



Curriculum mapping

DISASTER RESILIENCE EDUCATION IN THE AUSTRALIAN CURRICULUM

Foundation, Years 1 and 2

Code	Year	Learning area	Content description	Elaborations
ACPPS003	Foundation	Health & Physical Education: Personal, Social and Community Health	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy	<ul style="list-style-type: none"> identifying characters in different texts who help the main character to stay safe and healthy naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of situations
ACPPS005	Foundation	Health & Physical Education: Personal, Social and Community Health	Identify and describe emotional responses people may experience in different situations	<ul style="list-style-type: none"> reading and viewing stories about adventures and talking about how characters feel and react when taking risks exploring how someone might think and feel during an emergency
ACPPS006	Foundation	Health & Physical Education: Personal, Social and Community Health	Identify actions that promote health, safety and wellbeing	<ul style="list-style-type: none"> recognising and following safety symbols and procedures at home and in water and road environments looking at different ways the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers
ACPPS017	1-2	Health & Physical Education: Personal, Social and Community Health	Practice strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation	<ul style="list-style-type: none"> identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero identifying situations that require the help of emergency services recognising photos and locations of safe places and a network of people who can help describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe
ACPPS018	1-2	Health & Physical Education: Personal, Social and Community Health	Recognise situations and opportunities to promote health, safety and wellbeing	<ul style="list-style-type: none"> describing actions to stay safe in a range of environments, including water, road, nature and outdoors
ACPPS020	1-2	Health & Physical Education: Personal, Social and Community Health	Identify and practise emotional responses that account for their own and others' feelings	<ul style="list-style-type: none"> recognising own emotions and demonstrating positive ways to react in different situations identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses

Years 3 and 4

Code	Year	Learning area	Content description	Elaborations
ACHASSK072	3	Humanities, Arts & Social Sciences: Civics & Citizenship	Why people participate within communities and how students can actively participate and contribute	<ul style="list-style-type: none"> identifying groups in the local community or through a virtual community and exploring their purpose exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat) investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia) exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)
ACSSU049	3	Science: Physical Sciences	Heat can be produced in many ways and can move from one object to another	<ul style="list-style-type: none"> describing how heat can be produced such as through friction or motion, electricity or chemically (burning) identifying changes that occur in everyday situations due to heating and cooling exploring how heat can be transferred through conduction recognising that we can feel heat and measure its effects using a thermometer
ACSHE051	3	Science: Science as a Human Endeavour	Science knowledge helps people to understand the effect of their actions	<ul style="list-style-type: none"> considering how heating affects materials used in everyday life researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals
ACPPS035	3-4	Health & Physical Education: Personal, Social and Community Health	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe	<ul style="list-style-type: none"> recognising physical responses that indicate they are feeling uncomfortable or unsafe rehearsing assertive behaviours and strong non-verbal communication skills indicating on a local map the location of safe places and people who can help examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe
ACPPS038	3-4	Health & Physical Education: Personal, Social and Community Health	Investigate how emotional responses vary in depth and strength	<ul style="list-style-type: none"> recognising own emotional responses and levels of their response in different situations understanding that emotional responses vary across cultures and differ between people and different situations analysing scenarios and identifying possible triggers and warning signs to predict emotional responses describing strategies they can use to identify and manage their emotions before making a decision to act

Years 3 and 4 (continued)

Code	Year	Learning area	Content description	Elaborations
ACSSU075	4	Science: Earth & Space Sciences	Earth's surface changes over time as a result of natural processes and human activity	<ul style="list-style-type: none"> considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region
ACHASSK089	4	Humanities, Arts & Social Sciences: Geography	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability	<ul style="list-style-type: none"> recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was across Australia, but concentrated in sustainable areas such as in the coastal and riverine areas of Australia investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place (for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place) investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands)



Years 5 and 6

Code	Year	Learning area	Content description	Elaborations
ACHASSK114	5	Humanities, Arts & Social Sciences: Geography	The impact of bushfires or floods on environments and communities, and how people can respond	<ul style="list-style-type: none"> mapping and explaining the location, frequency and severity of bushfires or flooding in Australia explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding
ACHASSK118	5	Humanities, Arts & Social Sciences: Civics & Citizenship	How people with shared beliefs and values work together to achieve a civic goal	<ul style="list-style-type: none"> discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups) using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project)
ACPPS054	5-6	Health & Physical Education: Personal, Social and Community Health	Plan and practise strategies to promote health, safety and wellbeing	<ul style="list-style-type: none"> selecting and practising appropriate responses to promote safety in different situations, including water- and traffic-related situations
ACPPS056	5-6	Health & Physical Education: Personal, Social and Community Health	Examine the influence of emotional responses on behaviour and relationships	<ul style="list-style-type: none"> exploring why emotional responses can be unpredictable exploring the emotions associated with feeling unsafe or uncomfortable and how emotions can vary according to different contexts and situations
ACSSU096	6	Science: Earth & Space Sciences	Sudden geological changes and extreme weather events can affect Earth's surface	<ul style="list-style-type: none"> investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world recognising that earthquakes can cause tsunamis describing how people measure significant geological events exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects considering the effect of drought on living and non-living aspects of the environment

Years 5 and 6 (continued)

