



Australian
CURRICULUM
Review

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

All elements F–6

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F–10 AUSTRALIAN CURRICULUM: HUMANITIES AND SOCIAL SCIENCES.

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Humanities and Social Sciences Foundation to Year 10 comprises five subjects:

- Humanities and Social Sciences from Foundation to Year 6: In these years, students are introduced to the disciplines of history and geography from Foundation, civics and citizenship in Year 3 and economics and business in Year 5.
- History in Years 7–10
- Geography in Years 7–10
- Economics and Business in Years 7–10
- Civics and Citizenship in Years 7–10.

The Australian Curriculum: Humanities and Social Sciences is written on the basis that all students will study Humanities and Social Sciences from Foundation to Year 6. In Years 7 to 10, students will study History. In Years 7 and 8, students will study Geography, Civics and Citizenship, and Economics and Business. In Years 9 and 10, student access to Geography, Civics and Citizenship, and Economics and Business will be determined by school authorities or individual schools.

Rationale

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed now and for the future.

Aims

The Australian Curriculum: Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key disciplinary concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary methods and skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision-making, responsible and active citizenship, informed economic and financial choices, and ethical reflection.

Organisation of the learning area

Content structure

The Australian Curriculum: Humanities and Social Sciences is presented in year levels for the knowledge and understanding strand and bands for the skills strand from Foundation to Year 10.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Each year level includes example inquiry questions that provide a framework for developing students' knowledge and understanding, and skills.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: Humanities and Social Sciences is organised under two interrelated strands:

- Knowledge and understanding
- Skills.

Under each strand, curriculum content is further organised into sub-strands.

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the years of schooling. They ensure content is connected within and across the strands, building in sophistication across the year levels.

In Humanities and Social Sciences there are core concepts for each of the five subjects. In F–6 Humanities and Social Sciences the core concepts are broad to encompass the essential content across history, geography, civics and citizenship, and economics and business. The core concepts in F–6 develop into more discipline-specific core concepts in Years 7 to 10 within each of the subjects: history, geography, civics and citizenship, and economics and business.

The Humanities and Social Sciences F–10 core concepts are presented in Figure 1.



History 7-10	Economics and Business 7-10
Evidence	The economic and business environment
Perspectives	Consumer and financial literacy
Interpretations	Entrepreneurship
Geography 7-10	Civics and Citizenship 7-10
Environment	Active citizenship
Scale	Democracy
Change	Global citizenship
Sustainability	Legal systems

Figure 1: Humanities and Social Sciences F–10 core concepts

Read more

Humanities and Social Sciences F–6

The core concepts for Humanities and Social Sciences F–6 have been drawn from the four disciplines of Humanities and Social Sciences to inform the knowledge, understandings and skills that will be developed to support further learning in the four Years 7–10 subjects.

The core concepts are:

- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern).
- **Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other.
- **Identity and diversity** – The factors, including values and traditions, that shape personal and shared identity and the diversity of Australia as a multicultural and multi-faith society.
- **Democracy and citizenship** – The key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities.
- **Resource allocation and making choices** – The process of using available or limited resources for competing alternative uses and the choices that individuals and society make to satisfy needs and wants.

History 7–10

The core concepts for History 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of History.

- **Evidence** – The information obtained from primary and secondary sources that is valuable for a particular narrative and/or inquiry to support a hypothesis or to prove or disprove a conclusion.
- **Perspectives** – Historical perspectives are the point of view, beliefs, values and experiences from individuals and groups at the time.

- **Interpretations** – Contestable explanations of the past about a specific person, event or development, typically as a result of a disciplined inquiry made by historians.
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and /or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past).
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development.
- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place.

Geography 7–10

The core concepts for Geography 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Geography.

- **Place** – Areas of the earth’s surface examined at different spatial levels, shaped by environmental processes and human actions over time and given meaning by people.
- **Space** – The significance of location and distribution at different spatial levels, and the ways people organise and manage spaces.
- **Environment** – The natural, constructed and sustainably managed features of the environment and the important interrelationships between humans and the environment.
- **Scale** – The way that geographical phenomena and processes can be examined at different spatial levels.
- **Change** – The importance of understanding change in environmental and human processes and cause-and-effect relationships for sustainability.
- **Interconnection** – Interactions within and between systems such as social systems and natural systems, at different spatial levels.
- **Sustainability** – The capacity of the environment to continue to support our lives and other living creatures into the future, and the ways people contribute through individual and community actions to a sustainable and just future.

Civics and Citizenship 7–10

The core concepts for Civics and Citizenship 7–10 have been developed to identify the essential content students should learn for a deep and increasingly sophisticated understanding of Civics and Citizenship.

- **Active citizenship** – Citizens are entitled to certain privileges and responsibilities, therefore, being an active citizen requires engagement and informed participation in the civic and political activities of society at local, state, national, regional and global levels.

- **Democracy** – A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.
- **Global citizenship** – Recognition that we live in an increasingly interdependent world, where citizens' identity transcends geography or political borders, and people have rights and responsibilities at a global level.
- **Legal systems** – The laws, processes for making those laws, and judicial systems that ensure laws are followed and enforced by members of countries or communities.
- **Identity and diversity** – A person's sense of who they are, and conception and expression of their individuality or association with a group culture or to a state or nation, a region or the world regardless of one's citizenship status, and acknowledgement of diversity within communities.

Economics and Business 7–10

The core concepts for Economics and Business 7–10 have been developed to identify the essential content students should for a deep and increasingly sophisticated understanding of Economics and Business.

- **Resource allocation and decision-making** – The process of using available, limited resources for competing alternative uses that satisfy society's increasing needs and wants. As every need and want cannot be satisfied with available resources, choices must be made about how resources are allocated most effectively, based on the actions of consumers, producers, workers, the financial sector, governments and other economies.
- **The economic and business environment** – The ways businesses operate at many levels, and the ways they respond to opportunities and changing circumstances and conditions. As businesses operate in markets, the decisions they make have social, economic and environmental consequences.
- **Consumer and financial literacy** – Making responsible and informed decisions about consumer and financial issues and managing money and assets, and how these decisions affect human wellbeing, sense of security and awareness of future options.
- **Entrepreneurship** – How individuals respond to risks and rewards within the economic and business environment, develop and improve activities, and create economic, social and cultural value within a range of contexts.

Key connections

General capabilities

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. All general capabilities are of relevance and application to Humanities and Social Sciences. These are Digital Literacy, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding and Ethical Understanding.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy development are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Humanities and Social Sciences.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Read more

Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop literacy capability as they learn how to build knowledge in relation to historical, geographical, civic and economic information, concepts and ideas. Students progressively learn to use a wide range of informational, persuasive and imaginative texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs and images, often supported by references from primary and secondary sources. Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions and develop a considered point of view when communicating conclusions and preferred social and environmental futures to a range of audiences.

Numeracy

In the Australian Curriculum: Humanities and Social Sciences, students develop numeracy capability as they apply numeracy skills in relation to historical, geographical, civic and economic inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates, to recall information on topics of historical significance and to illustrate the passing of time. They collect data through methods such as surveys and field tests, and construct and interpret maps, models, diagrams and remotely sensed and satellite images, working with numerical concepts of grids, scale, distance, area and projections.

Students learn to analyse numerical data to make meaning of the past; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic and business data, and environmental and historical information, and represent their findings in numerical and graphical form. Students use numeracy to understand the principles of financial management, and to make informed financial and business decisions. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Digital Literacy

In the Australian Curriculum: Humanities and Social Sciences, students develop digital literacy when they locate, process, analyse, evaluate and communicate historical, geographic, civic and economic information using digital literacy. Students access and use digital literacy, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of historical, geographic, civic and economic relevance, being aware of intellectual property. They critically analyse evidence and trends and critique source reliability. Using digital literacy, students present and represent their learning, and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimodal elements for a variety of reasons and audiences.

Students enhance their digital literacy by exploring the increasing use of technology and the effects of technologies on people, places and civic and economic activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate and share information, and build consensus on issues of social, civic, economic and environmental significance, while using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

In the Australian Curriculum: Humanities and Social Sciences, students develop critical and creative thinking as they investigate historical, geographic, civic and economic concepts and ideas through inquiry-based learning. The effective development of critical and creative thinking in Humanities and Social Sciences enables students to develop enterprising behaviours and learn to apply concepts and skills to new contexts and endeavours. Students build their inquiry skills as they learn to develop and clarify investigative questions, and to assess reliability when selecting information from diverse sources. Analytical skills are developed when students use evidence to support an argument or position on a social, cultural or political issue, interpret and analyse economic data and/or information, and apply discipline-specific knowledge and understandings as they draw conclusions and propose solutions to complex problems.

Students develop creative thinking dispositions when they are encouraged to be curious and imaginative in investigations and fieldwork, to consider multiple perspectives about issues and events, and when thinking deeply about questions that do not have straightforward answers. They imagine alternative futures in response to social, environmental, civic and economic challenges that require problem-solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others.

Personal and Social Capability

In Australian Curriculum: Humanities and Social Sciences students develop personal and social capability (self and social awareness) as they gain an understanding of people and places through historical, geographic, civic and economic inquiry. Through learning experiences that enhance reflective practice, students develop an appreciation of the insights and perspectives of others and an understanding of what informs their personal identity and sense of belonging, including concepts of place and their cultural and national heritage.

Learning through inquiry enables students to develop self-management skills by directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions. Social management skills are developed as students collaborate with others to make informed decisions, show leadership and demonstrate advocacy skills to achieve desired outcomes and to contribute to their communities and society more broadly.

Ethical Understanding

In Australian Curriculum: Humanities and Social Sciences, students develop ethical understanding as they investigate the ways that diverse values and principles have influenced human activity. As students develop informed, ethical values and attitudes they are able to explore different perspectives, ambiguities and ethical considerations related to social and environmental issues. They discuss and apply ethical concepts such as equality, respect and fairness, examine shared beliefs and values that support Australian democracy and citizenship, and become aware of their own roles, rights and responsibilities as participants in their social, economic and natural world.

