.

CONTENT

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)

Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications. (ACHHK030)

Students:
• represent graphically the structure of their immediate family
• compare and contrast their immediate family with earlier families through photographs and other sources, discussing similarities and differences
• investigate the roles of present family members and compare with the roles of earlier generations using a range of sources
• discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources
• compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents.

How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons. (ACHHK029)

Students:
• sequence days of the week, months and seasons of the year
• identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated
• define and use terms relating to time, sequencing objects or photographs from the past, eg then and now, past and present, a long time ago

Content is organised by topics.

Content is organised in stages.

Outcomes are coded and linked to content.

Historical concepts and skills provide meaningful learning experiences for students.

Key inquiry questions provide a focus for teaching and learning.

Content describes the intended learning.

Australian curriculum content descriptions are identified by codes.

Learning across the curriculum content is incorporated and identified by icons.
WHAT IS SIMILAR?

Students will continue to:

- investigate environments and communities across local to global scales
- develop an understanding of being informed, responsible and active citizens
- undertake inquiry-based learning to explore and understand the world.

WHAT IS DIFFERENT?

- Key inquiry questions provide a focus for learning.
- An emphasis on contemporary geographical concepts such as place and sustainability.
- A more specific focus on geographical skills and tools, for example maps and spatial technologies.
- More emphasis on the role of fieldwork in geographical inquiry.

How content is organised in Geography
Features of the Geography K–6 content pages

**FEATURES OF PLACES**

**OUTCOMES**
A student:
› describes features of places and the connections people have with places GE1-1
› identifies ways in which people interact with and care for places GE1-2
› communicates geographical information and uses geographical tools for inquiry GE1-3

**KEY INQUIRY QUESTIONS**
• What are the features of, and activities in, places?
• How can we care for places?
• How can spaces within a place be used for different purposes?

**CONTENT FOCUS**
Students investigate the natural and human features of places. They describe the reasons places change and identify the active role of citizens in the care of places. They learn about how people describe the weather and seasons of places. Students explore activities occurring in places and how the spaces within places can be used for different purposes.

**CONTENT**

### Features of places
Students:
• investigate features of places and how they can be cared for, for example: (ACHGK005)
  – description of the natural and human features of places ST VR
  – discussion of the natural features of places identified in Aboriginal Dreaming stories and/or Legends of the Torres Strait
  – consideration of how a place can be cared for eg a park, farm, beach, bushland

### Weather and seasons
Students:
• investigate the weather and seasons of places, for example: (ACHGK006)
  – description of the daily and seasonal weather patterns of a familiar place
  – comparison of the daily and seasonal weather patterns of places GS
  – examination of how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars VR
  – discussion of how weather can affect places and activities eg leisure, farming

### How places are organised
Students:
• investigate activities that occur within places, for example: (ACHGK007, ACHGK008)
  – discussion of why and how the spaces within places can be rearranged for different purposes eg street fair, school hall VR
  – examination of why various activities in an area are located where they are eg school, shops M F