

# Curriculum Alignment Guide

## Aus3



Discover how the Aus3 platform supports Australian curriculum outcomes across Health & Physical Education, Geography, History and Science for Years 1–6. Designed for school leaders and classroom teachers, this guide includes state-by-state mapping and easy lesson integration ideas.

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## Overview

# About Aus3

Aus3 is AusTriathlon's new participation program for primary school students, combining swimming, cycling, and running with an immersive digital journey across Australia. As students log each physical activity, their digital avatar progresses through 70+ real locations spanning every state and territory — from the beaches of the Coral Coast to the red heart of the Northern Territory — discovering a snippet of the geography, history, science, and culture of the places they “visit” along the way.

Whether used as a standalone active learning tool or integrated into a broader cross-curricular unit, Aus3 gives teachers a flexible, engaging framework for connecting physical activity with meaningful classroom learning.

### How Aus3 Supports Learning:

- **Physical Activity:** Students participate in swimming, cycling, and running activities, developing movement skills and exploring the importance of physical health
- **Geographic Knowledge:** Through the journey across Australia (70+ locations across all states/territories), students explore diverse landscapes from coastal regions to the outback
- **Historical Understanding:** Location descriptions introduce students to Indigenous culture, colonial history, and significant historical events and sites
- **Scientific Inquiry:** Students are introduced to geological formations, ecosystems, native animals, and environmental features through location-based content

Note: This document provides curriculum alignment using Australian Curriculum Version 9.0 (ACARA) codes and state-specific references. ACARA codes follow the AC9 format (e.g. AC9HP2M01). NSW NESA and Victorian Curriculum 2.0 codes are referenced where applicable. These alignments indicate where Aus3 can support curriculum delivery when integrated into classroom teaching and learning sequences. Teachers can adapt Aus3-related activities to suit specific classroom contexts, year levels, and learning intentions.

# Contents

## Curriculum Alignment

Queensland .....	4
Australian Capital Territory .....	5
New South Wales .....	6
Northern Territory .....	7
South Australia .....	8
Tasmania .....	9
Victoria .....	10
Western Australia .....	11
Classroom Integration Ideas .....	12
Example Curriculum Alignment .....	15

# Queensland

Aus3 aligns with the Australian Curriculum v9.0 as implemented in Queensland, supporting outcomes across multiple learning areas for Years 1-6.

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>Years 1-6</b> <i>Codes:</i> AC9HP2M01, AC9HP4M01, AC9HP6M01, AC9HP4M04, AC9HP6M05	<p><b>Movement &amp; Physical Activity:</b> Students participate in locomotor and non-locomotor movements through swimming, cycling, and running. They develop fundamental movement skills (AC9HP2M01, AC9HP4M01) and understand the benefits of regular physical activity (AC9HP6M01).</p> <p><b>Making Active Choices:</b> Students participate in physical activities and develop understanding of how regular physical activity helps the body stay healthy and well (AC9HP4M04). They participate in physical activities that enhance health and wellbeing, and are exposed to the steps and resources needed to promote participation (AC9HP6M05).</p>
<b>Humanities &amp; Social Sciences (Geography)</b>	<b>Years 1-6</b> <i>Codes:</i> AC9HS2K01, AC9HS3K03, AC9HS4K05, AC9HS5K04	<p><b>Place &amp; Space:</b> Students explore Australian places (AC9HS2K01, AC9HS3K03), developing understanding of Australia's states, territories and major natural and human features. Through location content, students are briefly introduced to the importance of environments, including natural vegetation and water sources, to people and animals in Australia (AC9HS4K05).</p> <p><b>People &amp; Place:</b> Location descriptions briefly introduce how people, including First Nations Australians, have influenced the characteristics of places encountered on the journey (AC9HS5K04), supporting classroom discussion about human impact on place.</p>
<b>Humanities &amp; Social Sciences (History)</b>	<b>Years 1-6</b> <i>Codes:</i> AC9HS3K01, AC9HS4K02, AC9HS5K01, AC9HS2S01	<p><b>Historical Knowledge:</b> Location content briefly introduces historical events and stories associated with places (AC9HS3K01), Indigenous perspectives (AC9HS5K01), colonial history (AC9HS4K02), and how communities have developed over time.</p> <p><b>Heritage &amp; Identity:</b> Students explore Australia's diverse cultural heritage through stories of places and people, including First Nations connections to Country, providing opportunities to engage with historical inquiry (AC9HS2S01).</p>
<b>Science</b>	<b>Years 1-6</b> <i>Codes:</i> AC9S1U01, AC9S3U01, AC9S3U02, AC9S5U02, AC9S5U01	<p><b>Biological Sciences:</b> Students learn about Australian animals (AC9S1U01, AC9S3U01), habitats and ecosystems (AC9S3U02, AC9S5U01) through location-specific content about native wildlife and their environments.</p> <p><b>Earth &amp; Space Sciences:</b> Location descriptions introduce geological features, rock formations, caves, waterfalls, and natural landforms (AC9S5U02), introducing key Earth and environmental features.</p>

