

Years 0–10

Across Years 0 to 10, Technology helps students become confident, creative, and informed problem-solvers. The teaching sequence builds knowledge and practice by guiding students from early observation and making to purposeful design and innovation. Students learn that diverse perspectives enrich innovation and that design can make a meaningful difference.

Years 0–3

In Years 0 to 3, teachers support students to notice how everyday objects are made and why they matter.

Through simple design briefs and guided making, teachers introduce how materials behave, how tools are used safely, and how ideas become real outcomes. Making is framed as a way of thinking and doing, where even small design choices have meaning.

Teachers select materials, tools, and equipment that match the design focus, encourage experimentation, and build foundational skills in joining, modelling, decorating, and safe tool use.

These experiences build familiarity with technologies and support purposeful decision-making. This lays the foundation for understanding design as a thoughtful, human-centred process.

Years 4–6

In Years 4 to 6, teachers guide students from curiosity to purposeful creation. They support students to consider users, constraints, and consequences.

Planning tools are introduced, and students are guided to test, adapt, and improve ideas. Making becomes more intentional, with students evaluating choices and refining outcomes.

From Year 6, teachers introduce digital tools to expand what's possible. They select materials, tools, and equipment that support safe, purposeful, and increasingly complex making, helping students design with users in mind and make informed decisions with impact.

Years 7–8

In Years 7 and 8, teachers support students to engage in more rigorous design processes across all strands.

Students respond to authentic needs with increasingly complex making and explore mechanical, electronic, and digital systems, learning how components interact to create reliable outcomes.

Teachers guide students to balance function, aesthetics, and sustainability through increasingly specialised outcome development, justify design choices, and evaluate materials and technologies for performance and impact. Students begin to see how design can address real-world challenges and make a meaningful difference.

Year 9

In Year 9, teachers support students to deepen their understanding by working across at least two strands.

Students apply established knowledge and language to develop solutions that meet authentic needs.

Teachers guide students to test ideas, communicate thinking, and bring concepts to life.

Students integrate digital, mechanical, and electronic components and apply ethical and sustainable practices.

Teachers support students to plan and evaluate their work with growing confidence and rigour, considering social, cultural, environmental, and ethical dimensions.

Year 10

In Year 10, teachers guide students to work in at least two strands with increasing complexity through research, prototyping, and refinement.

Students develop outcomes for authentic contexts, apply disciplinary knowledge with confidence, experiment with ideas, and shape their identities as designers and creators.

Teachers select resources that help students take ownership of the design process and develop purposeful, influential, and futures-ready outcomes.

Students are encouraged to think critically about the purpose and impact of their work.

The Technology learning area prepares students with the knowledge and practices to access related curriculum subjects for Years 11 to 13, such as Materials Technologies, Digital Technologies, and Processing and Systems Technologies