

OFFICIAL



HUMANITIES AND SOCIAL SCIENCES

HASS F–6 Version 9.0

Curriculum content F–6

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CURRICULUM ELEMENTS

Foundation

Year level description

In Foundation, the focus is on “**my personal world**”.

Learning in HASS builds on the Early Years Learning Framework and each student’s prior learning and experiences. Students discuss and share personal observations and perspectives on their histories and special places, contributing to their sense of identity, connection and belonging. They continue to develop skills and processes for investigating their personal worlds, strengthening dispositions for learning such as curiosity and imagination, and resourcing their own learning through connecting with people and places.

The Foundation curriculum focuses on developing students’ understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Through inquiries into their family, familiar events and their own history, students examine evidence of the past and explore how the past is different from the present. They develop a deeper understanding about why some events are important in their own and others’ lives. Students explore the places they live in and belong to, and observe and describe them. They identify the reasons why places are important to people and how they can care for them. They recognise that First Nations Australians have a special connection to places and that their school is located on the local Country/Place.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- Who am I, where do I live and who came before me?
- Why are some places and events special, and how do we know?

Achievement standard

By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.

Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.

Strand: Knowledge and understanding		Foundation
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>the people in their family, where they were born and raised, and how they are related to each other</p> <p>AC9HSFK01</p>	<ul style="list-style-type: none"> discussing the members of a family (for example, mother, father, caregiver, sister, brother, grandparent, auntie, uncle, cousin) and acknowledging other varieties of kinship structure that may be represented in the cultural backgrounds of students (for example, cousin-brother and mother-auntie in First Nations Australian families) creating drawings of family members accompanied by information collected from questions and observations to share details of that person's life, including the places they were born and raised creating concept maps of their family with pictures or photographs to show connections to those people who make up their family 	
<p>the celebrations and commemorations of significant events shared with their families and others</p> <p>AC9HSFK02</p>	<ul style="list-style-type: none"> responding to a provided calendar of events that students, their families and friends celebrate or commemorate; for example, birthdays; religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover and Coming of the Light; family reunions; cultural festivals; and community commemorations such as NAIDOC Week and Anzac Day, and discussing why they are important discussing ways of celebrating these significant occasions; for example, special meals, family gatherings, visiting special places, and the role of art, music, telling stories and handing on traditions from generation to generation for First Nations Australians 	
Sub-strand: Geography		
<p>the features of familiar places they belong to, why some places are special and how places can be looked after</p> <p>AC9HSFK03</p>	<ul style="list-style-type: none"> identifying the places, communities, Country/Place they live in and belong to, and why that place may be special to them; for example, a neighbourhood, suburb, town or rural locality, or community exploring the features of their own place, and places they are familiar with or aware of; for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television and websites, in books or ebooks identifying reasons why people live in or visit places, such as the provision of basic needs (water, food, shelter), to enhance lives (holiday places, places for recreation, for religious observance) and to maintain cultural connections to Country/Place discussing different ways they could or do contribute to caring for special places, including those that are unique; for example, planting trees for a local endangered species, cleaning up litter at a local park or beach, or planting flora in a local wetland 	

<p>the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located</p> <p>AC9HSFK04</p>	<ul style="list-style-type: none"> • identifying how and why the words “Country/Place” are used by First Nations Australians for the places they belong to • identifying and using the name of the local First Nations Australian language group or groups • listening and responding to invited members of the Traditional Owner group talking about Country/Place, and places of cultural and historical significance to the First Nations Australian community in the local neighbourhood, suburb, town or rural area • identifying local places of significance for First Nations Australians in the local area
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Strand: Skills		Foundation
Sub-strand: Questioning and researching		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>pose questions about familiar objects, people, places and events</p> <p>AC9HSFS01</p>	<ul style="list-style-type: none"> • posing questions about family and places, such as “How old was I?”, “Where was I?” and “What was I doing?”, having explored sources relating to their own life; for example, family interviews, photographs, stories, film, classmates’ paintings, excursions to places • posing questions about the features of places and how students can look after them, after being encouraged to observe them using various senses • posing questions about what makes events and places special; for example “What special events do my family celebrate?”, “What makes my favourite places special?” 	
<p>sort and record information including pictorial timelines and locations on pictorial maps or models</p> <p>AC9HSFS02</p>	<ul style="list-style-type: none"> • sorting and displaying sources (for example, historical sources such as pictures, photographs and family mementoes) to organise a display about a family member or significant family event and creating pictorial timelines, such as adding photos or drawings of significant events as they happen, to create a timeline of events over the year • identifying features on a provided pictorial map or oblique aerial photograph of a familiar place and linking the representation of specific features to pictures they have drawn of those features; for example, using a pictorial map of a visited site such as a public garden or an oblique aerial photograph of their school to find familiar features, and then linking drawings of those features with lines to the features in the map or aerial photograph 	

Sub-strand: Interpreting, analysing and evaluating	
<p>share a perspective on information, such as stories about significant events and special places</p> <p>AC9HSFS03</p>	<ul style="list-style-type: none"> • sharing aspects of events special to past generations of their family from provided stories and discussing why those events and places are special • identifying a place in their local area that they like, and talking about why they like it and how they could care for it
Sub-strand: Concluding and decision-making	
<p>draw conclusions in response to questions</p> <p>AC9HSFS04</p>	<ul style="list-style-type: none"> • identifying the main people in their family and explaining how they are related • identifying the most important celebrations and commemorations in their lives and those of their family • exploring the location and features of places they belong to and what makes those places special • suggesting ways that they are going to care for their classroom, bedroom or playground
Sub-strand: Communicating	
<p>share narratives and observations, using sources and terms about the past and places</p> <p>AC9HSFS05</p>	<ul style="list-style-type: none"> • creating a display about a special place or family event using photographs, artefacts and/or drawings • using terms about time when talking about their experiences; for example, “then”, “now”, “yesterday”, “today”, “tomorrow” • using appropriate terms to describe the direction and location of a place such as “near and far”, “above and below”, “beside and opposite”

Year 1

Year level description

In Year 1, the focus is on **“how my world is different from the past and can change in the future”**.

The Year 1 curriculum builds on each student’s prior learning and experiences investigating the past and places. Students’ exploration of the history of their family contributes to their sense of identity, connection and belonging. They consider how they can contribute to their world by sharing a perspective on family roles and responsibilities, and ways people care for places. Students continue to develop skills and processes to investigate the past and places, and dispositions for learning, such as curiosity, imagination and problem-solving. They resource their own learning through connecting with people, places, and the natural, managed and constructed world.

The Year 1 curriculum focuses on developing students' understanding of the recent past of families and the features of local places. Students are given opportunities to explore similarities and differences in family structures and roles over recent time. They consider how aspects of family life such as education and play have undergone continuities and changes. Students learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups of people can care for places, including how First Nations Australians care for Country/Place.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How has family life and the place we live in changed and stayed the same over time?
- What events, activities and places do I care about? Why?

Achievement standard

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.

Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

Strand: Knowledge and understanding		Year 1
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>AC9HS1K01</p>	<ul style="list-style-type: none"> • Identifying the similarities and differences of a range of family structures; for example, nuclear families, one-child families, large families, single-parent families, extended families, blended or step families, adoptive and foster parent families, grandparent families, and kinship groups • comparing families in the present with those from the recent past; for example, the size of families across the generations • examining the roles of family members over time, such as roles of parents, children and extended family members, and comparing these with family roles today 	
<p>continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods</p> <p>AC9HS1K02</p>	<ul style="list-style-type: none"> • comparing and commenting on photographs and oral histories to find out how daily lives have changed and remained the same over time; for example, talking to parents, grandparents and other elders • comparing what has changed in daily life over time; for example, homes, family traditions, diverse religious and cultural practices, leisure, school life, rules, and shopping/consumer habits • examining the traditional toys used by First Nations Australian children to play and learn; for example, Arrernte children learn to play string games so they can remember stories they have been told • identifying similarities and differences in classroom equipment, learning activities, school playgrounds and playground games through observations of provided artefacts and photos, and asking questions of adults from different generations 	
Sub-strand: Geography		
<p>the natural, managed and constructed features of local places, and their location</p> <p>AC9HS1K03</p>	<ul style="list-style-type: none"> • identifying natural features (for example, hills, rivers, native vegetation and weather), managed features (for example, farms, parks and gardens) and constructed features (for example, roads and buildings) and locating them on a map • listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place • listing the different types of buildings in their local area; for example, houses, shops, offices, factories, religious buildings and farm buildings 	