# Australian Capital Territory

Aus3 supports the ACT curriculum (Australian Curriculum v9.0) across key learning areas for Years 1-6.

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>Years 1-6</b> <i>Codes:</i> AC9HP2M01, AC9HP4M01, AC9HP6M01, AC9HP4M04, AC9HP6M05	<p><b>Movement &amp; Physical Activity:</b> Students develop and apply movement skills through swimming, cycling, and running (AC9HP2M01, AC9HP4M01, AC9HP6M01), understanding how regular physical activity contributes to healthy, active lifestyles.</p> <p><b>Making Active Choices:</b> Students develop understanding of how regular physical activity helps the body stay healthy and well (AC9HP4M04), and participate in activities that enhance health and wellbeing, encountering the steps and resources needed to promote participation (AC9HP6M05).</p>
<b>Humanities &amp; Social Sciences (Geography)</b>	<b>Years 1-6</b> <i>Codes:</i> AC9HS2K01, AC9HS3K03, AC9HS4K05, AC9HS5K06, AC9HS6K06	<p><b>Place &amp; Identity:</b> Journey locations including Parliament House and the Royal Australian Mint provide opportunities to explore Australia's capital (AC9HS5K06, AC9HS6K06), and features of national institutions and places.</p> <p><b>Australian Places:</b> Students discover diverse Australian environments and features (AC9HS2K01, AC9HS3K03), developing understanding of Australia's states, territories and major natural and human features, and the importance of environments to people and animals (AC9HS4K05)</p>
<b>Humanities &amp; Social Sciences (History)</b>	<b>Years 1-6</b> <i>Codes:</i> AC9HS3K01, AC9HS4K02, AC9HS5K01, AC9HS2S01	<p><b>Historical Understanding:</b> Location content introduces historical events (AC9HS3K01), Indigenous perspectives (AC9HS5K01), colonial experiences (AC9HS4K02), and provides opportunity for discussion of the role of significant national institutions and events.</p> <p><b>Community Heritage:</b> Students explore how communities across Australia have changed over time, discovering cultural heritage and significant historical sites, using inquiry skills (AC9HS2S01).</p>
<b>Science</b>	<b>Years 1-6</b> <i>Codes:</i> AC9S1U01, AC9S3U01, AC9S3U02, AC9S5U02, AC9S5U01	<p><b>Biological Sciences:</b> Students discover Australian wildlife, ecosystems, and biodiversity across locations spanning from alpine regions to coastal areas (AC9S1U01, AC9S3U01, AC9S3U02), exploring habitats and how living things live in different environments (AC9S5U01).</p> <p><b>Earth &amp; Space Sciences:</b> Location features introduce varied landforms, geological processes (AC9S5U02), and how Earth's surface changes, introducing natural environments and environmental features.</p>

# New South Wales

Aus3 supports NSW syllabus outcomes across key learning areas for Early Stage 1 through Stage 3 (Years K-6).

