Introducing Civics and Citizenship Version 2.0

The revised Victorian Curriculum F–10 Civics and Citizenship will give Victorian students the best opportunity to be active and informed members of their communities, from local to global, including contributing to Australia as a democratic nation.

Civics and Citizenship Version 2.0 reflects the expertise and feedback of teachers, academics and key institutions, and the revised curriculum will better assist teachers to plan, assess and report on student learning.

Curriculum structure based on 2 interrelated strands

* **Content is organised into 2 interrelated strands: Knowledge and Understanding, and Skills**. The previous strands of the Civics and Citizenship curriculum are now sub-strands of Knowledge and Understanding.
* **A new Skills strand is included**, recognising that active citizenship requires doing, not just knowledge and understanding. The discipline-specific Skills sub-strands are Investigating contemporary civics and citizenship issues, Evaluating democratic institutions and systems, Participating in civic processes and Communicating.
* **Six key concepts are introduced as the foundation and guiding principles of the revised Civics and Citizenship curriculum**. Through the strands of Knowledge and Understanding, and Skills, the following core concepts are developed with increasing complexity across Levels 3 to 10:
* active citizenship – local to global
* community
* democratic institutions and systems
* democratic values
* identity and diversity
* legal systems.
* **Additional VCAA resources are offered to help teachers familiarise themselves with the revised curriculum**, including scope and sequence charts, and resources to support teachers to design teaching and learning programs.

Clearer connections between content descriptions and achievement standards

* **Achievement standards are clearer, with their language now more clearly connected with the content descriptions.**
* **Core concepts are explicitly referenced through the content descriptions** in both the Knowledge and Understanding and Skills strands, with increasing complexity across the bands.
* **A clear progression and sequence of learning across both the Knowledge and Understanding and Skills strands** will help students learn Civics and Citizenship in an iterative manner, fostering citizenship from the local to the global level. Teachers can provide specific support as they identify and engage with student progress in relation to achievement standards across bands.

Supporting active and informed members of the community

* **There is a clearer focus on local community and citizenship** and how teachers can support students in civic processes in the classroom.
* **An emphasis on developing strong connections to community and students’ own citizenship in these communities**, from the local to global level,supports the Alice Springs (Mparntwe) Education Declaration.
* **A clear progression of learning through the content descriptions** helps teachers to support students to actively participate in civic processes in ways suitable for each classroom and school context.

A focus on contemporary issues

* **Discussions surrounding contemporary issues and engaging in real-world case studies** are important for relevant and meaningful learning. They enable students to make connections between what is learned in class and events or issues that are occurring in their local area, Australia and the world.
* **The discussion of contemporary issues can build democratic values**, such as tolerance, and enhance civic knowledge and civic participation and engagement.
* **Engaging students in contemporary issues provides opportunities for student voice and agency**. Using contemporary issues enables students to engage with key political, legal and civic issues, and to become active and informed citizens.

Other key revisions

* **Study-specific language and terminology align with the content descriptions, elaborations and achievement standards at Levels 7 to 10** to ensure a clear and consistent progression of knowledge and skills into senior secondary pathways. For example, the Government and democracy sub-strand connects to VCE Politics; the Laws and citizens sub-strand connects to VCE Legal Studies; and the Citizenship, diversity and identity sub-strand connects to VCE Sociology.
* **Significant connections with the capabilities and cross-curriculum priorities across both strands** make it easier for teachers to embed the capabilities and cross-curriculum priorities in and through the curriculum.
* **The concept of human rights is embedded throughout the content descriptions**, and ‘rights and responsibilities’ are sequenced across all bands in the Knowledge and Understanding strand, from local to global contexts and including the Victorian Charter of Human Rights where appropriate.

► For more detailed revisions, see the [Civics and Citizenship – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/languages/civics-and-citizenship/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.