	<ul style="list-style-type: none"> describing the daily and seasonal weather of their place using simple terms such as “rainy”, “hot”, “cold”, “windy” and “cloudy”, and comparing it with the weather of other places that they know or are aware of; for example, “It was windy at the beach but not at my house”, “It is colder on the mountain”, “It is rainy in the winter”, “It is hot in the summer” explaining to classmates where places are and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location; for example, terms such as “beside”, “forward”, “up”, “down”, “by”, “near”, “further”, “close to”, “before”, “after”, “here”, “there”, “at”
<p>how places change and how they can be cared for by different groups including First Nations Australians</p> <p>AC9HS1K04</p>	<ul style="list-style-type: none"> observing changes in natural, managed and constructed features in their place; for example, recent erosion, revegetated areas, planted crops or new buildings identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems support these activities; for example, rules, signs, waste collection truck routes describing how local places change due to changing weather and seasons, and how we can care for places because of those changes; for example, not walking in muddy areas during wet weather, and watering plants in dry weather describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building investigating examples of how First Nations Australians manage and care for places

Strand: Skills		Year 1
Sub-strand: Questioning and researching		
<p>Content descriptions <i>Students learn to:</i></p>	<p>Content elaborations <i>This may involve students:</i></p>	
<p>develop questions about objects, people, places and events in the past and present</p> <p>AC9HS1S01</p>	<ul style="list-style-type: none"> posing questions with the stems “where”, “what”, “how” and “why” about families and places when provided with everyday objects and other sources, such as photos, found objects, maps and observation sketches asking questions before, during and after listening to stories about people and places, and about their past and present preparing questions for parents and members of older generations about how and where they lived in the past, and the places they value 	

<p>collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models</p> <p>AC9HS1S02</p>	<ul style="list-style-type: none"> • exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films) • gathering evidence of features in a local place; for example, using observations, online aerial photographs and sketches, and noting how they change, such as by comparing current observations of a place with photographs of it taken in the past, or recording observations of weather and seasons • developing a pictorial table to categorise information; for example, matching clothes with seasons, activities with the weather, features with places, places with the work done there • creating a peg timeline in which labelled, drawn or photographic representations of events or objects from different generations are pegged onto string in the correct sequence • recording data about the locations of places and their features on maps and/or plans; for example, labelling the location of their home on a map of the local area, using a provided plan of their classroom and labelling its activity spaces
<p>Sub-strand: Interpreting, analysing and evaluating</p>	
<p>interpret information and data from observations and provided sources, including the comparison of objects from the past and present</p> <p>AC9HS1S03</p>	<ul style="list-style-type: none"> • using information gained from sources, such as stories, photographs, fieldwork observations, satellite images and rock art, to answer “when”, “where”, “what”, “how” and “why” questions • identifying similarities and differences between activities over time by comparing objects of the past with those currently used; for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books • using comparative language when describing family life over time and/or comparing features of places, such as “smaller/bigger than”, “closer/further”, “not as big as”, “younger/older than”, “more rainy days”, “fewer/less”, “hotter/colder”, “sunnier/windier than” • exploring traditional and contemporary First Nations Australian stories about places and the past, and how places have changed • categorising objects, drawings or images by their features and explaining the reason for their categorisation; for example, categorising the features of a local place into natural (such as a native forest), constructed (such as a street of houses) and managed (such as a windbreak of trees)
<p>discuss perspectives related to objects, people, places and events</p> <p>AC9HS1S04</p>	<ul style="list-style-type: none"> • comparing students’ daily lives with those of their parents, grandparents, elders or a familiar older person and identifying which aspects of the past they would or would not want to experience • sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations, objects from the past) and explaining why they are favoured

Sub-strand: Concluding and decision-making	
<p>draw conclusions and make proposals AC9HS1S05</p>	<ul style="list-style-type: none"> • using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time (for example, how family roles, occupations and/or technologies have changed or remained the same) and how places change (for example, because of the seasons) • describing features of a space or place that is important to them and explaining what they could do to care for it; for example, a chicken coop, a play area, their bedroom, the reading corner, the beach • imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future
Sub-strand: Communicating	
<p>develop narratives and share observations, using sources, and subject-specific terms AC9HS1S06</p>	<ul style="list-style-type: none"> • retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs • using terms to denote the sequence of time; for example, “then”, “now”, “yesterday”, “today”, “past”, “present”, “later on”, “before I was born”, “in the future”, “generations”

Year 2

Year level description

In Year 2, the focus is on “**past and present connections to people and places**”.

The Year 2 curriculum builds on each student’s prior learning and experiences investigating the past and places. Through exploring the history of their local community and places across a range of scales, students develop an understanding of how connections to history and place shape identity, diversity, connection and belonging. They consider how they can contribute to their world by exploring perspectives on the historical, cultural or spiritual significance of a person, place and/or building. Students continue to develop skills and processes to investigate the history of their local community and places across a range of scales. They develop dispositions for learning such as curiosity, imagination, problem-solving and researching. They resource their own learning through connecting with people, places and technologies.

The Year 2 curriculum extends contexts for study from the local to the regional and state/territory, exploring connections between the past and present, and between people and places. Through studies of their local area, students explore, recognise and appreciate the history of their community, and what it reveals about significant people or places. They examine the causes and effects of changes in communication and transport technology. Students learn about the scale by which places are defined. They learn about the ways local people and places are connected to people and places at broader scales within their region, state or territory. Students explore how places have meaning to people and the connection First Nations Australians have with local Countries/Place.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Achievement standard

By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that those places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.

Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.

Strand: Knowledge and understanding		Year 2
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance</p> <p>AC9HS2K01</p>	<ul style="list-style-type: none"> • suggesting reasons for the location of a local landmark before searching for resources that provide an explanation; for example, community building, statue or war memorial • investigating the history of a chosen person, building, site or place in the local community, using provided sources (for example, the internet, books, newspapers, community information guides, audio-visual material, digital sources, photographs) and relating a story that these reveal about the past • discussing why a particular site has heritage significance or cultural value for present generations; for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity • identifying and visiting, where appropriate, local sites, places and landscapes of significance to First Nations Australians; for example, engraving sites, rock paintings, natural sites or features such as the creeks or mountains • identifying and designing a local historical tour of a building or site; for example, one related to a particular cultural group 	
<p>how technological developments changed people's lives at home, and the ways they worked, travelled and communicated</p> <p>AC9HS2K02</p>	<ul style="list-style-type: none"> • examining changes in technologies over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives; for example, changes to land, air and sea transport; the introduction of transistors, television and FM radio moving to digital streaming, including how people communicated over long distances • identifying, through questioning adults, the communication, work and transport technologies used in the childhoods of their grandparents or familiar elders • suggesting what their pattern of visits to places might have been one or 2 generations ago and comparing this to their current pattern • identifying the technologies used by local First Nations Australians for aspects of daily life such as providing food, shelter and transportation • identifying the ways current communication and transport technologies impact on our interconnections with other places; for example, online communication, accessibility to other places through different types of transport 	

Sub-strand: Geography	
<p>how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales</p> <p>AC9HS2K03</p>	<ul style="list-style-type: none"> • identifying where they live in Australia, including in relation to their nearest capital city, the region and state/territory on a map and a globe • investigating the places locally and at a broader scale that they and their families visit for shopping, health, recreation, religious or ceremonial activities, or other reasons • identifying links they and other people in their community have with people and places at the regional and/or state/territory scale; for example, where produce in their supermarket comes from or produce from their farms goes to, relatives they visit, places they go for holidays • describing how communication and transport technologies connect their place to other places at the regional and/or state/territory level; for example, online communication, phone, road, rail, planes, ferries
<p>the interconnections of First Nations Australians to a local Country/Place</p> <p>AC9HS2K04</p>	<ul style="list-style-type: none"> • listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place • liaising with community to identify original language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied) • discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the Country/Place and Traditional Owners and Custodians of the land, sea, waterways, and sky