Learning Area	Year Levels	Curriculum Alignment
<b>Personal Development, Health &amp; Physical Education (PDHPE)</b>	<b>Years K-6</b> <i>Outcomes:</i> PD1-8, PD2-7, PD3-6, DME-b, DME-c	<p><b>Active Lifestyle:</b> Students participate in regular physical activity (swimming, cycling, running) and explore how movement contributes to healthy, active living (PD2-7, PD3-6).</p> <p><b>Movement Skills:</b> Through varied physical activities, students refine and apply movement skills (DME-b, DME-c), demonstrating competence and confidence in different environments (PD1-8).</p>
<b>Human Society &amp; Its Environment (Geography)</b>	<b>Years K-6</b> <i>Outcomes:</i> GE1-1, GE2-1, GE3-1, GE3-2	<p><b>Places &amp; Environments:</b> Students discover places across NSW and Australia (GE2-1, GE3-1), learning about features, connections between people and places (GE1-1), and environmental characteristics (GE3-2).</p> <p><b>People &amp; Cultures:</b> Location content introduces diverse communities, Indigenous connections to Country, and how people live in different Australian environments.</p>
<b>Human Society &amp; Its Environment (History)</b>	<b>Years K-6</b> <i>Outcomes:</i> HT1-1, HT2-5, HT3-5, HT3-1	<p><b>Change &amp; Continuity:</b> Through historical location descriptions, students explore how Australian communities have changed over time (HT2-5, HT3-1) and the significance of heritage sites.</p> <p><b>Historical Inquiry:</b> Students engage with stories from the past (HT1-1), including First Nations histories and colonial experiences, engaging with aspects of historical inquiry (HT3-5).</p>
<b>Science &amp; Technology</b>	<b>Years K-6</b> <i>Outcomes:</i> ST1-4LW, ST2-4LW, ST3-4LW, ST2-10ES	<p><b>Living World:</b> Students learn about native Australian animals and their habitats (ST1-4LW, ST2-4LW, ST3-4LW), exploring how living things live in and are adapted to different environments across the continent.</p> <p><b>Earth &amp; Space:</b> Location features introduce geological concepts including rock formations, caves, mountains (ST2-10ES), and how landscapes change over time.</p>



# Northern Territory

Aus3 aligns with the Northern Territory Curriculum (Australian Curriculum v9.0) across key learning areas for Transition to Year 6.

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>T-Year 6</b> <i>Codes:</i> AC9HP2M01, AC9HP4M01, AC9HP6M01, AC9HP4M04, AC9HP6M05	<p><b>Movement &amp; Activity:</b> Students participate in swimming, cycling, and running activities, developing fundamental and specialised movement skills (AC9HP2M01, AC9HP4M01, AC9HP6M01) appropriate to tropical and outback environments.</p> <p><b>Making Active Choices:</b> Students develop understanding of how regular physical activity helps the body stay healthy and well (AC9HP4M04), and participate in activities that enhance health and wellbeing in varied environments, including steps and resources to support participation (AC9HP6M05).</p>
<b>Humanities &amp; Social Sciences (Geography)</b>	<b>T-Year 6</b> <i>Codes:</i> AC9HS2K01, AC9HS3K03, AC9HS4K05, AC9HS5K04, AC9HS5K05	<p><b>Places &amp; Environments:</b> Students explore NT's diverse environments from tropical Darwin to the Red Centre (AC9HS2K01, AC9HS3K03). Location content supports exploration of the importance of environments, including waterways, floodplains and native vegetation, to people and animals across the Territory (AC9HS4K05, AC9HS5K05).</p> <p><b>People &amp; Place:</b> Location descriptions briefly introduce how people, including First Nations Australians, have shaped the characteristics of NT places (AC9HS5K04), with particular focus on Top End and Central Australian Aboriginal cultures and their enduring relationship with Country.</p>
<b>Humanities &amp; Social Sciences (History)</b>	<b>T-Year 6</b> <i>Codes:</i> AC9HS3K01, AC9HS4K02, AC9HS5K01, AC9HS2S01, AC9HS4S01	<p><b>Historical Knowledge:</b> Through NT locations, students are introduced to Indigenous histories (AC9HS5K01), including rock art, Dreamtime stories, and ongoing cultural practices, as well as more recent exploration history (AC9HS3K01, AC9HS4K02).</p> <p><b>Heritage &amp; Culture:</b> Students discover significant sites including Uluru/Kata Tjuta, providing an opportunity to discuss the cultural significance of places to Aboriginal peoples, using with opportunities to engage in historical inquiry (AC9HS2S01, AC9HS4S01).</p>
<b>Science</b>	<b>T-Year 6</b> <i>Codes:</i> AC9S1U01, AC9S3U01, AC9S3U02, AC9S5U02, AC9S5U01	<p><b>Biological Sciences:</b> Students learn about NT's unique wildlife including saltwater crocodiles, buffalo, tropical birds, and desert adapted animals (AC9S1U01, AC9S3U01, AC9S3U02), providing an opportunity to explore how species live in different environments (AC9S5U01).</p> <p><b>Earth &amp; Space Sciences:</b> Location descriptions introduce distinctive geological features including gorges, billabongs, rock formations, thermal springs, and the ancient geology of central Australia (AC9S5U02), introducing long-term environmental and geological features.</p>

