

LEARNING IN THE OUTDOORS

Year 5 to 6

STUDENTS AT THIS STAGE:

In Year 5 and 6 students are introduced to outdoor recreation as part of an Australian way of life through stories and direct experience. They develop skills and knowledge to participate safely in outdoor recreation and understand the importance of ecological wellbeing in fostering human wellbeing. They take action to contribute to this process. They explore the impact of human activities on natural environments and investigate personal and community strategies to minimise these impacts. They take on leadership roles within the group in outdoor settings, and are provided opportunities for increased freedom within boundaries.

Four dimensions underpin outdoor learning in the Australian Curriculum:

*SKILLS AND KNOWLEDGE

A range of skills and knowledge is needed to work together and be active and safe in the outdoors.

*HUMAN-NATURE RELATIONSHIPS

An individual's experience in natural environments enhances human-nature relationships.

*CONSERVATION AND SUSTAINABILITY

Ecological and cultural knowledge and experiences in nature enhance decision-making about conservation and sustainability.

*HEALTH AND WELLBEING

Experiences in natural environments promote personal growth and development; and health and wellbeing.

**for more detail about each dimension, see the [Australian Curriculum: resources site](#).*

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SKILLS AND KNOWLEDGE

HEALTH AND PHYSICAL EDUCATION

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053)

Practise skills to establish and manage relationships (ACPPS055)

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)

Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)

Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMP068)

SCIENCE

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081 & ACSHE098)

Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083 & ACSHE100)

With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS231 & ACSHE232)

Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS087 & ACSHE104)

PERSONAL AND SOCIAL CAPABILITY

Self-management

Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety

Social management

Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand Year 5

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)

Year 6

Work in groups to generate responses to issues and challenges (ACHASSI130)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

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HUMAN-NATURE RELATIONSHIPS

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand Year 5

The influence of the environment on the human characteristics of a place (ACHGK028)

The influence people have on human characteristics of places and the management of spaces within them (ACHGK029)

Year 6

The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK036)

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

SCIENCE

Year 5

Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)

PERSONAL AND SOCIAL CAPABILITY

Self-awareness

Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

Social awareness

Identify a community need or problem and consider ways to take action to address it

SUSTAINABILITY

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.



Class notes:
Work as a team

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CONSERVATION AND SUSTAINABILITY

SCIENCE

Year 6

The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)

Sudden geological changes and extreme weather events can affect Earth's surface (ACSSU096)

HUMANITIES AND SOCIAL SCIENCES

Geography sub-strand

Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)

Work in groups to generate responses to issues and challenges (ACHASSI102)

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)

Year 6

Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

Work in groups to generate responses to issues and challenges (ACHASSI130)

CRITICAL AND CREATIVE THINKING

Reflecting on thinking and processes

Apply knowledge gained from one context to another unrelated context and identify new meaning

Analysing, synthesising and evaluating reasoning and procedures

Draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion

ETHICAL UNDERSTANDING

Reasoning in decision-making and actions

Explore the reasons behind there being a variety of ethical positions on a social issue

INTERCULTURAL UNDERSTANDING

Recognising culture and developing respect

Identify and describe the roles that culture and language play in shaping group and national identities

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CONSERVATION AND SUSTAINABILITY

CONTINUED...

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place. The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Year 6 Science elaboration

- learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances

SUSTAINABILITY

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

Students develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.



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HEALTH AND WELLBEING

HEALTH AND PHYSICAL EDUCATION

Examine how identities are influenced by people and places (ACPPS051)

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (ACPPS059)

Exploring Aboriginal and Torres Strait Islander understandings of special places and the connection of these places to physical activities (ACPPS059)

PERSONAL AND SOCIAL CAPABILITY

Self-awareness

Describe the influence that personal qualities and strengths have on their learning outcomes

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

SUSTAINABILITY

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

Field studies provide an excellent opportunity to develop and practise the skills to be safe in the outdoors, create human–nature relationships and develop personal and social capabilities while explicit subject learning also takes place.



Remember:

- First aid kit
- water bottle