Intercultural Understanding

In the Australian Curriculum: Humanities and Social Sciences, students develop intercultural understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and ways of knowing. They learn the importance of understanding their own and others' histories, recognising the significance of Aboriginal and Torres Strait Islander Peoples' histories and cultures, and the contribution of Australian migrants, and demonstrate respect for cultural diversity and the human rights of all people.

Students learn of Australia's economic and political relationship with other countries and the role of intercultural understanding for the present and future. As they investigate the interconnections between people and the significance that places hold, they learn how various cultural identities, including their own, are shaped. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities – Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia, and Sustainability – have relevance and meaning to the Humanities and Social Sciences curriculum.

Read more

Aboriginal and Torres Strait Islander Histories and Cultures

The Australian Curriculum: Humanities and Social Sciences is the primary learning area where students explore and deepen their knowledge of Aboriginal Peoples and Torres Strait Islander Peoples as the world’s oldest continuous living cultures and Australia’s First Nations Peoples.

This learning area provides students with the opportunities to understand the histories of Australia’s First Peoples, which involves occupation of the Australian continent for more than 60,000 years, and the enduring impacts on Australia’s First Nations cultures of colonisation and the doctrine of terra nullius on ownership of and access to Country/Place. Importantly, this learning area includes the significant contributions of Aboriginal and Torres Strait Islander Peoples’ histories and cultures on a local, national and global scale.

Students appreciate and celebrate the diversity of Aboriginal and Torres Strait Islander cultures and how these cultures are based on special connections to Country/Place, and have unique belief systems and ways of being, knowing, thinking and doing linked to these physical and spiritual interconnections. The development of these understandings includes exploring contemporary issues that demonstrate the dynamic nature of Australia’s First Nations cultures.

This learning area develops students’ knowledge of citizenship that positions Aboriginal Peoples and Torres Strait Islander Peoples as the traditional owners of Country/Place and highlights how native title law recognises Australia’s First Peoples’ rights and interests. This includes the examination of the sophisticated Aboriginal and Torres Strait Islander social organisation systems, protocols, kinship structures, economies and enterprises.

To study Aboriginal and Torres Strait Islander Histories and Cultures students use primary and secondary sources, including oral histories and traditional, culturally appropriate sources, to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal Peoples and Torres Strait Islander Peoples.

Asia and Australia's Engagement with Asia

In the Humanities and Social Sciences, students can investigate the diversity of cultures, values, beliefs, histories and environments that exists between and within the countries of the Asia region, and how this diversity influences the way people interact with each other, the places where they live, and the social, economic, political and cultural systems of the region as a whole. Students can investigate the reasons behind both internal migration in the Asia region and from Asia to Australia, and so develop understanding of the experiences of the people of Asian heritage who are now Australian citizens. Students can learn about the shared history and the environmental, social and economic interdependence of Australia and the Asia region. In a changing globalised world, the nature of interdependence between Asian regions and Australia continues to change. By exploring the way transnational and intercultural collaboration supports the notion of shared and sustainable futures, students can reflect on how Australians can participate in the Asia region as active and informed citizens.

Sustainability

The Australian Curriculum: Humanities and Social Sciences helps students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and global economic environments. Students explore contemporary issues of sustainability and develop action plans and possible solutions to local, national and global issues that have social, economic and environmental perspectives.

Learning areas

The Australian Curriculum: Humanities and Social Sciences provides opportunities to integrate and connect content to other learning areas, in particular, English, Mathematics, Science and Languages.

Read more

English

Humanities and Social Sciences and English share a focus on analysing, interpreting and evaluating information and texts, considering the ways in which points of view shape texts. Both learning areas help students to develop written, visual, digital and multimodal texts by selecting text and language features for a range of purposes and audiences.

Mathematics

Humanities and Social Sciences and Mathematics share a focus on financial literacy; this includes understanding the principles of financial management to make informed financial and business decisions. Mathematics draws on aspects of the Humanities and Social Sciences curriculum to provide ethical considerations and rich contexts through which to teach and apply mathematics. Students learn to organise, interpret, analyse and present information in numerical and graphical form about historical and civic events and developments to make meaning of the past and present. They learn to use scaled timelines, including those involving negative and positive numbers, and calendars and dates to represent information on topics of historical significance and to illustrate the passing of time. In constructing and interpreting maps, students work with numerical concepts associated with grids, scale, distance, area and projections.

Science

Humanities and Social Sciences and Science share a focus on understanding patterns of continuity and change in the world. Humanities and Social Sciences subjects draw on students' scientific understandings of Biological and Earth and Space science and provide an opportunity for students to explore socio-scientific issues through the lens of Science as a Human Endeavour. The two learning areas also share a focus on developing students' inquiry practices, with a shared focus on questioning and data collection and analysis to form evidence-based conclusions and arguments.

Languages

Humanities and Social Sciences and Languages share the learning contexts that developmentally shape students' world. In both learning areas students' learning begins with perspectives of their personal worlds, then extends beyond the personal to their local communities and then to national and global contexts and perspectives. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

HUMANITIES AND SOCIAL SCIENCES (FOUNDATION – YEAR 6)

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students in Foundation to Year 6 come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum: Humanities and Social Sciences (HASS) F–6 plays an important role in harnessing students’ curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Australian Curriculum: HASS F–6, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum: HASS F–6 empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. Students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Aims

The Australian Curriculum: HASS F–6 aims to ensure that students develop:

- foundational knowledge and skills for history, geography, civics and citizenship, and economics and business to support their learning in discipline-specific HASS subjects from Years 7 to 10
- an understanding of the core concepts applied to disciplinary and/or cross-disciplinary inquiries
- a sense of their personal world, wider community, region, country and the world in terms of key historical, geographical, civic and economic contexts
- an appreciation of the nature of both past and contemporary Australian society, including Aboriginal and Torres Strait Islander People’ histories and cultures, and the diversity of other cultures and groups
- skills to engage in inquiries including questioning, researching, analysing, evaluating and communicating
- capabilities to engage in everyday life including critical and creative problem-solving and informed decision-making.

Organisation of the learning area

Content structure

The Australian Curriculum: HASS F–6 is presented in year levels for the knowledge and understanding strand and bands for the skills strand from Foundation to Year 6.

Year level descriptions

Year level descriptions provide an overview of the learning that students should experience at each year level. Two types of example inquiry questions are provided for each year level.

- Cross-disciplinary inquiry questions provide guidance on how learning in two or more sub-strands might be connected.
- Sub-strand (discipline-specific) inquiry questions provide a framework for developing students' knowledge and understanding, and inquiry and skills, in the sub-strand.

Both sets of example inquiry questions are intended as suggestions for teachers. Teachers can choose to use the inquiry questions that are appropriate for their students, or they may adapt these or develop their own to suit their local context.

Achievement standards

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each year.

Content descriptions

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each year. The content descriptions are organised into strands and sub-strands.

Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

Strands and sub-strands

The Australian Curriculum: HASS F–6 is organised under two interrelated strands:

- Knowledge and understanding
- Skills.

Under each strand, curriculum content is further organised into sub-strands.

The two strands are interrelated and should be programmed and taught in an integrated way. The content descriptions of the two strands have been written so that at each year this integration is possible. The knowledge and understanding strand provides the contexts through which skills and understandings of the core concepts are developed in increasing complexity across Foundation to Year 6.

Knowledge and understanding strand

This strand comprises knowledge and understanding organised under the four sub-strands of history, geography, civics and citizenship, and economics and business. The sub-strands of history and geography exist from Foundation to Year 6, the sub-strand of civics and citizenship is introduced in Year 3, and the sub-strand of economics and business is introduced in Year 5. Table 1 shows when each knowledge and understanding sub-strand is introduced in F-6.

Skills strand

This strand comprises skills organised under four sub-strands. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

- **Questioning and researching** – Students develop questions about events, people, places, ideas, developments, issues and/or phenomena that relate to their developing understanding of disciplinary concepts (before, during and after stages of inquiry) to guide their investigations, satisfy curiosity and revisit findings. Students identify and collect information, evidence and/or data from primary and secondary sources, including observations. They organise, sequence, sort and categorise them in a range of discipline-appropriate formats.
- **Interpreting, analysing and evaluating information and data** – Students explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations. Students also identify the purpose and intent of sources and determine their accuracy and reliability.

- **Concluding and responding** – Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgements. They work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions.
- **Communicating** – Students present ideas, findings, viewpoints, explanations, predictions, decisions, judgements and/or conclusions in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology.

Table 1 shows the introduction of knowledge and understanding sub-strands for F–10

Table 2 shows the relationship between the skills sub-strands and each HASS subject.

Table 1. Introduction of knowledge and understanding sub-strands for F–10

Strand	Foundation – Year 2	Years 3–4	Years 5–6	Years 7–10
History	✓	✓	✓	History
Geography	✓	✓	✓	Geography
Civics and Citizenship	n/a	✓	✓	Civics and Citizenship
Economics and Business	n/a	n/a	✓	Economics and Business

Table 2. Relationship between the skills sub-strands and each HASS subject

HASS F-6	History 7-10	Geography 7-10	Civics and Citizenship 7-10	Economics and Business 7-10
Questioning and researching	Asking historical questions	Investigating using geographical methods	Asking questions about civics and citizenship	Investigating contemporary economics and business issues
	Identifying continuity and change		Investigating contemporary civics and citizenship issues	
Interpreting, analysing and evaluating data and information	Sequencing chronology	Interpreting and analysing geographical data and information	Evaluating political and legal institutions	Interpreting and analysing
	Analysing causes and effects			
	Evaluating historical significance			
Concluding and decision-making	Using historical sources as evidence	Concluding and decision-making	Participating in civic processes	Economics and business decision-making
Communicating	Communicating	Communicating	Communicating	Communicating

Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Humanities and Social Sciences. They give clarity and direction about what content matters most in the subject. In the curriculum development process, core concepts help identify the essential content students should learn in order to develop a deep and increasingly sophisticated understanding of Humanities and Social Sciences across the primary years of schooling.

The core concepts for Australian Curriculum: HASS F–6 have been drawn from the four HASS disciplines to inform the knowledge, understandings and skills that will be developed to support further learning in the four Years 7–10 subjects. See Figure 2.

