

## Food Security: Australian curriculum links

### Geography

#### Year 6

A diverse and connected world takes a global view of geography and focuses on the concepts of place and interconnections. Students learn about the diversity of peoples around the world, and the diversity of countries across the world and within the Asia region. They reflect on cultural differences and similarities. The focus of study becomes global, as students examine Australia's connections with other countries and events in places throughout the world, and think about their own and other people's knowledge of other countries and places. Students' mental maps of the world and their understanding of place are further developed through learning the locations of the major countries in the Asia region, and investigating the geographical diversity and variety of connections between people and places. The inquiry process provides opportunities to gather and represent data, which should be used to inform decisions when planning and implementing action on significant global issues.

#### Year 9

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

#### Year 10

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries.

### Design and Technologies

#### Years 5-6

Investigate how and why food and fibre are produced in managed environments.

#### Years 7-8

Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.

Investigate the ways in which products, services and environments evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups.

#### Years 9-10

Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

### Economics and Business

#### Years 7-8

The ways consumers and producers respond to and influence each other in the market.

## Civics and Citizenship

### Year 6

Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails. They explore the obligations that people may have as global citizens.

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens.

### Year 9

How ideas about and experiences of Australian identity are influenced by global connectedness and mobility.

### Year 10

Australia's roles and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations.

## English

### Year 7

Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources.

### Year 8

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view.

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate.

### Year 9

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts.

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features.

### Year 10

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative or persuasive purposes that reflect upon challenging and complex issues.