# South Australia

Aus3 supports the South Australian Curriculum (Australian Curriculum v9.0) across key learning areas for Reception to Year 6.

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>R-Year 6</b> <i>Codes:</i> AC9HP2M01, AC9HP4M01, AC9HP6M01, AC9HP4M04, AC9HP6M05	<p><b>Active Living:</b> Students participate in regular physical activities (swimming, cycling, running) and develop understanding of how movement and physical activity contribute to health and wellbeing (AC9HP6M01, AC9HP6M05).</p> <p><b>Movement Competence:</b> Through varied activities, students refine fundamental movement skills (AC9HP2M01, AC9HP4M01) and develop confidence in applying these skills in different contexts.</p>
<b>Humanities &amp; Social Sciences (Geography)</b>	<b>R-Year 6</b> <i>Codes:</i> AC9HS2K01, AC9HS3K03, AC9HS4K05, AC9HS5K04, AC9HS5K05	<p><b>People, Places &amp; Environments:</b> Students discover South Australian and broader Australian places (AC9HS2K01, AC9HS3K03), developing understanding of Australia's states, territories and major features. Location content supports exploration of the importance of environments, including natural vegetation and water sources, to people and animals (AC9HS4K05, AC9HS5K05).</p> <p><b>People &amp; Place:</b> Location descriptions briefly introduce how people, including First Nations Australians, have influenced the characteristics of places encountered on the journey (AC9HS5K04), supporting classroom discussion about human impact on place.</p>
<b>Humanities &amp; Social Sciences (History)</b>	<b>R-Year 6</b> <i>Codes:</i> AC9HS3K01, AC9HS4K02, AC9HS5K01, AC9HS2S01, AC9HS4S01	<p><b>Historical Knowledge &amp; Understanding:</b> Through location stories, students are introduced to historical events and stories (AC9HS3K01), Indigenous perspectives (AC9HS5K01), and colonial history (AC9HS4K02).</p> <p><b>Heritage &amp; Identity:</b> Students are introduced to cultural heritage, historical sites, and the diverse stories that have shaped Australian communities, with opportunities to engage in inquiry (AC9HS2S01, AC9HS4S01).</p>
<b>Science</b>	<b>R-Year 6</b> <i>Codes:</i> AC9S1U01, AC9S3U01, AC9S3U02, AC9S5U02, AC9S5U01	<p><b>Biological Sciences:</b> Students learn about Australian animals, their habitats and adaptations (AC9S1U01, AC9S3U01, AC9S3U02), being introduced to biodiversity across different ecosystems from outback to coastal environments (AC9S5U01).</p> <p><b>Earth &amp; Space Sciences:</b> Location descriptions introduce geological features including caves, opal fields, salt lakes, and volcanic formations (AC9S5U02), introducing various environmental features of Earth..</p>



# Tasmania

Aus3 supports the Tasmanian Curriculum (Australian Curriculum v9.0) across key learning areas for Kindergarten to Year 6.