The core concepts are:

- **Significance** – The importance that is assigned to an issue, event, development, person, place, process, interaction or system over time and place
- **Continuity and change** – Aspects of society, such as institutions, ideas, values and problems, that remain/ed the same and/or changed over certain periods of time (some point in the past and the present) or in the past (two points in the past)
- **Cause and effect** – The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development
- **Place and space** – The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)
- **Interconnections** – The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other
- **Identity and diversity** – The factors, including values and traditions, that shape personal and shared identity and the diversity of Australia as a multicultural and multi-faith society
- **Democracy and citizenship** – The key democratic and legal institutions, processes, rights and roles that underpin Australian democracy, and the responsibilities and obligations of citizens in local, regional, national and global communities
- **Resource allocation and making choices** – The process of using available or limited resources for competing alternative uses and the choices that individuals and society make to satisfy needs and wants.

Figure 2 shows the core concepts of HASS F–6.



Figure 2. HASS F-6 core concepts

Australian Curriculum: Humanities and Social Sciences (HASS) – All elements F-6
Consultation curriculum

CURRICULUM ELEMENTS

Foundation

Year level description

My personal world

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. Through studies of their family, familiar people and their own history, students look at evidence of the past, exposing them to an early understanding that the past is different from the present. They come to understand why some events are important in their own and others' lives, and how different people commemorate events that are important to them. Students explore the places they live in and belong to and learn to observe and describe their features. They explore their own special places and identify the reasons why places are important to individuals and groups. They recognise that their school site and local community has a special connection to First Nations People of Australia. The idea of location is introduced through recognising the representation of familiar locations on picture maps and models.

Connection to the Early Years Learning Framework

Students discuss and share personal observations and perspectives on their histories and special places with their peers, contributing to their sense of identity, connection and belonging. Through inquiries, they begin to develop skills and processes for investigating their personal worlds, develop dispositions for learning such as curiosity and imagination, and resource their own learning through connecting with people and places.

Inquiry questions

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.

HASS

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

History

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Geography

- What is a place?
- What are places like?
- What makes a place special?

Achievement standard

By the end of Foundation, students identify significant events in their own lives, how some significant events are commemorated/celebrated, and how stories of the past show evidence of continuity and change. They identify the features of familiar places and why some places are special to people.

Students pose questions and use observations of places and provided sources to recognise continuity and change and the features of places. They sequence events on pictorial timelines and recognise how locations are represented. Students share observations, points of view and stories about their past and significant events, as well as about familiar places and ways they can care for them.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding History	who the people in their family are, where they were born and raised, and how they are related (AC9HSFK01)	<p>identifying and naming the different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin), acknowledging the kinship structure in First Nations Australian families (for example, 'My cousins are my brothers and sisters.')</p> <p>and creating concept maps of their family with pictures or photographs to show the relationship between family members (AC9HSFK01_E1)</p> <p>finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map (AC9HSFK01_E2)</p>
	how they, their family and friends celebrate and/or commemorate past events that have significance for them (AC9HSFK02)	<p>making a calendar of events that students, their family and friends celebrate or commemorate (for example, birthdays; religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover, Coming of the Light; family reunions; cultural festivals; and community commemorations such as NAIDOC week and Anzac Day) and discussing why they are important (AC9HSFK02_E1)</p> <p>recognise that 'Acknowledgement of Country' or 'Welcome to Country' is significant as part of commemorating or celebrating at a particular place so the Country/Place and traditional custodians of the land, sea, waterways and sky are acknowledged (AC9HSFK02_E2)</p>

		<p>discussing ways of celebrating these significant occasions (for example, special meals, family gatherings, visiting special places) (AC9HSFK02_E3)</p>
	<p>how the stories of their families and the past show continuity and change (AC9HSFK03)</p>	<p>engaging with the oral traditions, painting and music of First Nations Australian and recognising the continuity of traditions being passed down from generation to generation, the role of elders and the significance of ancestors (AC9HSFK03_E1)</p>
		<p>sharing the story of an object from their family's past (for example, a photograph, old toy, statue, medal, artwork, jewellery), describing how such objects are similar or different to their own (for example, 'What is the same/different about this old doll compared with the dolls in our classroom? How have dolls changed? How are they the same?') (AC9HSFK03_E2)</p>
		<p>use stories, images and personal artefacts from their own families, as well as family stories from other families and co-educators, famous children's authors and other public figures to explore what families in the past had in common with other families in the past and with families today (for example, people who provide for their needs and wants, love, safety, rituals, celebrations, rules, change such as new babies and dying, migration) (AC9HSFK03_E3)</p>
		<p>recognising that First Nations Australians Dreaming and Creation stories from the past were oral based and these same stories are now presented in different ways, such as published books and YouTube videos. (AC9HSFK03_E4)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>the familiar features of places people belong to, and why some places are special and how they can be looked after (AC9HSFK04)</p>	<p>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, community, First Nations Australian's Country/Place) (AC9HSFK04_E1)</p>
		<p>describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television or websites/in eBooks) (AC9HSFK04_E2)</p>
		<p>identifying reasons why people live in or visit places, such as the provision of basic needs, such as water, food, and shelter and to enhance lives such as holiday places, places for recreation, and maintain cultural connections to Country/Place. (AC9HSFK04_E3)</p>
		<p>discussing different ways, they could contribute to caring for special places, including those that are unique (AC9HSFK04_E4)</p>

		<p>The importance of Country/Place to First Nation Australians and the First Nations Australians' Country/Place on which the school is located (AC9HSFK05)</p>	<p>identifying how and why the words 'Country/Place' are used by First Nations Australians for the places to which they belong (AC9HSFK05_E1)</p> <p>identifying and using the name of the local First Nations Australians' language group (AC9HSFK05_E2)</p> <p>inviting members of the traditional owner group to talk about Country/Place and places of cultural and historical significance to the First Nations Australians' community in the local neighbourhood, suburb, town or rural area (AC9HSFK05_E3)</p> <p>identifying local First Nations Australian landmarks and traditional sacred and significant sites in the local area (AC9HSFK05_E4)</p>
Strand / Sub-strand	Content description	Elaboration	
	<i>Students learn to:</i>	<i>This may involve students:</i>	
Skills	Questioning and researching	pose questions about familiar objects, people, places and events (AC9HSFS01)	<p>posing questions about family and places, having explored sources relating to their own life (for example, sources such as family interviews, photographs, stories, film, classmates' paintings, excursions to places) (AC9HSFS01_E1)</p> <p>posing questions about the lives, places and events of family members and inquiring about their own history (for example, asking the questions 'How old was I?' 'Where was I?' and 'What was I doing?' in response to family photographs) (AC9HSFS01_E2)</p> <p>posing questions about artefacts of the past, discussing their significance (for example, 'Is it old or new?', 'What was it used for?' 'Was it important/special?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?') (AC9HSFS01_E3)</p> <p>posing questions to others about their past and current lives and those of their family to identify significant events and how lives in the past were similar and different to the present (for example, 'What did you do for Christmas when you were a child? Did you commemorate ANZAC Day/NAIDOC week? What toys did you have as a child? Who lived in your house when you were five?') (AC9HSFS01_E4)</p> <p>posing questions about the place they are in after being encouraged to observe it using various senses (AC9HSFS01_E5)</p>

		posing questions about the features of places they live in and belong to, why places are special to them and how special places can be cared for (for example, “What makes my favourite places special? How do I look after my favourite places?”) (AC9HSFS01_E6)	
	sort and record information and data, including the representation of time with pictorial timelines and the recognition of locations on pictorial maps or models (AC9HSFS02)	<p>sorting and displaying sources related to an investigation (for example, historical sources such as pictures, photographs and family mementoes, and geographic sources such as items collected in the field, sketches of observations, measurements) (AC9HSFS02_E1)</p> <p>contributing information to shared records of places, families and friends (for example, adding personal details to murals, concept maps, tally charts and pictorial tables) (AC9HSFS02_E2)</p> <p>identifying features on a map of a familiar place such as the school grounds and linking the representation of specific features to pictures they have drawn of those features (AC9HSFS02_E3)</p> <p>creating representations to show the location of features of familiar places (for example, using objects to make models of a place, taking photos of it from a ‘bird’s-eye view’ and drawing their model) or representing time with pictorial timelines (AC9HSFS02_E4)</p>	
	Interpreting, analysing, and evaluating information	Interpret, discuss and share points of view on information and data related to significant events and special places (AC9HSFS03)	comparing aspects of childhood of past generations (for example, parents, elders, grandparents, familiar older person) with similar aspects of their childhood and discussing their preferences (AC9HSFS03_E1)
			<p>identifying places in the playground or local area that they like or places they like to avoid, and talking about the reasons for their feelings (AC9HSFS03_E2)</p> <p>discussing a photo or object from the past and a photo or object from the present and how they show a way that life was similar or different in the past (AC9HSFS03_E3)</p>
Concluding and decision-making	draw conclusions in response to questions and evidence (AC9HSFS04)	suggesting ideas about the use of a culturally diverse range of objects from the past and proposing reasons why the objects might have been important (AC9HSFS04_E1)	
		identifying how a story connects with an aspect of their family history (for example, how a story book shows how and where their grandparents or a familiar older person once lived) (AC9HSFS04_E2)	
		identifying a number of aspects of their lives that are like those of older family members and a number that are different (AC9HSFS04_E3)	

Communicating		identifying those celebrations and commemorations in their lives and those of their family that are most significant (AC9HSFS04_E4)
		identifying a number of the features of places they belong to that make them special (AC9HSFS04_E5)
	present stories, information and findings in oral, graphic or written forms using terms to denote the passing of time and to describe location (AC9HSFS05)	describing events they have experienced and/or different places they have visited, using different modes of communication (for example, orally, through objects, pictures and drawings, role-play, photographs and film) (AC9HSFS05_E1)
		reporting family history by presenting information in talk, film, drawings and play and by creating imaginative responses (AC9HSFS05_E2)
		using terms to denote the passage of time (for example, 'then', 'now', 'yesterday', 'today', 'tomorrow') when talking about their experiences (AC9HSFS05_E3)
	using appropriate terms to describe the direction and location of a place (for example, 'near and far', 'above and below', 'beside and opposite') (AC9HSFS05_E4)	

Year 1

Year level description

How my world is different from the past and can change in the future

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families and the places they and others belong to. They explore similarities and differences in family life over recent time and how people may have lived differently in the past. They consider dates and changes that have personal significance. As students continue to explore the past and the present, they begin to speculate about the future. Students learn about the natural, managed and constructed features of places and how places provide evidence of change. Students understand that important activities are located in places and explore where they are located and why. Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures.