Strand: Skills		Year 2
Sub-strand: Questioning and researching		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions about objects, people, places and events in the past and present</p> <p>AC9HS2S01</p>	<ul style="list-style-type: none"> • developing inquiry questions about a historical site; for example, “What does it look like now?”, “What condition is it in?”, “What was its purpose?”, “How might its use have changed?”, “How was it built/created?”, “Who built it?”, “How is it now used?”, “Why is it important?”, “Was/is it used by different groups of people?” • developing inquiry questions about places; for example, “What are the features of the place?”, “How far away is it?”, “How easy is it to get to?”, “How am I connected to it?”, “How is it connected to other places?” • posing questions using the stems: “How do I feel about ...?”, “What would it be like to ...?” and “What effect ...?” 	
<p>collect, sort and record information and data from observations and from sources provided, including unscaled timelines and labelled maps or models</p> <p>AC9HS2S02</p>	<ul style="list-style-type: none"> • collecting information from sources and observations relevant to learning about the past (for example, photographs, interviews, newspapers, stories, and place and street names in maps) and relevant to learning about places (for example, surveying peers, satellite images, diagrams, field photographs, and observations of monuments, built and non-built historical landmarks, middens, remnants of native vegetation and old building remains), and identifying relevant information • creating pictorial maps with annotations to show historical sites or places they are connected to, incorporating symbols to show locations of objects, places or significant features • locating the places they are connected to, such as through family, travel or friends, or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map • ordering key events in the history of the local community or in its development, using formats such as unscaled timelines, slideshows or stories; for example, the history of a person, place or building, or the developmental stages of telecommunications technologies 	

Sub-strand: Interpreting, analysing and evaluating	
<p>interpret information and data from observations and provided sources, including the comparison of objects from the past and present</p> <p>AC9HS2S03</p>	<ul style="list-style-type: none"> • interpreting distance on maps using terms such as “distant”, “close”, “local”, “many hours in a bus/car/plane” and “walking distance” to decide on the accessibility of different features and places • interpreting geographic maps, concept maps, and other digital or visual displays to explore system connections; for example, places their classmates are connected to, where some food comes from, how First Nations Australians’ songlines connect places • interpreting symbols and codes that provide information, such as map legends • identifying how objects and activities are similar or different depending on conditions in local and distant places (for example, clothes, transport, technology)
<p>discuss perspectives related to objects, people, places and events</p> <p>AC9HS2S04</p>	<ul style="list-style-type: none"> • discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers • examining the points of view of older generations about changes over time; for example, changes to the natural or built environment, changes to daily living • exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other cultural groups.
Sub-strand: Concluding and decision-making	
<p>draw conclusions and make proposals</p> <p>AC9HS2S05</p>	<ul style="list-style-type: none"> • listing what makes a person, place or building significant and drawing conclusions about how people were, or are, connected to a local place and other places in the region and/or state/territory • creating a Venn diagram or table that shows aspects of continuity or change in the local area or technology over time • discussing how change in one aspect of technology impacted on the way people worked, travelled, communicated or played in the past • identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and to preserve their significance • using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it

Sub-strand: Communicating

develop narratives and share observations, using sources, and subject-specific terms

AC9HS2S06

- developing narratives drawing on ideas in sources, such as a comparison of past and present daily life;
- sharing observations using sources such as how access to and use of a place has changed over time
- sharing with their teacher, other students and members of their family what they know about the past, using terms in speech and writing to denote the passing of time (for example, “in the past”, “years ago”, “the olden days”, “in the future”) and to describe direction and location of a place (for example, “north”, “south”, “opposite”, “near”, “far”)

Year 3

Year level description

In Year 3, the focus is on “**diverse communities and places, and the contributions people make**”.

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Through exploring how their community has changed over time, students identify the significant causes, events and people involved in change. They investigate the importance of different events, symbols and emblems in Australia. Students examine the representation of Australia, the location of Australia’s neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place. Drawing on familiar and local contexts, students develop an understanding of the importance of rules, the consequences of rules not being followed, and how individuals, including themselves, participate in and contribute to their community.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- How are people in Australia connected to places, and what are the similarities and differences between those places?

Achievement standard

By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.

Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. They propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations

Strand: Knowledge and understanding		Year 3
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes</p> <p>AC9HS3K01</p>	<ul style="list-style-type: none"> • exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community, such as transport, entertainment, the natural and built environment, and technologies, has changed over time; for example, from the time of European settlement to the present day • comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events or developments, places or ecosystems • identifying individuals and groups of diverse backgrounds from the past, who have contributed to the community's economic, social, cultural, civic and environmental development and character • investigating reasons for change in the local community, why change was brought about and what happened because of it; for example, the change in use of a building, wasteland turning to wetland 	
<p>significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals</p> <p>AC9HS3K02</p>	<ul style="list-style-type: none"> • identifying and discussing the historical origins of an important Australian celebration or commemoration, including Australia Day, Anzac Day, NAIDOC Week and National Sorry Day, as well as significant religious or cultural festivals, such as Easter, Christmas, Lunar New Year, Diwali and Eid • recognising that people have different points of view on some events that are commemorated and celebrated; for example, some First Nations Australians regard "Australia Day" as "Invasion Day" and many non-Christians celebrate Christmas • generating a list of local, state/territory, national and religious symbols and emblems (for example, the Commonwealth Coat of Arms, the Australian Flag and First Nations Australians' flags, state/territory flags and coats of arms, club emblems, school logos, flags, floral emblems, and religious symbols, such as the Christian cross, the Crescent and Star, and the Magen David), and discussing their origins, use and significance • examining the symbolism found in the design and positioning of flags (for example, the Australian flag, First Nations Australians' flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) • examining the roles, rights and responsibilities the community has when observing protocols around flag flying 	

Sub-strand: Geography	
<p>the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries</p> <p>AC9HS3K03</p>	<ul style="list-style-type: none"> • using geographical tools to locate and name the states and territories in Australia, along with their capital cities; for example, a globe, wall map or digital source such as an online satellite image • using a globe or digital source to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste, Indonesia and countries relevant to students, labelling them on a map and identifying the direction of each country from Australia • using the Australian Institute of Aboriginal and Torres Strait Islander Studies Map of Indigenous Australia and a states and territories map of Australia to compare the boundaries of Aboriginal Countries and Torres Strait Islander Places with the surveyed boundaries between Australian states and territories, to gain an appreciation of the different ways Australia can be represented
<p>the ways First Nations Australians in different parts of Australia are interconnected with Country/Place</p> <p>AC9HS3K04</p>	<ul style="list-style-type: none"> • explaining that some First Nations Australians have special connections to many Countries/Places; for example, through marriage, birth, parents, residence and chosen or forced movement, and that First Nations Australians can identify with more than one Country/Place • discussing how some people are connected to one Country; for example, because it is "Mother's" Country or "Father's" Country • exploring the ways Australian First Nations Peoples connect to Country/Place, by reading and viewing poems, songs, paintings and stories from outside the local area
<p>the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features</p> <p>AC9HS3K05</p>	<ul style="list-style-type: none"> • identifying and locating examples of the main climatic types in Australia and neighbouring countries (for example, equatorial, tropical, arid, semi-arid, temperate) and the features of those climate types and their impact on other natural features • identifying and describing the similarities and differences between places in Australia and places in neighbouring countries, such as Indonesia and Pacific Island nations, in their natural features; for example, rocks, landforms, bodies of water, climate, soils, natural vegetation and animal life • investigating differences in the type of housing that people use in different climates and environments • exploring different types of settlement and classifying them into hierarchical categories, such as isolated dwellings, outstations, villages, towns, regional centres and large cities • choosing a place in a neighbouring country, such as Indonesia or Pacific Island nations, to compare with a place in Australia in terms of managed and built features, to explore the reasons for similarities and differences
Sub-strand: Civics and Citizenship	

<p>who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed</p> <p>AC9HS3K06</p>	<ul style="list-style-type: none"> • developing and justifying a set of fair rules and consequences for the class • identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed • exploring who has the authority to make rules in different contexts (for example, parents, teachers, coaches) and considering why rules differ across these contexts, such as a school playground, in class, at home, or in sport • discussing situations where it is not fair to have one rule that treats everyone the same; for example, if some people, such as students with disability, have different needs or would be unable to follow the rules • exploring cultural norms behind some rulemaking; for example, removing shoes before entering places of cultural or religious significance
<p>why people participate within communities and how students can actively participate and contribute to communities</p> <p>AC9HS3K07</p>	<ul style="list-style-type: none"> • identifying groups that actively participate in the local community or through a virtual community and exploring their purpose • exploring how they could participate in a school or community project; for example, raising money for a relevant aid project, such as supporting disadvantaged communities overseas or working to protect a bird habitat • investigating how an individual's contribution can be recognised; for example, an Order of Australia award • exploring the motivations of individuals who contribute to communities, such as local community volunteers, leaders and Elders