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>K-Year 6</b> <i>Codes:</i> AC9HP2M01, AC9HP4M01, AC9HP6M01, AC9HP4M04, AC9HP6M05	<p><b>Movement &amp; Active Living:</b> Students engage in regular physical activities (swimming, cycling, running) including participation in Tasmania's triathlon culture, developing movement skills (AC9HP2M01, AC9HP4M01, AC9HP6M01) and understanding the role of physical activity in health.</p> <p><b>Making Active Choices:</b> Students develop understanding of how regular physical activity helps the body stay healthy and well (AC9HP4M04), and participate in activities that enhance health and wellbeing, being exposed to the steps and resources needed to support ongoing participation (AC9HP6M05).</p>
<b>Humanities &amp; Social Sciences (Geography)</b>	<b>K-Year 6</b> <i>Codes:</i> AC9HS2K01, AC9HS3K03, AC9HS4K05, AC9HS5K04, AC9HS5K05	<p><b>Place &amp; Environment:</b> Students explore Tasmanian places and environments (AC9HS2K01, AC9HS3K03), from alpine regions to coastal areas. Location content supports exploration of the importance of environments, including unique vegetation and water sources, to people and animals in Tasmania (AC9HS4K05, AC9HS5K05).</p> <p><b>People &amp; Place:</b> Location descriptions introduce how people, including First Nations Tasmanians (palawa people), have influenced the characteristics of places across the state (AC9HS5K04), supporting classroom discussion about human influence on place.</p>
<b>Humanities &amp; Social Sciences (History)</b>	<b>K-Year 6</b> <i>Codes:</i> AC9HS3K01, AC9HS4K02, AC9HS5K01, AC9HS2S01	<p><b>Historical Understanding:</b> Through location descriptions, students are introduced to aspects of Tasmanian history including Indigenous perspectives (palawa people) (AC9HS5K01), colonial convict heritage (AC9HS4K02), and significant historical sites (AC9HS3K01).</p> <p><b>Heritage &amp; Change:</b> Students have an opportunity to discuss how Tasmanian communities have changed over time, exploring cultural heritage through historic towns, bridges, and colonial architecture, with opportunities to engage in inquiry (AC9HS2S01).</p>
<b>Science</b>	<b>K-Year 6</b> <i>Codes:</i> AC9S1U01, AC9S3U01, AC9S3U02, AC9S5U02, AC9S5U01	<p><b>Living Things:</b> Students learn about unique Tasmanian wildlife including wombats, Tasmanian devils, penguins, and white wallabies (AC9S1U01, AC9S3U01, AC9S3U02), exploring habitats and environments (AC9S5U01).</p> <p><b>Earth Science:</b> Location features introduce caves, thermal springs, ancient rock formations, and alpine environments (AC9S5U02), introducing geological features and processes and Tasmania's unique natural history.</p>

# Victoria

Aus3 aligns with the Victorian Curriculum 2.0 across multiple domains for Levels 1-6 (Foundation to Year 6).

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>Levels 1-6</b> <i>Content:</i> VCHPEM080, VCHPEM099, VCHPEM118, VCHPEM137	<p><b>Movement &amp; Physical Activity:</b> Students develop and refine movement skills through participation in swimming, cycling, and running (VCHPEM080, VCHPEM099), building physical literacy and understanding movement concepts.</p> <p><b>Personal, Social &amp; Community Health:</b> Students explore how regular physical activity contributes to physical and mental wellbeing (VCHPEM118, VCHPEM137), developing knowledge and skills for healthy, active living.</p>
<b>Humanities (Geography)</b>	<b>Levels 1-6</b> <i>Content:</i> VCGGK070, VCGGK082, VCGGK094, VCGGK106	<p><b>Place, Space &amp; Interconnection:</b> Students investigate Victorian and Australian places (VCGGK070, VCGGK082), exploring natural and human features (VCGGK094), and are introduced to how people interact with certain places (VCGGK106).</p> <p><b>Environment &amp; Sustainability:</b> Through location content, students develop understanding of diverse Australian environments and how people interact with and manage natural resources.</p>
<b>Humanities (History)</b>	<b>Levels 1-6</b> <i>Content:</i> VCHHK052, VCHHK077, VCHHK095, VCHHK113	<p><b>Historical Concepts &amp; Skills:</b> Location descriptions introduce significant events (VCHHK077, VCHHK095), changes over time, Indigenous perspectives (VCHHK052), and colonial history (VCHHK113), introducing concepts of change over time and historical perspectives.</p> <p><b>Community Histories:</b> Students explore how communities (including Indigenous communities) have developed and changed, examining historical sites and cultural heritage.</p>
<b>Science</b>	<b>Levels 1-6</b> <i>Content:</i> VCSSU057, VCSSU058, VCSSU073, VCSSU074	<p><b>Biological Sciences:</b> Students examine Australian ecosystems, native animals (VCSSU057, VCSSU058), providing opportunity for discussion about how living things live in diverse environments from alpine regions to coastal areas.</p> <p><b>Earth &amp; Space Sciences:</b> Location features introduce geological processes, rock formations, caves, mountains (VCSSU073, VCSSU074), and how Earth's surface changes, introducing features of natural environments and systems.</p>