Connection to the Early Years Learning Framework

Students' investigation 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 discussing points of view on family roles and responsibilities and ways people care for places. Through inquiries, they develop skills and processes for investigating their family's past and local places, develop dispositions for learning such as curiosity, imagination and problem-solving, and resource their own learning through connecting with people, places and the natural and constructed world.

Inquiry questions

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.

HASS

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

History

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Geography

- What are the different features of places?
- How have the features of places changed?
- How can we care for places?

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 features and uses of local places, how people describe them, the ways they change and how they can be cared for.

Students pose questions and interpret information and data from observations and from provided sources to recognise continuity and change, significance, the features of places, how places change and how they are described. They sequence events on unscaled timelines and represent the location of places and their features on labelled maps. Students share points of view on aspects of the past and how people can care for places. They present findings in texts, using language to describe the passing of time, direction and location.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and Understanding History	differences in family structures and roles today, and how these demonstrate continuity and change over time (AC9HS1K01)	<p>considering a range of family structures (for example, nuclear families, one-child families, large families, single parent families, extended families, blended (step) families, adoptive and foster parent families and grandparent families) as well as kinship groups (AC9HS1K01_E1)</p> <p>comparing families in the present with those from the recent past (the families of parents, grandparents or familiar older person) in terms of their size and structure (for example, the different types of family such as nuclear, single parent, blended, and extended) (AC9HS1K01_E2)</p> <p>examining and commenting on the roles of family members over time (for example, listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example, work at home, work outside the home, childcare, gender roles, children's responsibilities, pocket money (AC9HS1K01_E3)</p>
	continuity and change between significant aspects of daily lives	comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives and aspects of kinship have changed and remained the same (AC9HS1K02_E1)

Geography	and life during their parents' and grandparents' childhoods, including education and play (AC9HS1K02)	comparing what has changed over time (for example, homes, family traditions and diverse cultural practices, leisure, school life, rules, how needs were met then and now, wants, and shopping/consumer habits) (AC9HS1K02_E2)
		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) (AC9HS1K02_E3)
		identifying similarities and differences in the materials used in current and past toys, tools, audio-visual technologies, sporting equipment, etc. and how use of these objects impacted on differences and similarities in daily lives (AC9HS1K02_E4)
	the natural, managed and constructed features of places, their location, how they change and how they can be cared for (AC9HS1K03)	using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map (AC9HS1K03_E1)
		listening to and viewing Dreaming and Creation stories of First Nations Australians that identify the natural features of a place (AC9HS1K03_E2)
		using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings) (AC9HS1K03_E3)
		describing local features people look after (for example, bushland, wetlands, a park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care (AC9HS1K03_E4)
	the weather and seasons of places and the ways in which different cultural groups, particularly groups within First Nations Peoples of Australia and the First Nations People of the Torres Strait, describe them (AC9HS1K04)	describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of (AC9HS1K04_E1)
		comparing the seasonal calendars of the First Nations Australians with calendars students are familiar with, such as the four-seasons calendar derived from Europe. (AC9HS1K04_E2)

	activities in the local place and reasons for their location (AC9HS1K05)	<p>identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational, farming, manufacturing, waste management), locating them on a pictorial map and suggesting why they are located where they are (AC9HS1K05_E1)</p> <p>identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems (for example, rules, signs, waste collection truck routes) support these activities (AC9HS1K05_E2)</p> <p>exploring activities in the local rivers, lakes and coastal waters and identifying constructed features (for example, First Nations Australian's eel traps, jetties, shark nets, fish farms) (AC9HS1K05_E3)</p> <p>describing how they rearrange the space within the classroom for different activities (for example, reading time or a drama) (AC9HS1K05_E4)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Questioning and researching	pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)	<p>posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather (AC9HS2S01_E1)</p> <p>posing questions about similarities and differences (continuity and change) in family structures and roles, and significant aspects of daily life (AC9HS2S01_E2)</p> <p>asking questions before, during and after listening to stories about people and places and about their past and present (AC9HS2S01_E3)</p> <p>preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value (AC9HS2S01_E4)</p> <p>collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions (AC9HS2S01_E5)</p>
	collect information and data from observations and identify information and data from sources provided (AC9HS2S02)	<p>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) (AC9HS2S02_E1)</p> <p>gathering evidence of change in a local place (for example, by comparing current observations of a place with photographs of it taken in the past) (AC9HS2S02_E2)</p>

	<p>using geographical tools (for example, photographs taken from the air, Google Earth or digital image searches) to locate and identify the different features of places and how they have changed over time, including places with largely natural features and those with largely constructed features (AC9HS2S02_E3)</p> <p>gathering information about the weather and seasons from the media, their own observations and from stories (for example, First Nations Australians' stories) (AC9HS2S02_E4)</p>
<p>sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)</p>	<p>creating and sharing concept maps to show personal understanding of their world (for example, a web of family relationships and connections, or a mental map of their place and its important features or spaces) (AC9HS2S03_E1)</p>
	<p>making artefact and photo displays to show the features of a place (for example, collections of natural and constructed things from the environment) or to show the passing of time (for example, collections of things used when growing older, toys used by different generations) and labelling the display with captions (AC9HS2S03_E2)</p>
	<p>recording data about the location of places and their features on maps and/or plans (for example, labelling the location of their home and daily route to school on a map of the local area, drawing a plan of their classroom and labelling its activity spaces) (AC9HS2S03_E3)</p>
	<p>developing a pictorial table to categorise information (for example, matching clothes with seasons, activities with the weather, features and places, places with the work done there) (AC9HS2S03_E4)</p>
<p>sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)</p>	<p>using visual representations such as a 'days of the week' chart, a class timetable or a calendar to sequence events or tasks (AC9HS2S04_E1)</p>
	<p>describing what they see as they move from one point to another (for example, going from home to school, from the classroom to the library) (AC9HS2S04_E2)</p>
	<p>creating a peg timeline where labelled drawn or photographic representations of events or objects from different generations are pegged onto string in the correct sequence (AC9HS2S04_E3)</p>

Interpreting, analysing, and evaluating information	interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)	finding the meaning of unfamiliar vocabulary relating to the past (for example, games such as jacks/knuckles and elastics; technology tools such as floppy discs or USBs, record player, cassette player) (AC9H2S05_E1)
		finding a hidden item using a map or plan that shows its location (AC9HS2S05_E2)
		using information gained from sources (for example, stories, photographs, fieldwork observations, satellite images, rock art) to answer 'when', 'where', 'what', 'how' and 'why' questions (AC9HS2S05_E3)
		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) (AC9HS2S05_E4)
		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', 'hottest/coldest', 'sunnier/windier than' (AC9HS2S05_E5)
		exploring traditional and contemporary First Nations Australians' stories about places and the past and how places have changed (AC9HS2S05_E6)
		categorising objects, drawings or images by their features and explaining their reasoning (for example, categorising the features of a local place into natural (native forest), constructed (street of houses) and managed (windbreak of trees)) (AC9HS2S05_E7)
	explore points of view related to objects, people, places and events (AC9HS2S06)	comparing students' daily lives and those of their parents, grandparents, elders or a familiar older person, and representing the similarities and differences in graphic form (for example, in a Venn diagram or Y-chart) (AC9HS2S06_E1)
		sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations, objects from the past) and explaining why they are favoured (AC9HS2S06_E2)

Concluding and decision-making	draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)	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) (AC9HS2S07_E1)
		making conclusions after collecting and recording information about events over time (for example, a birthday chart that shows most class members are the same age; stories and pictures that confirm continuity of events over time, such as the local show) or about types of homes and locations where class members live (for example, an illustrated map showing that some students live in town, some live on a farm, some live in a unit or some live in a house) (AC9HS2S07_E2)
		imagining what the future may hold based on what they know of the past and present (for example, envisioning what the town they live in might look like in the near future by comparing photographs of the past with their observation of the present) or envisaging how an environment might change due to human activity, such as when a new planting of street trees grow (AC9HS2S07_E3)
		making conclusions after collecting and recording information about the different ways people describe seasons through creating labelled pictures of weather (AC9HS2S07_E4)
	propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)	recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated (AC9HS2S08_E1)
		describing features of a space or place (for example, a chicken coop, a play area, their bedroom, the reading corner, the beach) that is important to them and explaining what they could do to care for it (AC9HS2S08_E2)
		discussing how they can care for important places and significant sites (for example, taking care around school wildlife, turning off taps and lights, following etiquettes in special sites) (AC9HS2S08_E3)
		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 (AC9HS2S08_E4)

Communicating	present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)	creating shared texts (for example, pictorial charts, calendars, lists, recounts, wall murals/collages, big books) to record observations or report findings (AC9HS2S09_E1)
		retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs (AC9HS2S09_E2)
		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') (AC9HS2S09_E3)
		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') (AC9HS2S09_E4)

Year 2

Year level description

Our past and present connections to people and places

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, 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. Students examine remains of the past and consider their importance, what they reveal about continuity and change and why they should be preserved. Students develop a mental map of the world by learning the major geographical divisions on Earth and where they are located in relation to Australia. Students learn about the scale by which places are defined – from the personal scale of their home to the national scale of their country. Students explore how distance and accessibility influence how often they visit places, and for what purpose. They see how places have meaning to people and the connection First Nations People of Australia have with local Countries/Places. They examine the causes of changes in communication and transport technology and their effect on the ways people interconnect with other people and places.

Connection to the Early Years Learning Framework

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 points of view on the historical, cultural or spiritual significance of a person, place and/or building. Through inquiries, they develop skills and processes for investigating the history of their local community and places near and far, develop dispositions for learning such as curiosity, imagination, problem-solving and researching, and resource their own learning through connecting with people, places, technologies and the natural and constructed world.

Inquiry questions

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.

HASS

- 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 have changes in technology affected the connections between people in different places, past and present?

History

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?

Geography

- How are people connected to their place and other places?
- What factors affect my connection to places?