Strand: Skills		Year 3
Sub-strand: Questioning and researching		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions to guide investigations about people, events, places and issues</p> <p>AC9HS3S01</p>	<ul style="list-style-type: none"> • developing inquiring questions as they investigate; for example, “Why there?” questions about location; “What might happen?” questions about future consequences of natural processes or people’s actions in places; and “What ought to happen?” questions about ethical behaviour, sustainability and preferred futures • asking probing questions during an investigation; for example, “Why is that so?”, “What else do we need to know?” • posing questions to compare such as “How have things changed?” and “How is my house the same or different to one in a neighbouring country?” 	
<p>locate, collect and record information and data from a range of sources, including annotated timelines and maps</p> <p>AC9HS3S02</p>	<ul style="list-style-type: none"> • locating sources suited to learning about the past, such as photographs, interviews, newspapers, digital media, stories, cemetery observations, interviews with older people, and maps, including those online • collecting information in the field; for example, taking photographs, making sketches or collecting natural objects, or interviewing or surveying people to seek information about feelings, preferences, perspectives and actions • gathering information from maps, aerial photographs, satellite images or digital application objects, to support the investigation of the natural, managed and constructed features of places • sequencing information about local people and events in annotated timelines to show change • acquiring geographical information from schools in geographically contrasting parts of Australia and neighbouring countries and recording that information by constructing and annotating maps, using the appropriate cartographic conventions, including map symbols, title and north point • creating tables or picture and column graphs to show patterns in data collected from a class vote on participation in community activities 	
Sub-strand: Interpreting, analysing and evaluating		
<p>interpret information and data displayed in different formats</p> <p>AC9HS3S03</p>	<ul style="list-style-type: none"> • distinguishing between fiction and non-fiction texts in relation to representation of places, environments and past events • interpreting climate data to describe the temperature and rainfall for a place in Australia and a place in a neighbouring country 	

	<ul style="list-style-type: none"> • interpreting information about the number of parents that volunteer at the school and why they may choose to contribute in this way • interpreting data to identify patterns of change over time; for example, examine building dates to make inferences about changing designs and materials used • using maps, ground and aerial photographs, and a digital source such as online satellite images to identify, locate and describe features, including the interpretation of cartographic information such as titles, map symbols, north point and compass direction
<p>analyse information and data, and identify perspectives</p> <p>AC9HS3S04</p>	<ul style="list-style-type: none"> • comparing information in different sources to identify evidence of change; for example, images and maps of the local area over time • comparing different accounts of historic events to determine the effects of changes; for example, how the development of local farming or industry impacted on people and the environment • analysing information collected from interviews with different people, such as children, teachers, coaches and community members, about rules and how decisions are made • using visible thinking strategies to examine a group of paintings and/or maps across a period of time, to explore evidence of continuity and change, and significant events in the local area

Sub-strand: Concluding and decision-making	
<p>draw conclusions based on analysis of information</p> <p>AC9HS3S05</p>	<ul style="list-style-type: none"> • reaching conclusions about how their place and community have changed and developed based on an analysis of data and information related to settlement patterns, local changes in plant and animal species, historic events or cultural celebrations • drawing conclusions about the preservation of unique features of the natural environment • drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries
<p>propose actions or responses to an issue or challenge that consider possible effects of actions</p> <p>AC9HS3S06</p>	<ul style="list-style-type: none"> • contributing ideas to a group response to a community challenge; for example, ways their class or school could contribute to recycling or conserving energy • considering anticipated effects of actions designed to protect and improve places that people perceive as important, such as places of environmental, cultural or religious value, or historic significance • developing a plan of action to achieve a set goal; for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose • arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing to their community, the need to preserve an endangered species) and making effective use of persuasive language such as “I think” and “I dis/agree that” to gain the support of others
Sub-strand: Communicating	
<p>present descriptions and explanations, using ideas in sources and relevant subject-specific terms</p> <p>AC9HS3S07</p>	<ul style="list-style-type: none"> • selecting ideas from sources, such as graphs, tables, photographs and pictures • using appropriate terms when speaking, writing and illustrating; for example, historical terms such as “immigration”, “exploration”, “development”, “settlement”, “naming days of commemoration” and “emblems”; geographical terms such as “climate”, “settlement”, “environment”, “natural” and “constructed”; and civics terms such as “community”, “decision-making” and “participation”

Year 4

Year level description

In Year 4, the focus is on **“how people, places and environments interact, past and present”**.

The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students develop understandings about the causes and nature of significant events related to the First Fleet and the experiences of people involved in colonisation prior to 1800. They study the diversity of First Nations Australians prior to colonisation, their continuous connection to Country/Place, and the impacts of contact on them and their Countries/Places. Students examine the ways in which environments are important to people and animals, as well as the ways people sustainably allocate and manage renewable and non-renewable resources. Students’ understanding of democratic decision-making is developed through investigating the role of their local government and the contribution of citizens to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity in their community and how belonging to different groups can shape personal identity.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have diverse individuals and groups, past and present, contributed to the Australian community?
- Why did Britain want to establish a colony in Australia?
- What were the effects of European colonisation on Australia, and on Australian First Nations Peoples?
- What is the significance of the environment, and what are different views on how it can be used and sustained, past and present?

Achievement standard

By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.

Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.

Strand: Knowledge and understanding		Year 4
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01</p>	<ul style="list-style-type: none"> • recognising that First Nations Australians include two distinct cultural groups – Aboriginal Peoples and Torres Strait Islander Peoples – and there is considerable diversity within these groups • investigating early archaeological sites (for example, Nauwalabila, Devil’s Lair, Lake Mungo) that show the continuous connection of early First Peoples of Australia to Country/Place and the early lifestyles of First Nations Australians • exploring the connection of First Nations Australians to the land and water and how they manage these resources • investigating the diversity and significance of trade and exchange of ideas to First Nations Australians, including with groups outside Australia such as the Macassans 	
<p>the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02</p>	<ul style="list-style-type: none"> • examining the journeys of one or more European explorers who sailed parts of the route to Australia, such as Vasco da Gama and Ferdinand Magellan, using navigation maps to reconstruct their journeys, in order to investigate how exploration and knowledge of routes allowed for the later feasible settlement of Australia • examining journeys of the Australian coastline of one or more European explorers (for example, Dirk Hartog, Abel Tasman, James Cook, Comte de la Perouse, Willem Jansz) using navigation maps to reconstruct their journeys, in order to investigate the possibility of countries settling Australia to expand their empires • describing the journeys of James Cook, and that of Joseph Banks, and their role in the establishment of a British colony in Australia, including reference to Cook’s “secret instructions” • investigating the reasons for the colonisation of Australia, including Britain needing a penal colony, the impact of the American War of Independence, the creation of a base in the global south and resources 	
<p>the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03</p>	<ul style="list-style-type: none"> • describing the events around the establishment of the First Fleet and the key people involved, such as Captain Arthur Phillip, marines, Reverend Richard Johnson and convicts • describing the events and experiences of groups and individuals on the journey of the First Fleet • examining the wide range of crimes punishable by transportation and looking closely at the people who were transported • investigating attitudes to the poor, the treatment of prisoners and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards 	