# Western Australia

Aus3 aligns with the Western Australian Curriculum and Assessment Outline (Australian Curriculum v9.0) across key learning areas for Years 1-6.

Learning Area	Year Levels	Curriculum Alignment
<b>Health &amp; Physical Education</b>	<b>Years 1- 6</b> <i>Codes:</i> AC9HP2M01, AC9HP4M01, AC9HP6M01, AC9HP4M04, AC9HP6M05	<p><b>Movement &amp; Physical Activity:</b> Students develop movement skills and concepts through regular participation in swimming, cycling, and running (AC9HP2M01, AC9HP4M01, AC9HP6M01), building competence and confidence in varied physical activities.</p> <p><b>Making Active Choices:</b> Students develop understanding of how regular physical activity helps the body stay healthy and well (AC9HP4M04), and participate in activities that enhance health and wellbeing, encountering steps and resources needed to promote participation (AC9HP6M05).</p>
<b>Humanities &amp; Social Sciences (Geography)</b>	<b>Years 1- 6</b> <i>Codes:</i> AC9HS2K01, AC9HS3K03, AC9HS4K05, AC9HS5K04, AC9HS5K05	<p><b>Place &amp; Liveability:</b> Students explore places across WA and Australia (AC9HS2K01, AC9HS3K03), developing understanding of Australia's major natural and human features. Location content supports exploration of the importance of environments, including WA's unique ecosystems and water sources, to people and animals (AC9HS4K05, AC9HS5K05).</p> <p><b>People &amp; Place:</b> Location descriptions introduce how people, including First Nations Australians, have influenced the characteristics of places encountered on the journey (AC9HS5K04), supporting classroom discussion about human impact on the environment.</p>
<b>Humanities &amp; Social Sciences (History)</b>	<b>Years 1- 6</b> <i>Codes:</i> AC9HS3K01, AC9HS4K02, AC9HS5K01, AC9HS2S01, AC9HS4S01	<p><b>Historical Knowledge:</b> Location content introduces historical events and stories (AC9HS3K01), Indigenous histories and connections to Country (AC9HS5K01), colonial experiences (AC9HS4K02), and how communities have changed over time.</p> <p><b>Heritage &amp; Continuity:</b> Students explore cultural heritage sites, exploring the diverse stories and perspectives that have shaped Western Australian and broader Australian history, with opportunities to engage in inquiry (AC9HS2S01, AC9HS4S01).</p>
<b>Science</b>	<b>Years 1- 6</b> <i>Codes:</i> AC9S1U01, AC9S3U01, AC9S3U02, AC9S5U02, AC9S5U01	<p><b>Biological Sciences:</b> Students are introduced to Australian wildlife including dolphins, crocodiles, and unique WA species (AC9S1U01, AC9S3U01), exploring habitats and environments across diverse ecosystems (AC9S3U02, AC9S5U01).</p> <p><b>Earth &amp; Space Sciences:</b> Location features introduce distinctive geological formations including the Bungle Bungle, gorges, caves, and ancient stromatolites (AC9S5U02), supporting introducing features of Earth's environments and history.</p>

## Teacher Use

# Classroom Integration Ideas

The following are practical ways teachers can integrate Aus3 into classroom teaching across different learning areas. Activities can be adapted to suit different year levels and specific curriculum requirements.

