Organisation of content into year levels is advisory. Teachers will continue to make professional judgements about when to introduce content based on students' prior learning and achievement.

National Consistency in Curriculum Outcomes, Statement of Learning - ICT

K-10 SCOPE & SEQUENCE

Middle childhood: Technology and Enterprise/Technology Process – *Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.*

Overview: During this phase students should be taught that there are four elements within the Technology Process – Investigating, Devising, Producing and Evaluating. These four elements are cyclic and iterative.

Typical sequence of content:

Year 4	Year 5	Year 6	Year 7
Investigating			
• how to identify design features that exist in familiar technologies *(eg students may identify some features of a school chair such as shape, comfort, colour, weight, material)*	• to identify a variety of design features that exist in technologies beyond their personal use or familiar experiences *(eg students make a car aerodynamic)*	• to identify a variety of design features that exist in technologies beyond their personal use or familiar experiences *(eg students may identify features that will make a car aerodynamic)*	• how to identify design features of technologies, especially aesthetic qualities and the social and environmental impacts *(eg students examine animal enclosures to identify features to consider)*
• technology ideas and practices are developed to meet needs and realise opportunities* *(eg class discussion on addressing the need to reduce the amount of litter found in the playground)*	• issues, values, needs and opportunities need to be considered when developing technology ideas and practices* *(eg recognising the need to provide a map of the school or a type of system that will help new staff, students and visitors find their way around the school grounds)*	• issues, values, needs and opportunities need to be considered when developing technology ideas and practices* *(eg recognising the need to provide a map of the school or a type of system that will help new staff, students and visitors find their way around the school grounds)*	• technologies are created that reflect beliefs and values of both the user and the developer*
			• factors affecting technological development *(eg availability of materials and tools or level of personal skills)*

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National Consistency in Curriculum Outcomes, Statement of Learning - ICT

K-10 SCOPE & SEQUENCE

Typical sequence of content:

Year 4	Year 5	Year 6	Year 7
Devising			
• a variety of strategies for generating ideas* *(eg conduct a Plus, Minus Interesting [PMI])*	• strategies for generating ideas and planning ways to process materials, taking into account audience and purpose* *(eg surveying intended users, SCAMPER)*	• strategies for generating ideas and planning ways to process materials, taking into account audience and purpose, users and context* *(eg surveying intended users, SCAMPER)*	• strategies for examining alternative ways to meet identified needs and wants* *(eg attribute listing or SWOT analysis)*
• a range of recording methods to represent ideas *(eg models, diagrams, written statements)*	• designs can be created that combine drawings, models and written notes with increased accuracy *(eg models or maps will show a sense of scale with items drawn, chosen or made being in proportion to one another. A classroom should appear smaller than the school oval when drawn as a bird's eye view)*	• designs can be created that combine drawings, models and written notes with increased accuracy *(eg models or maps will show a sense of scale with items drawn, chosen or made being in proportion to one another. A classroom should appear smaller than the school oval when drawn as a bird's eye view)*	• that aesthetic, environmental and social factors need to be considered when devising technology designs *(eg when planning an afternoon tea menu, dietary considerations need to be taken into account)*
• ways to share and compare ideas *(eg show and tell)* taking into account practical considerations *(eg limited availability of resources)*	• ways to share and compare ideas *(eg show and tell)* taking into account practical considerations *(eg limited availability of resources)*	• ways for communicating ideas, taking into account audience and purpose	• ways of presenting and communicating personal ideas, considering such factors as delivery medium *(eg paper, electronic, graphical)*, time and available resources
• relevant terminology and names to describe technology products*	• relevant terminology and names to describe technology products*	• technical terminology and names to describe technology products that contribute to common understanding between users and consumers*	• a range of representations* *(eg diagrams, computer graphics, scale models, prototypes and written instructions),* recognisable conventions, symbols and technical terms that describe the components of personal designs

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National Consistency in Curriculum Outcomes, Statement of Learning - ICT

Typical sequence of content:

Year 4	Year 5	Year 6	Year 7
Producing			
• simple, sequential planning and production processes*	• simple, sequential planning and production processes*	• organised, efficient processes suitable for creating specific products* *(eg selection of tools and equipment, time plans)*	• organised, efficient processes suitable for creating specific products*
• safe and efficient use and selection of resources* *(eg using glue guns at a designated place)*	• safe and efficient use and selection of resources* *(eg using glue guns at a designated place)*	• techniques for identifying and managing risks and hazards* *(eg traffic light system that identifies equipment that can be used by the students and the degree of adult supervision required)*	• techniques and strategies for identifying and managing risks and hazards* *(eg classroom posters which clearly display safety rules when using hand tools)*
• cooperative strategies for working with others* *(eg job allocations)*	• cooperative strategies for working with others* *(eg job allocations)*	• problem-solving strategies to apply when circumstances change* *(eg testing a range of joining agents to make a toy waterproof)*	• problem-solving strategies to apply when circumstances change* *(eg a group member may be absent from school therefore the workload needs to be redistributed amongst remaining group members)*
		• strategies for using resources efficiently* *(eg setting up a roster for use of the classroom computer)*	• ways to maintain and care for tools, materials and equipment* *(eg booking equipment in advance, such as digital cameras that are shared throughout the school)*
• how to identify and work within practical constraints *(eg time and resources)*	• how to identify and work within practical constraints *(eg time and resources)*	• ways to share workload and manage groups *(eg appointing spokespersons)*	• ways to share workload and manage groups *(eg appointing spokespersons)*

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National Consistency in Curriculum Outcomes, Statement of Learning - ICT

Typical sequence of content:			
Year 4	**Year 5**	**Year 6**	**Year 7**
Evaluating (continued)			
• how to modify, improve and adapt work based upon reactions and comparisons*	• formal and informal ways to consider and communicate personal work* *(eg electronic visual presentations)*	• formal and informal ways to consider and communicate personal work* *(eg electronic visual presentations)*	• how to develop criteria by which to assess success in using a technology process*
• methods to communicate about technology products and processes *(eg oral report)*	• how to develop criteria by which to evaluate work* *(eg suitability to purpose)*	• how to develop criteria by which to evaluate work* *(eg suitability to purpose)*	• ways to set criteria and evaluation methods based upon design requirements*
• that criteria can be used to judge the success of their ideas and products*	• that criteria can be used to judge the success of their ideas and products*	• how to develop aesthetic, social and environmental criteria that determine suitability of products and processes used and developed*	• how to develop aesthetic, social and environmental criteria that determine suitability of products and processes used and developed*