	<ul style="list-style-type: none"> investigating daily life in the Port Jackson penal settlement, the challenges experienced by the people there and how they were managed
<p>the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion</p> <p>AC9HS4K04</p>	<ul style="list-style-type: none"> investigating contact between First Nations Australians and people from different continents (Asia and Europe) before 1788; for example, the repulsion of the Dutch at Cape Keerweer in 1606, trade, sharing of ideas and technologies exploring early contact of First Nations Australians with the British, including individuals such as Pemulwuy, Windradyne and Bennelong, and considering the differing perspectives of the interactions between Europeans and First Nations Australians, and how interactions could be interpreted as negative for one group and positive for the other examining paintings and accounts by individuals involved in exploration and colonisation to explore the impact that British colonisation had on the lives of First Nations Australians; for example, dispossession, dislocation and the loss of lives through frontier conflict, disease, and loss of food sources and medicines, the embrace of some colonial technologies, the practice of colonial religion, and intermarriage between colonists and Australian First Nations Peoples
<p>Sub-strand: Geography</p>	
<p>the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent</p> <p>AC9HS4K05</p>	<ul style="list-style-type: none"> identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and exploring natural vegetation in Australia and another continent such as Africa or South America exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive explaining how people's connections with their environment can also be aesthetic, emotional and spiritual exploring strategies to protect particular environments that provide habitats for animals; for example, planting bird-attracting vegetation identifying the importance of water to the environment and to sustaining the lives of people and animals

<p>sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place</p> <p>AC9HS4K06</p>	<ul style="list-style-type: none"> exploring how some resources are used and managed in sustainable and non-sustainable ways; for example, auditing use of renewable and non-renewable resources in the classroom, investigating recycling and waste disposal of non-renewable resources in the school and by local government, reducing waste through “nude food” lunch boxes and using recycled toilet paper, examining how renewable resources such as timber are managed investigating how First Nations Australians adapted ways of living using knowledge and practices linked to the sustainable use of resources and environments (for example, rotational use and harvesting of resources; mutton-bird harvesting in Tasmania; the use of fire; the use of vegetation endemic in the local area for food, shelter, medicine, tools and weapons; and the collection of bush food from semi-arid rangelands), and how this knowledge can be taught through stories and songs, reflecting their inherent custodial responsibilities
<p>Sub-strand: Civics and Citizenship</p>	
<p>the differences between “rules” and “laws”, why laws are important and how they affect the lives of people</p> <p>AC9HS4K07</p>	<ul style="list-style-type: none"> distinguishing between “laws”, such as not speeding in school zones, and “rules”, such as practising sun safety in the school exploring examples of laws and their purpose, recognising that laws apply to everyone in society and why they are important to students’ lives investigating the impact of laws, such as environmental laws, native title laws and laws concerning sacred sites investigating the customary lore of First Nations Australians and how it relates to people and places; for example, the lore covers rules of living, skin groups, broad roles of men and women, economic affairs, marriage and other activities
<p>the roles of local government and how members of the community use and contribute to local services</p> <p>AC9HS4K08</p>	<ul style="list-style-type: none"> examining how local government is chosen and by whom exploring what local government does, including the services it provides, such as environment and waste management, libraries, health services, parks, cultural events, pools and sport facilities, arts and pet management describing how local government services impact on the lives of students, and discussing how local groups/organisations and children can use their voices and make responsible choices about the services that impact them and their environment

<p>diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity</p> <p>AC9HS4K09</p>	<ul style="list-style-type: none"> identifying diversity through the different social, cultural and religious groups students belong to and describing what makes them feel that they belong to the groups listing and comparing the different beliefs, traditions and symbols used by groups recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions
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Strand: Skills		Year 4
Sub-strand: Questioning and researching		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions to guide investigations about people, events, places and issues</p> <p>AC9HS4S01</p>	<ul style="list-style-type: none"> asking questions before, during and after an investigation, using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, why and how) developing “How do we know?” questions for evidence; “How are these ideas connected to each other? What is similar/different about what you have found out?” questions about comparisons; “What could be done?” questions about alternatives; “Is that right or fair?” questions about decisions in the past and present; “How did/do certain groups respond/act when...?” questions about diverse groups; “What rules apply when...? Who was/is involved...?” questions about rules and citizenship discussing how an investigation about the past, such as through a museum display, video or interactive website, is guided by questions at different stages, including “Why is that important now?” developing questions that address the disciplinary concepts; for example, “What was the cause...?”, “Why was this event significant?”, “How did daily life change?”, “What are the characteristics of this place?”, “How can we manage resources sustainably?”, “What rules are used by different groups I belong to?” and “What laws protect our local environment?” 	

<p>locate, collect and record information and data from a range of sources, including annotated timelines and maps</p> <p>AC9HS4S02</p>	<ul style="list-style-type: none"> • identifying the types of sources suited to historical, geographical and civic inquiry contexts (for example, paintings, maps and written records/accounts to investigate the First Fleet or a local environment; newspaper articles and database information to investigate the cultural diversity of the local community or to respond to a civic or geographic issue such as recycling; traditional ballads and stories to investigate historical events or cultural groups in the community) and discussing why particular sources might be suitable for a particular context • brainstorming ways that information might be collected for an inquiry, such as surveys, interviews and tallying, and choosing, with teacher guidance, the most effective sources of data; for example, the internet, thematic maps, photographs, satellite imagery, field data collection, interviewing members of local government • exploring stories about the groups people belong to; for example, cultural groups such as groups that value First Nations Australian or Asian heritage; interest and community groups such as recreational and volunteering organisations; and gender or religious groups • using graphic organisers, timelines, maps, graphs or tables to display data and information (for example, a food web; consequence wheels for an issue; creating a timeline related to the First Fleet; mapping locations of different types of vegetation, the loss of native species, the movement of peoples over time, or social, cultural and religious groups in Australia's society) and using digital applications as appropriate
<p>Sub-strand: Interpreting, analysing and evaluating</p>	
<p>interpret information and data displayed in different formats</p> <p>AC9HS4S03</p>	<ul style="list-style-type: none"> • decoding the meaning of symbols and emblems associated with Australian history, geography and civic life, and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps • interpreting the data presented in picture, line, bar or column graphs to identify trends; for example, explaining survey results about types of waste produced in the school or how people participate in the community • interpreting thematic maps and using online satellite images to describe the environmental characteristics of a continent or region, or to identify a particular characteristic, such as equatorial rainforests or clearance of natural vegetation for farming and settlement • comparing environments in places of similar climate and vegetation that are located on different continents; for example, sandy, icy and stony deserts of Australia, Africa and South America
<p>analyse information and data, and identify perspectives</p> <p>AC9HS4S04</p>	<ul style="list-style-type: none"> • comparing information in sources to identify evidence of change; for example, First Nations Australian, Dutch and French place names on Australia's west coast • analysing information collected from interviews with different people about the same issue; for example, developers, businesspeople and their employees, council members, local Elders and conservationists, regarding the management of resources

	<ul style="list-style-type: none"> analysing information gathered through visible thinking strategies to examine a group of paintings and/or maps across a period of time to explore evidence of continuity and change, and significant events in Australia pre- and post-1788 (for example, images of First Nations Australian rock painting depicting early interactions and trade with the Macassans) and comparing it with written information from a historian exploring different perspectives about a historical event (for example, the perspectives of convicts, soldiers, free settlers and First Nations Australians on the arrival of the First Fleet) or a contemporary issue, such as a school issue or an environmental issue
Sub-strand: Concluding and decision-making	
<p>draw conclusions based on analysis of information</p> <p>AC9HS4S05</p>	<ul style="list-style-type: none"> describing risks in past times, such as those involved in sea travel, exploration and colonisation explaining how seeking resources is connected to trade, world exploration, colonisation, economic development and environmental change, analysing sources to draw conclusions; for example, “What are the relationships between plants and animals in an ecosystem?”, “What can local government do to improve services?” and “How do students benefit from school rules?”
<p>propose actions or responses to an issue or challenge that consider possible effects of actions</p> <p>AC9HS4S06</p>	<ul style="list-style-type: none"> participating in cooperative strategies that enable decision-making about roles and responsibilities in relation to an issue that may be of concern to the students (for example, waste management in their school or protecting a habitat for an endangered species) and identifying resources needed to support the actions and likely outcomes forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue; for example, developing a future scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level; for example, pouring paints down the sink, using products sourced from cleared rainforests and proposing awareness-raising strategies to reduce impacts on the environment proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school, choosing products that do not reduce wild animals’ habitats) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden, making socially responsible decisions)

Sub-strand: Communicating	
<p>present descriptions and explanations, drawing ideas from sources and using relevant subject-specific terms</p> <p>AC9HS4S07</p>	<ul style="list-style-type: none"> • describing the relative location of different features in a place by distance and compass direction; for example, the distance from their home to the local waste management site, the route of a navigator • using accurate and subject-appropriate terms when speaking, writing and illustrating; for example, using historical terms such as “exploration”, “navigation”, “trade”, “penal”, “transportation”, “contact” and “colonisation”; using geographical terms such as “continents”, “countries”, “natural resources”, “vegetation”, “environments”, “ecosystems”, “sustainability”, “consumption”, “waste” and “management”; and using civic terms such as “local government”, “decision-making”, “services”, “roles”, “responsibilities”, “rules”, “laws” and “belonging”

Year 5

Year level description

In Year 5, the focus is on “**Australian communities – their past, present and possible futures**”.