Code	Year	Learning area	Content description	Elaborations
ACSHE098	6	Science: Science as a Human Endeavour	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions	<ul style="list-style-type: none"> · describing how understanding of the causes and effects of major natural events has changed as new evidence has become available · considering how gathering evidence helps scientists to predict the effect of major geological or climatic events · exploring institutions and locations where contemporary Australian scientists conduct research on catastrophic natural events · investigating the development of earthquake measurements from the Chinese invention of the seismograph in the second century
ACSHE100	6	Science: Science as a Human Endeavour	Scientific knowledge is used to solve problems and inform personal and community decisions	<ul style="list-style-type: none"> · investigating how understanding of catastrophic natural events helps in planning for their early detection and minimising their impact · recognising that science can inform choices about where people live and how they manage natural disasters · researching the scientific work involved in global disaster alerts and communication, such as cyclone, earthquake and tsunami alerts



Years 7 to 10

Code	Year	Learning area	Content description	Elaborations
ACHGK042	7	Humanities, Arts & Social Sciences: Geography	Causes, impacts and responses to an atmospheric or hydrological hazard	<ul style="list-style-type: none"> explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard
ACHGS050	7	Humanities, Arts & Social Sciences: Geography	Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate	<ul style="list-style-type: none"> developing a map to show the spatial distribution of measures of the liveability of their own place, or a selected hydrological hazard in Australia and another region of the world
ACPPS072	7-8	Health & Physical Education: Personal, Social and Community Health	Practise and apply strategies to seek help for themselves or others	<ul style="list-style-type: none"> examining scenarios to highlight how emotions, dispositions and decision-making can affect outcomes collaborating with peers to suggest strategies they could use in emergencies practising different communication techniques to persuade someone to seek help exploring help-seeking scenarios young people encounter and sharing strategies for dealing with each situation demonstrating basic first-aid principles and strategies
ACPPS073	7-8	Health & Physical Education: Personal, Social and Community Health	Investigate and select strategies to promote health, safety and wellbeing	<ul style="list-style-type: none"> examining strategies for safe practices in different environments, including transport and aquatic environments

Years 7 to 10 (continued)

Code	Year	Learning area	Content description	Elaborations
ACHGS053	8	Humanities, Arts & Social Sciences: Geography	Causes, impacts and responses to a geomorphological hazard	<ul style="list-style-type: none"> investigating the natural causes and spatial distribution of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche) discussing the extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard describing how the effects caused by geomorphological hazards are influenced by social, cultural and economic factors (for example, where people choose to live, poverty, and lack of infrastructure and resources to prepare and respond) researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards or bushfires
ACPPS091	9-10	Health & Physical Education: Personal, Social and Community Health	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long-term risk	<ul style="list-style-type: none"> proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks planning and practising responses to emergencies where they may be required to administer first aid to a friend, including CPR

Year 11 Geography

UNIT 1: NATURAL AND ECOLOGICAL HAZARDS

Code	Content description
ACHGE012	An overview of the nature of natural hazards (atmospheric, hydrological, and geomorphic) and ecological hazards
ACHGE013	The concept of risk as applied to natural and ecological hazards
ACHGE014	The temporal and spatial distribution, randomness, magnitude, frequency and scale of spatial impact of natural and ecological hazards at a global scale
ACHGE015	The role of spatial technologies in the study of natural and ecological hazards
ACHGE022	The nature and causes of the selected hazard and how the activities of people can intensify its impacts
ACHGE023	The magnitude, frequency, duration, temporal spacing and effects of the hazard
ACHGE024	The diffusion and resulting spatial distribution of the hazard, and how an understanding of biophysical and human processes can be used to explain its spread
ACHGE025	The physical and human factors that explain why some places are more vulnerable than others
ACHGE026	The environmental, economic and social impacts of the hazard in a developed country such as Australia compared with at least one developing country or region
ACHGE027	The sustainable risk management policies, procedures and practices designed to reduce the impacts of the hazard through preparedness, mitigation, prevention and adaptation

Year 12 Earth and Environmental Science

UNIT 4: THE CHANGING EARTH – THE CAUSE AND IMPACT OF EARTH HAZARDS

Code	Content description
ACSES094	People can use scientific knowledge to inform the monitoring, assessment and evaluation of risk.
ACSES096	International collaboration is often required when investing in large scale science projects or addressing issues for the Asia-Pacific region.
ACSES097	Scientific knowledge can be used to develop and evaluate projected economic, social and environmental impacts and to design action for sustainability.
ACSES098	Earth hazards result from the interactions of Earth systems and can threaten life, health, property, or the environment; their occurrence may not be prevented but their effect can be mitigated.
ACSES099	Plate tectonic processes generate earthquakes, volcanic eruptions and tsunamis; the occurrence of these events affects other Earth processes and interactions (for example, ash clouds influence global weather).
ACSES100	Monitoring and analysis of data, including earthquake location and frequency data and ground motion monitoring, allows the mapping of potentially hazardous zones, and contributes to the future prediction of the location and probability of repeat occurrences of hazardous Earth events, including volcanic eruptions, earthquakes and tsunamis.
ACSES101	Major weather systems generate cyclones, flood events and droughts; the occurrence of these events affects other Earth processes and interactions (for example, habitat destruction, ecosystem regeneration).
ACSES102	Human activities, including land clearing, can contribute to the frequency, magnitude and intensity of some natural hazards (for example, drought, flood, bushfire, landslides) at local and regional scales.
ACSES103	The impact of natural hazards on organisms, including humans, and ecosystems depends on the location, magnitude and intensity of the hazard, and the configuration of Earth materials influencing the hazard (for example, biomass, substrate).