Achievement standard

By the end of Year 2, students describe significance and continuity and change related to the history of a person, place and/or building, why people should be remembered and/or places/buildings preserved. They recognise that the world is divided into geographic divisions and that places can be represented at different scales. They describe the causes of change in technology and how this and other factors effect peoples' interconnection with people and places.

Students pose questions and locate information and data from observations and from sources provided to identify continuity and change and significance related to local history, as well as the features of, and interconnections with, places. They compare objects from the past and present, sequence familiar objects and events on unscaled timelines and sort and record data in tables, plans and on labelled maps. They identify a point of view, draw conclusions and suggest ways to care for places or buildings. Students communicate findings in a range of texts, using appropriate terms to describe the passing of time, direction and location.

Strand / Sub-strand		Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and Understanding	History	the history of a local person, place and/or building that has historical, cultural or spiritual significance and its importance today (AC9HS2K01)	using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community (AC9HS2K01_E1)
			suggesting reasons for the location of a local landmark (for example, community building, landmark or war memorial) before searching for resources that provide an explanation (AC9HS2K01_E2)
			investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audio-visual material, digital sources, letters, photographs) and relating a story that these reveal about the past (AC9HS2K01_E3)

discussing why a particular site has heritage significance/cultural value for present generations (for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) (AC9HS2K01_E4)

identifying, in consultation with First Nations People of Australia, 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 Birrigai rock shelter, creeks or mountains) (AC9HS2K01_E5)

identifying and designing a local historical tour of a building or site (for example, one related to a particular cultural group) (AC9HS2K01_E6)

exploring how significance has changed around monuments and buildings over time (for example, statues that are deemed racist in contemporary culture) and how and why building use has changed (for example, chapels becoming libraries) (AC9HS2K01_E7)

how changing technology affected people's lives at home and in the ways they worked, travelled and communicated in the past (AC9HS2K02)

examining changes in technology 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 move from wood-fired stoves to gas/electrical appliances; the introduction of transistors, television, FM radio and digital technologies, including how people communicate/d internationally and over long distances; how people shop/ped and what they liked to buy) (AC9HS2K02_E1)

identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood and showing on a world map which countries supply the technologies we use (AC9HS2K02_E2)

identifying impacts of changes in technology by exploring how the technology was used (for example, playing a record on a record player, investigating old cameras, watching a filmstrip or black and white film) (AC9HS2K02_E3)

identifying the technologies used by local First Nations People of Australia for aspects of daily life such as providing food, shelter and transportation (AC9HS2K02_E4)

identifying and comparing some rules for children of past generations that do not apply in the present, and some rules of the present that did not exist in the past due to technological changes (AC9HS2K02_E5)

Geography	the way the world is represented spatially in geographic divisions and the location of Australia in relation to these divisions (AC9HS2K03)	<p>investigating the definition of a continent and the seven-continent and six-continent models (AC9HS2K03_E1)</p> <p>using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map (AC9HS2K03_E2)</p> <p>describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far (AC9HS2K03_E3)</p>
	the idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (AC9HS2K04)	examining the names of features and places in the local area, the meaning of these names and why they were chosen (AC9HS2K04_E1)
		investigating the names and meanings given to local features and places by the local First Nations People of Australia (AC9HS2K04_E2)
		describing the scale of places, from the personal (home), the local (their suburb, town or district), the regional (state) to the national (country) (AC9HS2K04_E3)
	the interconnection of First Nations People of Australia to a local Country/Place (AC9HS2K05)	describing the connections of the local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources (AC9HS2K05_E1)
		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.) (AC9HS2K05_E2)
		listening to First Nations Australians tell stories associated with the local language groups and the Country/Place they belong to. (AC9HS2K05_E3)
		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. (AC9HS2K05_E4)
	the influence of purpose, distance and	investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons (AC9HS2K06_E1)

	accessibility on the frequency with which people visit places (AC9HS2K06)	<p>suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern (AC9HS2K06_E2)</p> <p>investigating how people’s connections with places in Australia and across the world are affected by transport, information and telecommunications technologies and family history/connections (AC9HS2K06_E3)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills	Questioning and researching	<p>pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)</p> <p>developing how, when, where, why questions at the start of and during an investigation and then revisiting the questions to check if they have been answered (AC9HS2S01_E6)</p> <p>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?’) (AC9HS2S01_E7)</p> <p>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?’) (AC9HS2S01_E8)</p> <p>posing questions using the stems, ‘How do I feel about ...?’, ‘What would it be like to ...?’ and ‘What effect ...?’ (AC9HS2S01_E9)</p>
		<p>collect information and data from observations and identify information and data from sources provided (AC9HS2S02)</p> <p>collecting sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (for example, satellite images, globes, diagrams, measurements, field photographs) and identifying relevant information in them (AC9HS2S02_E5)</p> <p>locating historical evidence of the local community’s past (for example, place and street names that commemorate people, monuments, built and non-built historical landmarks, middens, remnants of native vegetation and old building remains) (AC9HS2S02_E6)</p> <p>surveying peers to discover how they are connected to people in other places in Australia and the world, or to find out how frequently they visit places and for what purpose (AC9HS2S02_E7)</p>

		exploring First Nations Australians' connections to Country/Place through oral histories, Dreaming and Creation stories, dance, art and cultural representations (AC9HS2S02_E8)
	sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)	sorting and recording written or pictorial information or survey results in tables under headings such as 'then/now', 'past/present/future', 'places near/far', 'places visited', 'purpose', 'frequency', 'distance' (AC9HS2S03_E5)
		creating pictorial maps with annotations to show familiar local and/or historical sites, their features and location, and adding further information as extra sites are identified (AC9HS2S03_E6)
		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 (AC9HS2S03_E7)
		making a map or plan of significant places in the community, incorporating symbols to show locations of objects or significant features (AC9HS2S03_E8)
	sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)	ordering key events in the history of the local community or in its development (for example, the history of the school, developmental stages of telecommunications technologies) (AC9HS2S04_E4)
		creating an unscaled timeline, slideshow or story to show the sequence of events related to the history of a local person or building (AC9HS2S04_E5)
Interpreting, analysing, and evaluating information	interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)	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 (AC9HS2S05_E8)
		interpreting flowcharts and geographic and concept maps to explore system connections (for example, places members of their class are connected to, where some food comes from, how First Nations Australians' songlines connect places) (AC9HS2S05_E9)
		interpreting symbols and codes that provide information (for example, map legends) (AC9HS2S05_E10)
		explaining what intangible boundaries mean or why they exist (for example, the equator as a division on a globe, out-of-bounds areas shown on a plan of the school) (AC9HS2S05_E11)
		investigating how places can be meeting places for different cultural groups (for example, markets, places of worship, schools, recreational areas, cultural sites) (AC9HS2S05_E12)

Concluding and decision-making	explore points of view related to objects, people, places and events (AC9HS2S06)	discussing why some places are considered special or significant by others (for example, by parents, First Nations Australians, grandparents or familiar elders, friends, returned soldiers, wildlife workers) (AC9HS2S06_E3)
		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) (AC9HS2S06_E4)
		listening to different stories (for example, Dreaming and Creation stories) about reasons for the change of seasons or about how natural features of Earth were created (AC9HS2S06_E5)
		exploring how the same place has significance to different groups of people for different reasons (for example, traditional meeting places for First Nations People of Australia within urban areas, including rivers and waterways) (AC9HS2S06_E6)
		listening to different opinions about the significance of the same site (for example, memorials to European explorers and settlers in the local area, building on First Nations Australians' land, proposed removal of a significant building) (AC9HS2S06_E7)
	draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)	listing what makes a local person, place or building significant (AC9HS2S07_E5)
		creating a Venn diagram or table that shows aspects of continuity or change in the local area over time (AC9HS2S07_E6)
		discussing how change in one aspect of technology impacted on the way people worked, travelled, communicated or played in the past (AC9HS2S07_E7)
		discussing the history or value of places in the local community from an exploration of place names (for example, place names that are linked to First Nations People of Australia, historical events, migrants, early settlers, and political, religious and social figures) (AC9HS2S07_E8)
		drawing conclusions about how First Nations People of Australia were and are connected to a local place (AC9HS2S07_E9)
	making generalisations from data showing patterns and relationships (for example, the relationship between the distance of places and the frequency of visits to them; between rubbish in the school and eating areas; between marine animals and where human rubbish may go) (AC9HS2S07_E10)	

		propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)	<p>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 (AC9HS2S08_E5)</p> <p>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 (AC9HS2S08_E6)</p>
	Communicating	present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)	<p>conveying information about the past and familiar places by representing ideas in written, spoken, pictorial or performance modes and by creating imaginative responses (AC9HS2S09_E5)</p> <p>composing reports with multimedia to share findings (for example, findings of a comparison of past and present daily life, how access to and use of a place has changed over time, or recommendations on a building of significance) (AC9HS2S09_E6)</p> <p>describing a significant person from their community's past in a short report or biography or through a fictional journal based on facts (AC9HS2S09_E7)</p> <p>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 (for example, 'north', 'south', 'opposite', 'near', 'far') (AC9HS2S09_E8)</p> <p>sharing with their teacher, other students and members of their family what they know and have learnt about connections with other places, and explaining the significance of these connections (AC9HS2S09_E9)</p>

Year 3

Year level description

Diverse communities and places and the contribution 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 and remained the same over time, students identify the significant events and people involved in change. Students investigate the importance of different celebrations, commemorations, symbols and emblems to groups of people in Australia. Students develop an understanding of the similarities and differences between places within and outside Australia in terms of natural, managed and constructed features, types of settlements, climate, and the lives of people, including the interconnection of First Nations People of Australia to Countries/Places. They examine the representation of Australia and the location of Australia's neighbouring countries. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people. Students explore how individuals, including themselves, participate in and contribute to their community.

Inquiry questions

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.

HASS

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

History

- How and why has our community changed? What features have been lost or retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Geography

- What are some of the main natural, managed and constructed features of Australia and our near neighbours?

- How and why are places and people's interactions with them similar and different?
- What would it be like to live in a neighbouring country?