### Health & Physical Education

- **Movement Journals:** Students use the Aus3 printable activity tracker to record their physical activities, then make journal notes reflecting on how different movements feel and how regular activity affects their wellbeing.
- **Goal Setting:** Students set personal fitness goals for completing their state journey, developing skills in planning, monitoring progress, and celebrating achievements
- **Triathlon Unit:** Use Aus3 as the foundation for a multisport unit, teaching cycling, and running techniques (and swimming where facilities allow), with students training for a school multisport event
- **Health Benefits Research:** Students research and present on the physical and mental health benefits of each activity type (swimming, cycling, running)

### Geography

- **State Mapping Project:** Students create detailed maps based on their Aus3 state journey, going beyond the 10-stop format to identify and label other locations and physical features on the route, before adding keys and scale
- **Compare & Contrast Places:** Students compare two locations from different environments (e.g., coastal vs. outback), examining climate, landforms, and how people live there
- **Environmental Research:** After reaching each new location, students research the environmental characteristics and create fact sheets about the region
- **Virtual Field Trip:** Use Google Earth to "visit" upcoming locations, examining satellite imagery and street view to explore places students will encounter
- **Distance & Scale:** Calculate actual distances between locations, work with map scales, and understand concepts of distance and travel time.

## History

- **Local History Investigation:** When students reach locations nearest their school, research local history, interview community members, or visit historical sites
- **Indigenous Perspectives:** Explore Indigenous connections to locations, learning about traditional place names, Dreamtime stories, and ongoing cultural practices
- **Timeline Creation:** Create a timeline of historical events mentioned in location descriptions, placing them in chronological order and understanding sequence
- **Historical Figure Research:** Research significant people mentioned in locations (e.g., explorers, pioneers) and present findings to the class
- **Heritage Sites Study:** Investigate why certain locations are heritage-listed, what makes them historically significant, and how they're protected

## Science

- **Wildlife Journal:** Students research animals mentioned at various locations, creating detailed species profiles including habitat, diet, adaptations, and conservation status
- **Ecosystem Investigation:** Compare ecosystems encountered (rainforest, desert, alpine, marine), examining how plants and animals are adapted to each environment
- **Geological Features Study:** Research the formation of caves, gorges, mountains, or volcanoes mentioned in locations, understanding Earth science concepts
- **Classification Activity:** Classify animals encountered by grouping them (mammals, birds, reptiles) and understanding taxonomy
- **Environmental Change:** Investigate how environments at certain locations have changed over time due to natural processes or human impact

## English / Literacy

- **Travel Journal Writing:** Students write creative journal entries from the perspective of someone visiting each location, using descriptive language and narrative writing skills
- **Persuasive Writing:** Write persuasive texts convincing others to visit a particular location, using evidence from research and descriptive language
- **Research Reports:** Develop information reports about locations, practising research skills, notetaking, and report writing conventions
- **Poetry:** Write poems inspired by different landscapes (e.g., haiku about alpine regions, free verse about the outback)
- **Reading Comprehension:** Use location descriptions as reading comprehension texts, identifying main ideas, inferring meaning, and building vocabulary

## Mathematics

- **Data Collection & Graphing:** Students use data from their activities (time, distance, frequency) and create graphs to represent their progress, including total time and percentage completion by state.
- **Measurement:** Calculate distances travelled, convert between units (km to metres), and work with time calculations for activities
- **Statistics:** Analyse class data to find averages, compare results, and identify trends in physical activity participation
- **Problem Solving:** Create word problems based on the journey (e.g., "If we were actually travelling the distance between two Aus3 locations that are 300km apart, how long would it take at a speed of 20km/hr?")
- **Money & Budgeting:** Plan a hypothetical trip to visit locations, budgeting for transport, accommodation, and activities

## The Arts

- **Landscape Art:** Create artworks inspired by different Australian landscapes encountered, experimenting with different media and techniques
- **Indigenous Art Appreciation:** Study and respectfully create artwork inspired by Indigenous art styles.
- **Music & Movement:** Create soundscapes or movement pieces inspired by different environments (ocean sounds, desert rhythms, rainforest layers)
- **Photography Project:** If possible to visit any Aus3 locations, create a photo essay documenting the journey and places
- **Character Design:** Design and create a different type of Aus3 character, considering how character appearance could reflect Australian landscapes or wildlife