The Year 5 curriculum focuses on the development of colonial Australia after 1800, the relationship between humans and their environment, the development of the economy, the features of Australian democracy and citizenship. Students learn about the reasons for the founding of a British colony in Australia, the impact of colonisation on the environment, and the daily lives of different people within and around the colony. They explore the roles of people, including migrants and First Nations Australians, in the development of events in an Australian colony. Students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. Students investigate the key values and features of Australia’s democracy. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of natural, human and capital resources, and how they satisfy human needs and wants.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have individuals and groups in the past and present contributed to the development of Australia?
- How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia?
- How have people enacted their values, beliefs and responsibilities about people, places and events, past and present?

Achievement standard

By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia’s democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.

Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Strand: Knowledge and understanding		Year 5
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>the economic, political and social causes of the establishment of British colonies in Australia after 1800</p> <p>AC9HS5K01</p>	<ul style="list-style-type: none"> • investigating the reasons for the establishment of different types of colonies in Australia, such as a penal colony (for example, Moreton Bay, Van Diemen’s Land) or a colony for free settlers, as in South Australia and Victoria • investigating economic reasons for the establishment of different colonies in Australia, such as the acquisition of land and resources, and the economic situation in Britain, including high unemployment and poverty • investigating political reasons for the establishment of different colonies in Australia, such as expanding the British empire and the threat that other countries might want to expand their territories • investigating social causes of the establishment of different colonies in Australia, such as overcrowded cities, high crime rates and overflowing prisons 	
<p>the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment</p> <p>AC9HS5K02</p>	<ul style="list-style-type: none"> • investigating colonial life to discover what life was like at that time for different inhabitants (for example, a First Nations Australian community and a European community, a convict and a free settler, a “squatter”, a sugarcane farmer and an indentured labourer), the challenges they faced and responses they made in terms of clothing, access to food and water, leisure, paid and unpaid work, use of technologies, shopping or trade, language, housing and children’s lives • mapping settlement patterns in the 1800s, noting factors that shaped these patterns (for example, geographical features, climate, access to land for farming and grazing, water resources, the discovery of gold, transport and access to port facilities) and the impact these settlement patterns had on the local environment and its ecosystems (for example, comparing the present and past landscape, and the flora and fauna of the local community, including introduced species) 	
<p>the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony</p> <p>AC9HS5K03</p>	<ul style="list-style-type: none"> • investigating an event or development and explaining its economic, social or political impact on a colony; for example, the impact of Blaxland, Wentworth and Lawson travelling across the Blue Mountains in 1813 on the expansion of farming; the impact of the exploration of the interior by figures such as Mitchell, Oxley and Sturt on frontier conflict; the impact of the introduction of merino sheep on economic development; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming; the impact of Bennelong as a mediator between two cultures • creating “what if” scenarios by constructing different outcomes for a key event; for example, “What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?”, “What if Arthur Phillip had not captured Bennelong?”, “What if Chinese immigrants were not allowed to land in Robe, South Australia, during the gold 	

	<p>rush?”, “What if Governor Macquarie had not been removed by his enemies in 1821?”, “What if he had not opened the Parramatta Native Institution?”</p> <ul style="list-style-type: none"> investigating the experiences and contributions of a particular migrant group within a colony, such as the Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, and Pacific Islanders in the Torres Strait examining the development of at least one primary industry sector of the economy during the 1800s, such as wheat, wool, meat, whaling, sugar cane, pearling or mining, including the involvement of First Nations Australians examining the roles of key women in the early Australian Colonies, such as Elizabeth Macarthur, Edith Cowan, Maria Lock, Mary Bryant, Mary Reiby, Mary McKillop, and Truganini, examining the roles and impacts of key administrative and political figures such the early colonial governors, and First Nations warriors such as Windradyne.
<p>Sub-strand: Geography</p>	
<p>the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04</p>	<ul style="list-style-type: none"> identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management; for example, firestick farming exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, erosion, farming, the introduction of grazing livestock such as sheep and cattle, forest plantations or mining), and evaluating the effects of change on economic development and environmental sustainability exploring examples of positive influences people have on the characteristics of places; for example, reforestation, land-care groups, rehabilitating former mining, industrial or waste disposal sites identifying positive and negative influences of people on places in other countries, including countries in Asia, Europe and North America
<p>the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05</p>	<ul style="list-style-type: none"> exploring how environments are used and managed, the practices and laws that aim to manage human impact, the use of zoning to manage local environments, creation of wildlife corridors and national parks examining how changes due to environmental practices create issues, such as water shortages and increased floods and bushfires, the impact of issues on places and communities, and how people can mitigate the impacts through building codes, zoning, firebreaks and controlled burns, and efficient irrigation

Sub-strand: Civics and Citizenship	
<p>the key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives</p> <p>AC9HS5K06</p>	<ul style="list-style-type: none"> • discussing the meaning of democracy, the importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights) and how students apply democratic values in familiar contexts, such as how religious tolerance might be achieved in a free democratic society • discussing the Australian citizenship pledge and the official statement of Australian values published by the federal government and what can be learnt about key values and Australian democracy from this material • exploring the secret ballot, compulsory voting and preferential voting as key features of Australia’s democracy • recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair • discussing key features of Australia’s voting system, such as who has the right to vote and stand for election in Australia, including when women and First Nations Australians were first allowed to vote • considering the responsibilities of electors, including enrolling to vote, being informed and voting responsibly • identifying the characteristics that would make for a “good” representative at the local, state/territory or national level
<p>how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal</p> <p>AC9HS5K07</p>	<ul style="list-style-type: none"> • discussing how and why people volunteer for community groups such as religious and other charities, rural fire services, surf life-saving clubs, emergency services groups, First Nations community groups and youth groups • using social media to share and discuss ideas about how people can work together as local, regional and global citizens; for example, to promote access to educational opportunities for women and girls in developing countries • examining First Nations Australian organisations and the services they provide

Sub-strand: Economics and Business	
<p>types of resources, including natural, human and capital, and how they satisfy needs and wants</p> <p>AC9HS5K08</p>	<ul style="list-style-type: none"> • categorising resources as natural such as water, coal, wheat; human such as workers, business owners, volunteers, managers; and capital such as tools, machines, technologies • identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community • distinguishing between needs and wants, and how resources might be used more sustainably to meet these needs and wants into the future

Strand: Skills		Year 5
Sub-strand: Questioning and researching		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions to investigate people, events, developments, places and systems</p> <p>AC9HS5S01</p>	<ul style="list-style-type: none"> • asking questions that address relevant disciplinary concepts before, during and after an investigation to frame and guide the stages of an inquiry; for example, “What caused Britain to establish Australian colonies after 1800?”, “What does this source indicate about the significance of an event?”, “How do secondary sources differ and what can I determine from primary sources?”, “How do the sources help me answer my questions and reach conclusions?” • developing different types of questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, and practical questions to guide financial choices • developing questions to guide the identification and location of useful sources for an investigation or project; for example, “Is this source useful?”, “Who can help us do this project?”, “What rules/protocols must we follow when we do this inquiry/project?”, “What resources do we need to conduct this project?” 	
<p>locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <p>AC9HS5S02</p>	<ul style="list-style-type: none"> • finding information in primary sources about the past (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, newspapers of the day, advertisements) and about geography (for example, fieldwork and photographs), and from secondary sources (for example, books, internet articles, maps, plans and reports in digital and non-digital form) • using geospatial tools such as a globe, wall map or a digital application to collect information; for example, to identify the influences of people on the characteristics of places in other countries, or the location of information they have collected through fieldwork • conducting surveys or interviews to gather primary data that support decision-making processes when investigating an issue, and summarising the key points or particular points of view; for example, surveying the views of conflicting parties in a planning or environmental dispute • categorising information using digital and non-digital graphic organisers, such as flow charts, consequence wheels, futures timelines, Venn diagrams, decision-making matrixes and bibliography templates, for an appropriate purpose; for example, creating flow charts that show the steps in an electoral process such as a class vote or a local council election, or the sequence of steps to rehabilitate a natural area, or the sequence of actions in achieving a civic goal • constructing timelines, maps, tables and graphs using appropriate digital applications and cartographic conventions, such as border, source, scale, legend, title and north point, to display data and information; for 	