Civics and Citizenship

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

Achievement standard

By the end of Year 3, students describe the contributions of individuals, the causes and effects of continuity and change in their community, and how significant celebrations, commemorations and symbols contribute to identity and diversity. They identify the interconnections between people and places with diverse characteristics, how places are represented, and the nature and distribution of climate types. Students explain how citizens contribute in their community, the role of rules and the importance of making decisions democratically.

Students pose questions that consider identified disciplinary concepts and locate and collect information and data from sources to answer these questions. They record and represent information and data in different formats, including sequencing information in chronological order on annotated timelines and creating labelled maps. They examine, interpret, analyse and evaluate information and data to identify a point of view, describe distributions and draw conclusions. They propose actions in response to an issue or challenge. Students communicate ideas, findings and conclusions in oral, visual and written forms using discipline-specific conventions and terms.

Strand / Sub-strand		Content description	Elaboration
		<i>Students learn about:</i>	<i>This may involve students:</i>
Knowledge and Understanding	History	how the community has changed and remained the same over time, the causes and effects of those changes, and how people of diverse backgrounds have	exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day) (AC9HS3K01_E1)
			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/developments, places or ecosystems (AC9HS3K01_E2)
			identifying individuals and groups from the past of diverse backgrounds (for example, migrants from Asia, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's

	contributed (AC9HS3K01)	development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful) (AC9HS3K01_E3)
		exploring how monuments, parades or awards are the result of people working for positive change in the community (AC9HS3K01_E4)
		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) (AC9HS3K01_E5)
	the importance to identity and diversity of significant days and weeks celebrated or commemorated in Australia, including Australia Day, ANZAC Day and National Sorry Day, and those from around the world that are observed by a range of people in Australia (AC9HS3K02)	identifying and discussing the historical origins of an important Australian celebration or commemoration (for example, the anniversary of the National Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day) and recognising its significance in today's society (AC9HS3K02_E1)
		recognising that people have different points of view on some commemorations and celebrations (for example, some First Nations Australians regard 'Australia Day' as 'Invasion Day' and many non-Christians celebrate Christmas for reasons not about practicing their faith) (AC9HS3K02_E2)
		comparing the significance of national days from other countries important to people in the Australian community, looking at why they developed, the elements they have in common and how the narrative of the days describes the identity of that cultural group (AC9HS3K02_E3)
		investigating the origins and significance of celebrations and commemorations that originated outside of Australia and are important to the identity of diverse cultural groups in Australia, including national days (for example, Lunar New Year) (AC9HS3K02_E4)
	the importance of symbols and emblems to identity and diversity (AC9HS3K03)	generating a list of local, state and national symbols and emblems, particularly acknowledging the diversity between First Nations Australians' nations (for example, club emblems, school logos, flags, floral emblems, the Commonwealth Coat of Arms) and discussing their origins, use and significance (AC9HS3K03_E1)
		examining the symbolism found in the design of flags (for example, the Australian flag, First Nations Australian 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) and the roles, rights and responsibilities the community has when observing protocols around flag flying (AC9HS3K03_E2)
		examining the significance of symbols to different cultural groups in Australia, particularly First Nations People of Australia (for example, symbols in the art of First Nations Australians) (AC9HS3K03_E3)

Geography	the ways in which different First Nations Peoples of Australia are interconnected with Country/Place (AC9HS3K04)	<p>explaining that some First Nations People of Australia 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 (AC9HS3K04_E1)</p> <p>discussing how some people are connected to one Country (for example, because it is 'Mother's' Country or 'Father's' Country) (AC9HS3K04_E2)</p> <p>describing the connections of First Nations People of Australia outside the local area with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources (AC9HS3K04_E3)</p> <p>exploring the ways different groups of First Nations People of Australia connect to place through reading and viewing poems, songs, paintings and stories from different groups outside the local area (The Dreaming) (AC9HS3K04_E4)</p>
	the representation of contemporary Australia as states and territories, and as First Nations Australia prior to colonisation, including the locations of each neighbouring country (AC9HS3K05)	<p>using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name the states and territories in Australia, along with their capital cities (AC9HS3K05_E1)</p> <p>identifying and describing, using European and traditional names where appropriate, major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map (AC9HS3K05_E2)</p> <p>using the Aboriginal Languages Map and Map of Australia, to compare the boundaries of Aboriginal Countries with the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented and the diversity of nations across Australia. (AC9HS3K05_E3)</p> <p>describing how the territories of First Nations People of Australia contain the Country/Places of many individuals and language groups (AC9HS3K05_E4)</p> <p>exploring how oral traditions of First Nations People of Australia were used to map landscapes (AC9HS3K05_E5)</p> <p>using a globe, or digital resource, to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste and Indonesia and countries relevant to students, labelling them on a map, and identifying the direction of each country from Australia (AC9HS3K05_E6)</p>
	the similarities and differences between	exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories (AC9HS3K06_E1)

	places in Australia and neighbouring countries in terms of their natural, managed and constructed features, types of settlement, demographic characteristics and the lives of the people who live there (AC9HS3K06)	describing the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics (AC9HS3K06_E2)
		discussing why it is important to protect places that have special significance for people (for example, a wetland, a sacred site, a national park or a World Heritage site) (AC9HS3K06_E3)
		exploring different types of settlement and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities) (AC9HS3K06_E4)
		investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country (AC9HS3K06_E5)
		choosing a place in a neighbouring country (for example, Indonesia, Pacific Island nations) to compare with their local area in terms of natural and built features and human characteristics, and developing an online relationship/communication with the school in that place (AC9HS3K06_E6)
	the features and distribution of the main climate types of the world and the similarities and differences between the climates of different places (AC9HS3K07)	identifying the hot, temperate and polar zones of the world, the difference between climate and weather and how weather contributes to climate (AC9HS3K07_E1)
		identifying and locating examples of the main climatic types in Australia and the world (for example, equatorial, tropical arid, semi-arid, temperate and Mediterranean) (AC9HS3K07_E2)
		investigating and comparing what it would be like to live in a place with a different climate to their own place (AC9HS3K07_E3)
Civics and Citizenship	the importance of making decisions democratically (AC9HS3K08)	making a decision as a class by allowing everyone to have a say and a vote (AC9HS3K08_E1)
		building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents) (AC9HS3K08_E2)
		identifying places and situations in communities where decisions are made democratically (AC9HS3K08_E3)
	who makes rules, why rules are important in the school and/or the local	developing and justifying a set of fair rules and consequences for the class (AC9HS3K09_E1)
identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed (AC9HS3K09_E2)		

	community and the consequences of rules not being followed (AC9HS3K09)	<p>exploring who has the authority to make rules in different contexts (for example, parents, teachers, coaches) and considering why rules differ across these contexts (for example, a school playground, in class, at home, in sport) (AC9HS3K09_E3)</p> <p>discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules (AC9HS3K09_E4)</p> <p>exploring cultural norms behind some rulemaking (for example, removing shoes before entering places of cultural significance) (AC9HS3K09_E5)</p>
	why people participate as citizens within communities and how students can actively participate and contribute (AC9HS3K10)	<p>identifying groups that actively participate in the local community or through a virtual community and exploring their purpose (AC9HS3K10_E1)</p> <p>exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat) (AC9HS3K10_E2)</p> <p>investigating how an individual's contribution can be recognised (for example, an Order of Australia) (AC9HS3K10_E3)</p> <p>exploring the motivations of individuals who contribute to communities (for example, local community volunteers, leaders and Elders) (AC9HS3K10_E4)</p>
Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Questioning and researching	pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)	<p>posing relevant questions when investigating the contribution of individuals and groups to positive change in the local community and the causes of change (For example, 'Who?', 'What?', 'When?', 'Where?', 'Why?', 'How?') (AC9HS4S01_E1)</p> <p>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 or other questions about ethical behaviour, sustainability and preferred futures) (AC9HS4S01_E2)</p>

	<p>asking key questions when investigating a topic (for example, 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?') (AC9HS4S01_E3)</p> <p>posing evaluation questions (for example, 'Is the process fair?', 'Could the process have been managed better?') (AC9HS4S01_E4)</p> <p>posing 'Why?' questions in relation to celebrations, symbols, emblems and connections to places and rules (AC9HS4S01_E5)</p> <p>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?' (AC9HS4S01_E6)</p>
locate and collect information and data from a range of sources (AC9HS4S02)	<p>locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) (AC9HS4S02_E1)</p> <p>collecting information in the field (for example, taking photographs, making sketches or collecting natural objects to support the investigation of the natural and built features, settlement or demographic characteristics of a place) (AC9HS4S02_E2)</p> <p>collecting data from maps, aerial photographs, satellite images or a digital application (for example, Google Earth) to identify, locate and describe different types of settlement (AC9HS4S02_E3)</p> <p>collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys (AC9HS4S02_E4)</p> <p>interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community) (AC9HS4S02_E5)</p> <p>acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries (AC9HS4S02_E6)</p> <p>acquiring information about the lives of people in other places through digital media that includes text, images, video and data (AC9HS4S02_E7)</p>
record, sort and represent information and data, including that	<p>using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment) (AC9HS4S03_E1)</p>