## Cross-Curricular Units

- **"Exploring Australia" Unit:** Integrate Geography, History, and Science in a comprehensive study of Australian places, using Aus3 as the framework for weekly investigations
- **"Healthy Active Australians":** Combine HPE with Geography and Science to explore how different environments support different types of physical activity
- **State Study Project:** Deep dive into one Australian state/territory, using Aus3 locations as starting points for comprehensive research across multiple subjects
- **"Journey Across Australia":** Year-long integrated unit where the class collectively completes the journey, with each location triggering investigations in different subject areas
- **School Triathlon or Multisport Program:** Use Aus3 as the training program for a school triathlon or multisport event, incorporating skills development, event planning, and community engagement

## Implementation Tips

- **Start small** – choose 2-3 locations to integrate deeply rather than trying to incorporate every location
- **Allow student choice** – Let students select which locations they want to research in depth
- **Connect to local community** – When possible, link Aus3 locations to local field trips or guest speakers
- **Collaborate with colleagues** – Coordinate across subject areas for integrated learning experiences
- **Celebrate progress** – Display class maps, share student work, and celebrate milestones together
- **Use curriculum codes** – Reference specific codes when planning and documenting student learning



## Example Curriculum Alignment

This example illustrates how Aus3 aligns with selected Australian Curriculum outcomes, including what each code requires, what the program provides, how it supports learning, and the level of alignment when integrated into classroom teaching and learning sequences.

Learning Areas	Year Levels	Curriculum Code & Requirement	What Aus3 Provides	How it Supports Learning	Level of Alignment
HPE	Years 3-4	<b>AC9HP4M01:</b> Refine and apply fundamental movement skills in new movement situations.	Students participate in swimming, cycling and running activities through the platform. Activities involve repeated practice of locomotor skills across varied contexts (distance, terrain, pacing). Students also engage with structured training tips including goal setting, recovery and progression.	Provides opportunities to practise and refine movement skills across multiple sessions. Supports coordination, control and endurance, and encourages self-monitoring and goal setting over time.	Strong alignment when used as part of a planned HPE program. Requires teacher guidance for assessment.
HPE	Years 5-6	<b>AC9HP6M05:</b> Participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation	Students participate in swimming, cycling and running activities through the platform across a range of real-world settings. The platform includes activity tracking, structured training tips covering goal-setting, recovery and progression, and prompts to help children and parents identify local resources and opportunities for participation.	Supports students to engage in physical activities that contribute to health and wellbeing, and to reflect on what is needed to maintain and increase participation. Provides a structured framework that can prompt classroom discussion about barriers and enablers to being active.	Moderate-strong alignment when paired with teacher-led discussion or reflection.
Geography	Years 3-4	<b>AC9HS3K03:</b> The representation of contemporary Australia as states and territories, and the locations of Australia's major natural and human features.	Students progress through 70+ Australian locations, each including descriptive information about landscapes, environments and features across coastal, regional and outback settings.	Directly supports students' understanding of Australia's states and territories through map-based progression. Exposure to named locations, landmarks and regional features across Queensland provides concrete examples of Australia's natural and human geography that can anchor classroom mapping and identification tasks.	Moderate alignment as a stimulus resource. Deeper learning requires teacher-designed activities.
History	Years 3-4	<b>AC9HS4K02:</b> The role of a significant individual or group in shaping a colony.	Location descriptions may include references to historical figures, events and sites, including Indigenous perspectives and colonial history linked to place.	Provides contextual entry points for historical topics and supports identification of people and events associated with locations.	Partial alignment only. Does not independently deliver depth of historical inquiry.
Science	Years 5-6	<b>AC9S5U02:</b> Earth's surface changes over time as a result of natural processes and human activity.	Students are exposed to a range of landforms and environments, including mountains, caves, coastlines and deserts through location-based content.	Introduces examples of Earth's surface features and provides context for further investigation of environments and change over time.	Introductory alignment only. Requires additional teaching for full concept development.



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