	<p>example, the movement of peoples over time in a colony, a sequence of key events, the population growth of an Australian colony, cultural and religious groups in Australia at different times, information on needs and wants</p>
<p>Sub-strand: Interpreting, analysing and evaluating</p>	
<p>evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S03</p>	<ul style="list-style-type: none"> • interpreting data presented in a line, bar, column or pie graph; for example, data about election results, common influences on the purchases of class members, the likelihood of an outcome or event reoccurring • examining visual and written sources to infer relationships; for example, examining photographs to see how people respond to droughts in enterprising ways; examining maps to investigate patterns in the characteristics of a place; investigating written sources to explore patterns in the development of colonial society • exploring maps and sources showing First Nations Australians' language groups and Countries/Places, to explain the diversity of their connections to Country/Place
<p>evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04</p>	<ul style="list-style-type: none"> • identifying inferred messages, stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics, and other beliefs or attitudes presented in sources and media of the past (for example, a newspaper caricature or photos of a colonial-era Chinese goldfield worker, businesspeople, First Nations Australians, South Sea Islander workers, women and children) and in sources and media of the present, such as social media opinions about a particular industry • evaluating the accuracy and the perspectives in information gained from primary and secondary sources; for example, checking publication details for the author of speeches, advertisements, campaign materials, symbols and how-to-vote cards, or comparing sources of evidence to identify similarities and/or differences in accounts of the past that reflect different perspectives • comparing sources of evidence to identify similarities and/or differences in accounts of and perspectives on the past; for example, comparing the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; comparing colonial descriptions of Burke and Wills's achievements with those that have been recently published giving First Nations Australian perspectives; comparing representations of Ned Kelly in past and present publications
<p>Sub-strand: Concluding and decision-making</p>	

<p>develop evidence-based conclusions AC9HS5S05</p>	<ul style="list-style-type: none"> • identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and one based on personal preference or on the use of limited sources • drawing conclusions based on identified evidence from primary and secondary sources that consider differing information; for example, using analysis and evaluation of primary sources such as images, posters and newspaper articles, and secondary sources such as books and websites, on which to base conclusions • drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence • drawing conclusions about a community and/or the environment; for example, changing democratic values from past to present, patterns of human consumption and changes in environments • considering the primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry; for example, the reliability of information in a source such as a government agency website versus a private blog, the date a secondary source was created and the views that prevailed at the time
<p>propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S06</p>	<ul style="list-style-type: none"> • forecasting probable futures for an issue; for example, how native fauna populations might change if an introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population and proposing preferred futures that relate to the issue • undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes; for example, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue • asking questions in order to consider potential effects; for example, “What could be the effects of my purchasing decisions?”, “Are needs and wants the same for everyone?”, “Why can’t all needs and wants be satisfied?”, “How can I contribute to a sustainable environment?” • participating in a relevant democratic process, such as class votes, mock parliament and school decision-making processes such as student councils • making judgements about how effectively challenges have been addressed in the past (for example, relative success of a response to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue or a strategy for economic development) • using criteria to evaluate the possible options that people could take to resolve challenges, such as improving water quality, managing excess waste and providing resources, and using criteria to improve responses in communities to environmental hazards; for example, considering economic factors such as needs, wants and costs, as well as environmental, health and social factors
<p>Sub-strand: Communicating</p>	

<p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p>AC9HS5S07</p>	<ul style="list-style-type: none"> • selecting and referencing ideas and viewpoints from letters, graphs, tables, timelines, photographs and pictures, in descriptions and explanations • using accurate and subject-appropriate terms; for example, historical terms such as “colonial”, “the gold era”, “migration” and “penal”; geographic terms such as “characteristics”, “environmental”, “human”, “ecosystems”, “sustainable”, “settlement” and “management”; civics terms such as “electoral process”, “democracy”, “shared beliefs”; and economic terms such as “scarcity”, “choices”, “resources” and “needs and wants”
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Year 6

Year level description

In Year 6, the focus is on **“Australia in the past and present, and its connections with a diverse world”**.

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia’s role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people’s experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people’s contributions in influencing the development of Australia’s system of government. They learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia’s development. Students explore the geographical diversity of the Asian region and how our interconnections with these countries change people and places. They study the key institutions of Australia’s democratic government, and the key values and beliefs of Western democracies. Students learn about the roles and responsibilities of local, state and federal governments. They learn about the factors that influence consumer choices and how they can develop strategies to make informed consumer and financial choices.

Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, and what is the role of citizens in contributing to environmental, economic and social sustainability?
- How has Australia developed as a society with global connections, and in what ways is Australia similar and different to other countries?

Achievement standard

By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.

Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

Strand: Knowledge and understanding		Year 6
Sub-strand: History		
Content descriptions <i>Students learn about:</i>	Content elaborations <i>This may involve students:</i>	
<p>significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government</p> <p>AC9HS6K01</p>	<ul style="list-style-type: none"> • studying Australia's path to Federation through an examination of key people and events, such as Henry Parkes, Edmund Barton, Alfred Deakin, George Reid, John Quick, the Tenterfield Oration, the Corowa Conference and the referendums held in the colonies between 1898 and 1900 • exploring how the United States of America's model of federalism (the Washington system) contributed to the ideas for Andrew Clark's first draft of the Constitution • investigating how Australia's system of law and government has origins in the Magna Carta, the English Civil War and Westminster system and, therefore, why we have a constitutional monarchy and why there was a separation of powers (legislative, executive, judiciary) 	
<p>changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children</p> <p>AC9HS6K02</p>	<ul style="list-style-type: none"> • describing the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians • investigating developments in advancing democracy and citizenship for women, such as the suffragette movement, the right to vote, the bar on married women working, equal pay and the <i>Sex Discrimination Act 1984</i> • investigating developments in advancing democracy and citizenship for all citizens, including migrant groups; for example, the establishment of the minimum wage, anti-discrimination legislation and official national multicultural policy • investigating the experiences of children who were placed in orphanages, homes and other institutions; for example, their food and shelter, protection, education and contacts with family 	
<p>the causes of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region</p> <p>AC9HS6K03</p>	<ul style="list-style-type: none"> • exploring push and pull factors that have contributed to people migrating to Australia, including economic factors, conflict and seeking political refuge, and inquiring into why particular 20th century migrant groups came to Australia; for example, migrants from Europe following World War II, migrants from South-East Asia due to conflict, the Assisted Passage Migration Scheme • exploring individual narratives, using primary sources such as letters, documents and historical objects to interview and record an oral history of, for example, migration related to students' own family histories, and then outlining the journey and circumstances of arrival based on the sources, using approaches such as drama or digital presentations. 	