Interpreting, analysing, and evaluating information	related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)	creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions; participation in community activities; number of local monuments) (AC9HS4S03_E2)
		placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements (AC9HS4S03_E3)
		constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point (AC9HS4S03_E4)
	sequence information about people’s lives and events using discipline-appropriate conventions (AC9HS4S04)	developing an annotated timeline (for example, a timeline of celebrations and commemorations) (AC9HS4S04_E1)
		creating visual representations of a sequence of events or happenings (for example, the stages involved in making decisions in a familiar context, such as planning a class activity; the sequence of seasonal changes in different climates (AC9HS4S04_E2)
	examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)	distinguishing fiction and non-fiction texts in relation to representation of places, environments and past events (AC9HS4S05_E1)
identifying statements of fact and statements of opinion in class discussions (AC9HS4S05_E2)		
identifying differences in the meaning of celebrations when viewed from different perspectives that result in different actions (for example, the meaning of Australia Day for many First Nations Australians when compared with its meaning for many other Australians) (AC9HS4S05_E3)		
exploring stories about places and people told by First Nations People of Australia, and by people from other cultures, including people from Asia and the Pacific region (AC9HS4S05_E4)		
	sharing points of view and identifying different perspectives and actions relating to issues that affect themselves and their peers (for example, discussing class rules, the different responses to them by class members, different perceptions of the value of places and ecosystems in the local area, communicating across cultures) (AC9HS4S05_E5)	

interpret information and data displayed in different formats, to identify and describe distributions and patterns (AC9HS4S06)	finding the meaning of acronyms/initialisms they encounter (for example, NAIDOC, ANZAC, NZ, USA, ACT) (AC9HS4S06_E1)
	interpreting data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy) (AC9HS4S06_E2)
	identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns (AC9HS4S06_E3)
	interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude (AC9HS4S06_E4)
	using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia) (AC9HS4S06_E5)
	discussing and comparing how First Nations People of Australia may represent places and their features visually (for example, in paintings and sand drawings) and identifying symbols and patterns (AC9HS4S06_E6)
analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)	comparing information in different sources to identify evidence of change (for example images and maps of the local area over time) (AC9HS4S07_E1)
	comparing different accounts of historic events to determine the effects of changes (for example, how the development of local farming or industry impact on people and the environment) (AC9HS4S07_E2)
	analysing and evaluating information collected from interviews with different people about rules and how decisions are made (for example, children, teachers, coaches, community members) (AC9HS4S07_E3)
	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 (AC9HS4S07_E4)

Concluding and decision-making	develop evidence-based conclusions (AC9HS4S08)	reaching conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations) (AC9HS4S08_E1)
		drawing conclusions about their community's heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment) (AC9HS4S08_E2)
		examining the meaning of diversity using examples drawn from their community (for example, celebrations and commemorations), drawn from other countries (for example, environments, climate, lifestyle, settlement) and from the experiences of their peers (for example, how they participate in their family and community) (AC9HS4S08_E3)
		drawing conclusions about the ways people are connected with places, and the similarities and differences of places in Australia and those of neighbouring countries (AC9HS4S08_E4)
	propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)	contributing ideas to a group response to a community challenge (for example, planning how to celebrate an unrecognised cultural event, such as how local First Nations People of Australia celebrate their Country/Place or how to retell a historical event from a silent or unfamiliar voice) (AC9HS4S09_E1)
		considering anticipated effects of actions designed to protect and improve places that people perceive as important (for example, places of environmental value, cultural value or historic significance) (AC9HS4S09_E2)
		choosing and enacting roles for group work that recognise an awareness of members' knowledge, skills and customs (AC9HS4S09_E3)
		considering the findings of an inquiry when 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) (AC9HS4S09_E4)

Communicating	present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)	composing different types of texts to report findings of an investigation (for example, reporting on a historical investigation and its researched facts and findings by writing a biography about a noteworthy individual or group, a narrative account of a significant event, a report about a celebration, an explanation of the multicultural character of the community) (AC9HS4S10_E1)
		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 (AC9HS4S10_E2)
		describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries (for example, New Zealand and Indonesia) using a globe, wall map, online maps or aerial photographs (AC9HS4S10_E3)
		selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, timelines, photographs and pictures (AC9HS4S10_E4)
		using subject-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 civic terms such as 'community', 'decision-making', 'participation') (AC9HS4S10_E5)

Year 4

Year level description

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 study the diversity of First Nations People of Australia, their interconnection to place and with other people and places through trade. Through a study of exploration/navigation in relation to the Australian coast and Australia's early colonisation, students develop understandings about significant events, contact, and the effects of contact and colonisation on people and their environments. Students examine the use and management of resources and waste, and views about how to achieve sustainability, including the custodial responsibility of First Nations People of Australia to their Country/Place. Students' focus expands to South America and Africa and the main characteristics of spaces on those continents. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community, including the management of resources. They examine how rules and laws affect them and the importance of laws in society. They explore cultural diversity in their community, in particular how belonging to different groups can shape personal identity.

Inquiry questions

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.

HASS

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and the land and water management practices of First Nations of Australia Peoples?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

History

- Why did the great journeys of exploration occur?
- How did First Nations People of Australia live prior to the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between First Nations People of Australia with other people before and after the arrival of the First Fleet?

Geography

- How are the characteristics of places influenced by their location?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

Civics and Citizenship

- What role does local government play in the community?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?

Achievement standard

By the end of Year 4, students identify the causes, effects and significance of events on continuity and change to places and the lives, experiences and practices of people. Students describe relative location, the diverse characteristics of spaces, the interconnections between people and places and their influence on resource usage. Students identify different views and the roles of local government and citizens on sustainability issues. They recognize the importance of laws in society and factors that shape a person's identity and belonging.

Students develop questions for investigation that consider identified disciplinary concepts and locate and collect information and data from different sources to answer these questions. They sort, record and represent information and data in different formats, including sequencing information with reference to key dates on annotated timelines and creating large-scale maps. They examine, interpret, analyse and evaluate information and data to distinguish between facts and opinions, detect points of view, describe distributions and patterns and draw conclusions. They propose actions in response to an issue or challenge that consider points of view and possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.

Strand / Sub-strand		Content description	Elaboration
Knowledge and understanding	History	the diversity of Nations within both the First Peoples of Australia and the First Nations Peoples of the Torres Strait region of Australia and their respective social organisation structures and continuous connections with Country/Place (AC9HS4K01)	<i>This may involve students:</i> mapping the diversity of languages of First Nations Australians and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) (AC9HS4K01_E1)
			recognising that First Nations Australians includes two distinct cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples and there is considerable diversity within these groups. (AC9HS4K01_E2)
			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 (AC9HS4K01_E3)
			investigating the early lifestyles of First Nations Australians; their knowledge of the environment including land, water, and resource management practices; and their fundamental beliefs about the interconnectedness of Country/Place, people, culture, and identity (AC9HS4K01_E4)
			Investigating the use and significance of totems to First Nations Australians and exploring why they are different within specific groups. (AC9HS4K01_E5)
		the significance of trade to First Nations People of Australia, including trade with groups outside Australia (AC9HS4K02)	exploring how First Nations People of Australia exchanged ideas, technology and goods with each other and with Torres Strait Islander Peoples across vast distances (AC9HS4K02_E1)
			inquiring into 18th and 19th century First Nations Australians contact with the Macassans and how international trade would have impacted on intercultural understanding, as well as the Aboriginal and Torres Strait Islander languages, economies, technologies and diets (AC9HS4K02_E2)
		the causes for the establishment of the first British colony in Australia in 1788 (AC9HS4K03)	investigating how trade with the Macassans impacted other countries (trepang export via Makasar to China) (AC9HS4K02_E3)
			investigating reasons for Britain deciding to colonise Australia (for example, penal colony, the impact of the American War of Independence, creation of a base in the global south, resources) and considering whether they were ethical reasons (AC9HS4K03_E1)
	describing the role of Captain Cook and Joseph Banks in the establishment of Australia as a British colony (AC9HS4K03_E2)		

	the significant events and experiences of groups and individuals on the journey of the First Fleet and following their arrival (AC9HS4K04)	describing the events around the establishment of the First Fleet and the key people involved (for example, Captain Arthur Phillip, marines, Reverend Richard Johnson, convicts) (AC9HS4K04_E1)
		examining the wide range of crimes punishable by transportation and looking closely at the people who were transported (AC9HS4K04_E2)
		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 (AC9HS4K04_E3)
		investigating daily life in the Port Jackson penal settlement, the challenges experienced by the people there and how they were managed (AC9HS4K04_E4)
	the effects of contact with other people on First Nations People of Australia and Places following the arrival of the First Fleet and how this was perceived by the First Nations Australians as an invasion (AC9HS4K05)	investigating contact between First Nations People of Australia 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 technology) (AC9HS4K05_E1)
		comparing the European concept of land ownership, including terra nullius, with the First Nations Australians' relationship with the land, sea, waterways and sky, and how this affected relations between the groups (AC9HS4K05_E2)
		exploring early contact of First Nations Australians with the British, including individuals (for example, Pemulwuy, Bennelong) and events of conciliation and resistance (for example, the Black War) (AC9HS4K05_E3)
		exploring the impact that British colonisation had on the lives of First Nations People of Australia (for example, dispossession, dislocation and the loss of lives through conflict, disease and loss of food sources and medicines) (AC9HS4K05_E4)
	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 (AC9HS4K05_E5)	
	examining paintings and accounts by individuals involved in exploration and colonisation to determine the impact of contact on First Nations People of Australia and Countries/Places (AC9HS4K05_E6)	

Geography	the location of a range of countries in South America and Africa in relation to Australia and the main characteristics of spaces on those continents (AC9HS4K06)	using geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of Africa and South America and their relative locations (AC9HS4K06_E1)
		using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America (AC9HS4K06_E2)
		researching the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America (AC9HS4K06_E3)
		using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographic features, environments, cities) (AC9HS4K06_E4)
Civics and Citizenship	the custodial responsibility First Nations People of Australia have for Country/Place and how this influences views about sustainable resource allocation and development strategies (AC9HS4K07)	recognising that the distribution of First Nations People of Australia before colonisation was across Australia but concentrated in sustainable areas such as in the coastal and riverine areas of Australia (AC9HS4K07_E1)
		investigating how First Nations Australians' ways of living were adapted to the resources of their Country/Place (for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place) (AC9HS4K07_E2)
		investigating how knowledge and practices shared among First Nations Australians are linked to sustainable use of resources and environments (for example, rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands) and that this knowledge can be taught through stories and songs, reflecting their inherent, custodial responsibilities (AC9HS4K07_E3)
		explaining how First Nations Australians sustainably use vegetation endemic in the local area (for example, as a source of food, shelter, medicine, tools and weapons) (AC9HS4K07_E4)
Civics and Citizenship	the roles of local government and local citizens, including those related to sustainable choices	examining how local government is chosen and by whom (AC9HS4K08_E1)
		exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management) (AC9HS4K08_E2)

around resources in areas such as waste management, land use and environmental protection of local places (AC9HS4K08)	describing how local government services impact on the lives of students and discussing how local groups/organisations and children can use their voice and make responsible choices about the services that impact them and their environment (AC9HS4K08_E3)
	exploring how some natural resources are used and managed in sustainable and non-sustainable ways in the local area (for example, bore water to water parklands, recycled tyre rubber in playgrounds, water in a plastic bottle, recycled toilet paper, tree planting) (AC9HS4K08_E4)
	explaining how people's connections with their environment can also be aesthetic, emotional and spiritual, and investigating the significance of places in their local environment that are examples of this (for example, memorial gardens, cemeteries, parklands, significant or sacred sites to First Nations People of Australia) (AC9HS4K08_E5)
	exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation) (AC9HS4K08_E6)
the differences between 'rules' and 'laws', why laws are important and how they affect the lives of people (AC9HS4K09)	distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school) (AC9HS4K09_E1)
	exploring the purpose of laws and recognising that laws apply to everyone in society (AC9HS4K09_E2)
	discussing examples of laws and why they are important to students' lives (AC9HS4K09_E3)
	investigating the impact of laws on First Nations Australians (for example, environmental laws, native title laws and laws concerning sacred sites) (AC9HS4K09_E4)
	investigating the customary lores of First Nations Australians and how they relate 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, (AC9HS4K09_E5)
the diversity of cultural, religious and/or social groups to which they and others in the community belong and their importance to identity (AC9HS4K10)	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 (AC9HS4K10_E1)
	listing and comparing the different beliefs, traditions and symbols used by groups (AC9HS4K10_E2)
	recognising that the identity of First Nations Australians is shaped by Country/Place, language and knowledge traditions (AC9HS4K10_E3)

