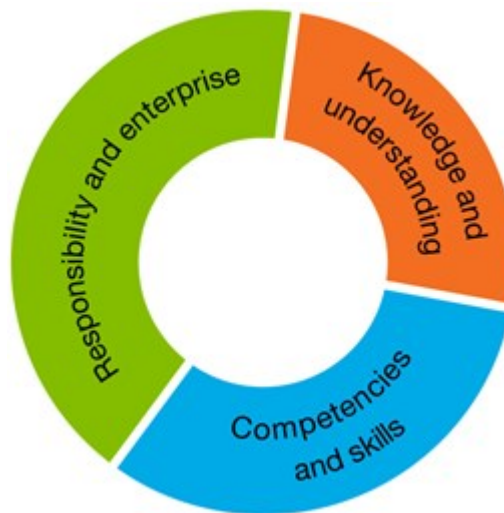


# Consumer and financial literacy: F-6/7 Humanities and Social Sciences

## F-6/7 Humanities and Social Sciences

The Australian Curriculum: F–6/7 Humanities and Social Sciences (HASS) has a significant role in developing consumer and financial literacy in young people. The HASS curriculum supports the development of the dimensions of consumer and financial literacy as shown in the diagram below.



*Approximate proportion of the dimensions addressed in F/6-7 Humanities and Social Sciences*

Explicit links to consumer and financial literacy exist in the economics and business sub-strand of the HASS curriculum. This sub-strand is introduced in Year 5 with consumer and financial literacy as one of four key organising ideas. Here, students explore how to make informed consumer and financial decisions and consider how these decisions can affect individuals, the broader community and the environment. The other key organising ideas of economics and business support the development of consumer and financial literacy as students are introduced to basic economic concepts such as scarcity, the need to make choices, the business environment and, in Year 7, the world of work.

The knowledge and understanding that are developed in the economics and business sub-strand are supported by the content in the remaining three HASS sub-strands of civics and citizenship, geography and history, through which students learn about the importance of rules, regulations and laws which can be applied to financial contexts. Students acquire an appreciation of the role of governments in developing laws and providing services for the community's benefit. They learn how governments gain revenue, and the responsibilities of citizens including the paying of taxes. Students begin to understand the importance of preserving places and consider how the demand for overseas goods and services can impact on people and environments. They also develop an awareness of the impact of technologies over time on the way people live and work.

Through the inquiry and skills strand of the HASS curriculum, students develop a range of competencies and skills that can be applied in consumer and financial contexts. For example, students learn to discriminate between fact and opinion when evaluating claims made in advertising, and they develop the skills to process data and analyse patterns and trends, which enables them to make reasoned financial decisions such those required when selecting investments.

By studying HASS, students also develop the skills of responsible decision-making and enterprise. The skills of enterprise are developed through student investigations and creative activities such as fundraising events or business ventures. Students learn to apply informed decision-making in a range of real-world contexts by using criteria to evaluate the advantages and disadvantages of alternative choices, leading to actions proposed in response to an issue or challenge. They also develop an appreciation of the role that values play in the decisions that people and groups make and they understand the importance of values to particular identities. The knowledge, understanding and skills that students acquire in HASS contribute to sound and informed financial decision-making throughout their lives.

[Moneysmart for teachers](#) and [Tax, Super and You](#) resources provide a number of interdisciplinary units that either focus on or include aspects of the HASS curriculum. Access a list of relevant resources that link to the Australian Curriculum: F–6/7 HASS using the right-hand menu.



## Supporting documentation

[Mapped content descriptions in table format](#)

## Links to resources that support F-6/7 Humanities and Social Sciences

[Year 2 Kieren's coin](#)

[Years 2-4 Digital activity – Money and people](#)

[Years 2-4 Digital activity – Money maps](#)

[Year 5 Never too young to be Moneysmart with clothes](#)

[Year 5 Hey! Let's have a big day out!](#)

[Years 5-6 Digital activity – Calls, messaging and browsing](#)

[Years 5-6 Digital activity – Choosing a mobile plan](#)

[Years 5-6 Digital activity – Entertainment](#)

[Years 5-6 Digital activity – Mobile credit](#)

[Years 5-6 Digital activity – MilbaDjunga – Smart Money – Primary Unit](#)

[Year 6 The fun begins: Plan, budget, profit!](#)

[Year 6 It's raining cats and dogs... and chickens?](#)

[Years 5-8 Digital activity – Mobile phone security](#)

[Year 6 Digital activity – The cost of cats and dogs...and snakes](#)

## Knowledge and understanding

### F-6/7 Humanities and Social Sciences - Year 2

#### History

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK04)

#### Geography

The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK05)

## Competencies and skills

### F-6/7 Humanities and Social Sciences - Year 2

#### Analysing

Explore a point of view (ACHASSI038)

Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)

#### Evaluating and reflecting

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041)

#### Communicating

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043)

## Responsibility and enterprise

### F-6/7 Humanities and Social Sciences - Year 2

#### Questioning

Pose questions about past and present objects, people, places and events (ACHASSI034)

#### Researching

Collect data and information from observations and identify information and data from sources provided (ACHASSI035)

#### Evaluating and reflecting

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)