	<ul style="list-style-type: none"> • describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and exploring how these practices changed the communities in which they settled within Australia • examining population data that show the places of birth of Australia's people at one or more points of time in the past and today • investigating the role of specific cultural groups in Australia's economic and social development in, for example, the cattle industry, the Snowy Mountains Scheme and the pearling industry • considering the contributions to Australia of notable Australians who were migrants or from migrant families, across a range of fields; for example, Hieu Van Le (the 35th Governor of South Australia), Sir Frank Lowy, Marita Cheng, Dame Marie Bashir
Sub-strand: Geography	
<p>the geographical diversity and location of places in the Asia region, and its location in relation to Australia</p> <p>AC9HS6K04</p>	<ul style="list-style-type: none"> • exploring the diversity of environments and types of settlement in the Asia region, in part of the region, or in a country in North-East, South-East or South Asia, and discussing any patterns • investigating the differences in the population size and life expectancy of people in different Asian countries • describing the location of places in countries of the Asia region in absolute terms, using latitude and longitude • comparing the daily lives of people in other countries, in terms of food, clothing, personal and household goods, housing and education, and differences between the wealthy and poor in a country • identifying examples of Indigenous peoples who live in different regions in Asia, such as Orang Asli of Malaysia and Indonesia, the Tibetans and the Mongols, and appreciating their similarities and differences, and the ways they have lived sustainably over time • researching the proportion of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics, and then comparing aspects of selected cultures
<p>Australia's interconnections with other countries and how these change people and places</p> <p>AC9HS6K05</p>	<ul style="list-style-type: none"> • using geospatial tools such as a globe, wall map or a digital application, to identify the geographical divisions of the world, including the Asia and Pacific regions • researching connections between Australia and countries in the Asia and Pacific regions in terms of migration, trade, tourism, aid, education, defence or cultural influences, and explaining the effects of at least one of these connections on their own place and another place in Australia • exploring the provision of Australian government or non-government aid to a country in the Asia and Pacific regions or elsewhere in the world and analysing its effects on places in that country

Sub-strand: Civics and Citizenship	
<p>the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies</p> <p>AC9HS6K06</p>	<ul style="list-style-type: none"> • explaining the role of the monarchy and its representatives in Australia, including the Governor-General, and the parliaments and courts in Australia's system of government • comparing the Australian system of government with the Westminster system; for example, recognising that the House of Representatives and the Senate in Australia are a Lower and Upper House of Parliament, as are the House of Commons and the House of Lords in the Westminster system, but the Senate has elected members • investigating sites, virtually or in situ, associated with key democratic institutions to explore their roles, such as Parliament House and the High Court in Canberra • exploring how bills are debated and scrutinised; for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees • examining the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation • investigating the impact of the Western democracies such as France and the United States of America on our constitution, and the impact of British law on the Australian system of law, as well as the origin of values such as freedom of speech, equality before the law and social justice
<p>the roles and responsibilities of the 3 levels of government in Australia</p> <p>AC9HS6K07</p>	<ul style="list-style-type: none"> • sorting and categorising the roles and responsibilities of the 3 levels of government (local, state/territory and federal) • identifying issues where federal and state parliaments both have the power to make laws, and recognising that federal law will override the state law if federal and state laws conflict on these issues • investigating the origins of new laws; for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community • identifying instances where there may be multiple levels of government involved; for example, in relation to the environment such as management of the Murray–Darling river system • categorising the different types of laws and regulations in their community, which level of government makes those laws, and who enforces them; for example, road laws, health laws, pollution laws

Sub-strand: Economics and Business	
<p>influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices</p> <p>AC9HS6K08</p>	<ul style="list-style-type: none"> • identifying goods they have purchased, and categorising and explaining factors that influence consumer purchasing decisions, including personal preferences, social trends, economic factors such as budgets and the amount of money available to spend, psychological factors such as advertising and peer pressure, and cultural, environmental, legal and ethical factors • comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices; for example, the influence of television and internet advertising compared to email promotions • recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items • exploring the strategies that can be used when making consumer and financial decisions, such as finding more information, comparing prices, keeping a record of money spent and saving for the future • exploring how a decision to buy an item at the local supermarket affects the family (for example, “Did the family have to put off buying another item to have this one?”) and the local community, such as providing jobs • considering if their actions affect the environment; for example, “Does choosing local products rather than imports affect the environment?”

Strand: Skills		Year 6
Sub-strand: Questioning and researching		
Content descriptions <i>Students learn to:</i>	Content elaborations <i>This may involve students:</i>	
<p>develop questions to investigate people, events, developments, places and systems</p> <p>AC9HS6S01</p>	<ul style="list-style-type: none"> • asking questions that address relevant disciplinary concepts, before, during and after an investigation, to frame and guide the stages of the inquiry; for example, “What were the effects of migration on Australia?”, “What does this source indicate about the significance of an event?”, “How do secondary sources differ and what can I determine from primary sources?”, “How do the sources help me answer my questions and reach conclusions?” • developing different types of research questions for different purposes, such as probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, and ethical questions regarding sensitivities and cultural protocol 	

	<ul style="list-style-type: none"> mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems; for example, “How do the purchases my family makes influence the environment?”, “How do laws aim to ensure sustainable use of resources in the products we use?”, “What actions can consumers take to ensure their purchases protect the environment?”
<p>locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <p>AC9HS6S02</p>	<ul style="list-style-type: none"> determining the most appropriate range of methods to find information, including digital tools, such as personal observation, interviews and surveys, internet searches, census data, and primary and secondary sources, and using excursions and field trips; for example, a study trip to wetlands, or a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise or a bank identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes, and recognising that internet domain names “com”, “edu” and “gov” indicate the provenance of a source surveying businesses in the local area to find out what influences their choices concerning the way they provide goods and services creating maps, using spatial technologies and cartographic conventions as appropriate, including border, source, scale, legend, title and north point, to show information and data such as location; for example, a large-scale map to show the location of places and their features in Australia and countries of Asia; a flow map or small-scale map to show the connections Australia has with Asian countries such as shipping or migration developing flow charts to show steps in a sequence; for example, the flow of goods and services, the passage of a bill through parliament, the chain of events leading to the Formal Apology to the Stolen Generations, and timelines to show the chronological sequence of key events, ideas, movements and lives
<p>Sub-strand: Interpreting, analysing and evaluating</p>	
<p>evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships</p> <p>AC9HS6S03</p>	<ul style="list-style-type: none"> examining sources to identify the causes, effects and significance of past events, developments and achievements in bringing about change; for example, the causes, effects and significance of the struggles for legal rights such as the Wave Hill walk-off and the Wik decision, and health and migration policies using graphic organisers, maps and concept maps to identify patterns, such as settlement in regional agricultural areas, trends (for example, changes in Australian immigration statistics) and cause–effect relationships (for example, relationships between war and the movement of refugees), and the effects of consumer decisions on the individual, the broader community and on environmental sustainability evaluating attitudes and actions of the past that now seem strange and unacceptable, and imagining what aspects of current society may be viewed in this way in the future proposing reasons why socially sustainable practices such as negotiation, arbitration, reconciliation and cultural mediation resolve issues peacefully

<p>evaluate primary and secondary sources to determine origin, purpose and perspectives</p> <p>AC9HS6S04</p>	<ul style="list-style-type: none"> • examining the publishing details and content of a text to help clarify the publication’s purpose, to distinguish fact from opinion, to identify potential bias in the content, to assess its relevance, and to put information presented in a historical or geographical context • identifying persuasive techniques such as modality (for example, “would”, “could”, “may” and “might”) and the use of the passive voice (for example, “It is claimed by the government that...”) rather than the active voice (for example, “The government claims that...”), and considering reasons for these choices • discussing issues explored through sources where there are, or were, a range of views, such as deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably and the encouragement of migration, and proposing reasons for different perspectives • evaluating points of view about a sustainability issue; for example, considering producers’ and consumers’ views on the sustainable use of resources and the expertise of people expressing views
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Sub-strand: Concluding and decision-making	
<p>develop evidence-based conclusions</p> <p>AC9HS6S05</p>	<ul style="list-style-type: none"> • identifying valid evidence that can be used to form a conclusion, and considering the difference between a conclusion based on evidence and one based on personal bias or preference, or one that is based on use of limited sources • drawing conclusions based on identified evidence; for example, using census data to construct arguments for and against migration; using business council information to identify the ways different businesses provide goods and services to a community • drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence
<p>propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <p>AC9HS6S06</p>	<ul style="list-style-type: none"> • planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines • brainstorming solutions to an issue that is significant to a group, collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes, and using negotiation to reach consensus on a preferred approach to resolving the issue • relating the decisions made by individuals and organisations to criteria used to evaluate options; for example, the criteria for Australian of the Year, for the award of the Order of Australia, for the selection of a school captain

	<ul style="list-style-type: none"> • determining a preferred option for action by identifying the advantages and disadvantages of different proposals, surveying people’s views and opinions, analysing the data, and debating and voting on alternatives • identifying the possible social, cultural, economic and environmental effects of consumer or financial choices and developing strategies to minimise negative effects
Sub-strand: Communicating	
<p>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <p>AC9HS6S07</p>	<ul style="list-style-type: none"> • composing informative and persuasive texts, supported by evidence, to describe and explain conclusions from their economic, civic, historical and geographical inquiries • selecting and referencing findings and viewpoints from sources and visual materials such as journals, diaries, graphs, tables, timelines, photographs and pictures, in descriptions and explanations