Strand / Sub-strand	Content description	Elaboration
Skills Questioning and researching	<p>pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)</p>	<p><i>This may involve students:</i></p> <p>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) (AC9HS4S01_E7)</p> <p>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 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 (AC9HS4S01_E8)</p> <p>generating a range of questions (for example, evaluation questions, reflecting questions) about contemporary issues reported in the media (AC9HS4S01_E9)</p> <p>discussing how an investigation about the past (for example, a shipwreck explored through a museum display, video or interactive website) is guided by questions at different stages, including 'Why is that important now?' (AC9HS4S01_E10)</p> <p>developing questions that address the disciplinary concepts in the knowledge and understanding content descriptions (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? What laws protect our local environment?') (AC9HS4S01_E11)</p>
	<p>locate and collect information and data from different sources, including observations (AC9HS4S02)</p>	<p>identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different (AC9HS4S02_E8)</p> <p>identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories (AC9HS4S02_E9)</p> <p>brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, 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) (AC9HS4S02_E10)</p>

	<p>using Google Earth or similar applications to collect geographical information (for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea) (AC9HS4S02_E11)</p> <p>exploring stories about the groups people belong to (for example, about cultural groups such as groups that value First Nations People of Australia or Asian heritage, from interest and community groups such as recreational and volunteering organisations, and from gender or religious groups) (AC9HS4S02_E12)</p> <p>acquiring geographical information about environments and resources from a range of sources, such as a knowledgeable First Nations Australian or from schools in contrasting parts of Australia and/or other countries in the Southern Hemisphere (AC9HS4S02_E13)</p>
<p>record, sort and represent information and data, including that related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)</p>	<p>using graphic organisers to sort and record information (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, Y-charts, network diagrams) or to show relationships (for example, a food web in mangrove or Antarctic waters) (AC9HS4S03_E5)</p> <p>constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation, the loss of native species, the movement of peoples over time, the population of places over time, resource distribution in places that have been colonised, social, cultural and religious groups in Australia's society) using digital applications as appropriate (AC9HS4S03_E6)</p> <p>recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets (AC9HS4S03_E7)</p> <p>showing historical and geographic information on maps (for example, collaboratively creating a large class map of routes of exploration to and around Australia by projecting a world map on a mural, and completing it with relevant geographical and historical details including compass points, sea routes, legends, dates, pictorial details, annotations and captions) (AC9HS4S03_E8)</p> <p>annotating maps using the appropriate cartographic conventions, including map symbols, scale and north point, to show places and their features, in Australia, and in selected countries of Africa and South America (AC9HS4S03_E9)</p>
<p>sequence information about people's lives and events using</p>	<p>creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence (for example, exploration to Australia leading up to the First Fleet) (AC9HS4S04_E3)</p>

	discipline-appropriate conventions (AC9HS4S04)	<p>using graphic organisers to show the sequential stages of a process (for example, a flowchart that shows the stages of local government decision-making, a consequence wheel that shows causes and effects, seasonal charts such as a First Nations Australians' representation describing environmental evidence) (AC9HS4S04_E4)</p> <p>recounting and sequencing events associated with a particular history (for example, developing an annotated map to describe the sea route of the First Fleet and the timing of its passage, describing the key events in the life of Bennelong and his interactions with the British, investigating the sequential discoveries and consequential decisions of Captain James Cook and Joseph Banks, which led to colonisation) (AC9HS4S04_E5)</p>
	Interpreting, analysing, and evaluating information	examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)
interpret information and data displayed in different formats, to		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 (AC9HS4S06_E7)

	identify and describe distributions and patterns (AC9HS4S06)	interpreting the data presented in picture, line, bar or column graphs to identify trends or distributions (for example, explaining survey results about types of waste produced in the school or how people in the community participate) (AC9HS4S06_E8)
		interpreting thematic maps and using Google Earth or similar applications to describe the characteristics of a continent or region or to identify the distribution of a particular characteristic (for example, languages of South America, equatorial rainforests, settlement along a major river valley in South America from its source to the sea) (AC9HS4S06_E9)
		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, Antarctica and South America) (AC9HS4S06_E10)
	analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)	comparing information in sources to identify evidence of change (for example, First Nations Australian, Dutch and French place names on Australia's west coast, past and present distribution of vegetation in North Africa that points to increasing desertification) (AC9HS4S07_E5)
		examining images of First Nations Australian rock art depicting early interactions and trade with the Macassans and comparing it with written information from a historian (AC9HS4S07_E6)
		analysing and evaluating information collected from interviews with different people about the same issue (for example, children, council members, local Elders, conservationists regarding the development of a local piece of land) (AC9HS4S07_E7)
		analysing and evaluating information gathered through 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 Australia pre- and post-1788 (AC9HS4S07_E8)

Concluding and decision-making	develop evidence-based conclusions (AC9HS4S08)	describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) (AC9HS4S08_E5)
		explaining how seeking resources is connected to trade, world exploration, colonisation and environmental change and discussing what Britain gained from colonising Australia as well as the effects on First Nations of Australia Peoples and the environment (AC9HS4S08_E6)
		drawing conclusions from an analysis and evaluation of sources (for example, relationships between plants and animals in an ecosystem, shipwreck locations and natural features, local government services and how people benefit) (AC9HS4S08_E7)
		concluding from an analysis and evaluation of historical records how laws, and the consequences of not following them, have changed over time (for example, contrasting penalties applied in eighteenth-century Britain and those applied in modern Australia) (AC9HS4S08_E8)
		using new knowledge to make an argument on a topic relevant to them and their community (for example, whether they agree with a school rule, a proposed change in the community, what the local government can do about an issue) (AC9HS4S08_E9)
		describing how people of the past are represented in fiction and other sources, and critically examining stereotypes in their representations (for example, claims that women did not work, inferences that all First Nations People of Australia are the same) (AC9HS4S08_E10)
	propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)	participating in role-plays and debates that allow for equal presentation of viewpoints (AC9HS4S09_E5)
		exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of First Nations People of Australia, convicts, guards, women and children on settling at Botany Bay) or the different views about a current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat) (AC9HS4S09_E6)
		participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bonos' hats) (AC9HS4S09_E7)
		reflecting on learning with the assistance of tools such as a KWL chart (what they know, what they want to know and what they have learned) when evaluating responses to an issue (AC9HS4S09_E8)

			<p>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) (AC9HS4S09_E9)</p> <p>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 (AC9HS4S09_E10)</p> <p>proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school, choosing products not made from endangered species such as elephants) 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) (AC9HS4S09_E11)</p>
Communicating	present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)		<p>composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports) (AC9HS4S10_E6)</p>
			<p>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) (AC9HS4S10_E7)</p>
			<p>using accurate and subject-appropriate terms when speaking, writing and illustrating (for example, using historical terms such as 'exploration', 'navigation', 'trade', 'penal', 'transportation', 'contact', 'frontier conflict', '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') (AC9HS4S10_E8)</p>

Year 5

Year level description

Australian communities – their past, present and possible futures

The Year 5 curriculum focuses on colonial Australia in the 1800s, the relationship between humans and their environment, the features of Australian democracy and citizenship and how choices are made to satisfy needs and wants. Students learn about the reasons for the founding of British colonies in Australia and the impact of colonisation on the environment and the daily life of different people. They explore the role of people in a significant development or event on one Australian colony, the reasons for their actions, and the impact of the development/event. They examine the reasons people migrated, their experiences and their contributions. Students are also introduced to the concept of primary and secondary sources as they analyse sources to compare information and points of view in the past and present. Students explore the environmental and human influences on the location and characteristics of a place and the way spaces within places are organised and managed. Students investigate the key values and nature of Australia's liberal democratic system of government. They examine the features of voting processes and the responsibilities of electors, representatives and the three levels of government. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of why decisions need to be made when allocating resources for society's needs and wants, and the various factors that may influence them when making decisions.

Inquiry questions

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.

HASS

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?

History

- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment and people's lives?
- What were the significant events and who were the significant people that shaped Australian colonies?

Geography

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?

Civics and Citizenship

- What is democracy in Australia, how does our democracy work and why is voting in a democracy important?
- How and why do people participate in groups to achieve shared goals?

Economics and Business

- What influences consumer choices?
- How can people make informed consumer choices?

Achievement standard

By the end of Year 5, students describe continuity and change in the experiences of different groups, and the causes, effects and roles of people in significant events/developments. Students describe the characteristics of places in different locations at a range of scales and explain the interconnections between people, the human and environmental characteristics of places, and the management of spaces. Students identify the importance of values, processes, roles, responsibilities and civic action to Australia's democracy and citizenship. They consider the limited nature of resources in choices to meet needs and wants.

Students develop questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from primary and secondary sources to answer those questions. They sort, record and represent data in different formats, including sequencing information in chronological order, creating timelines and creating maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to identify the purpose of sources and different viewpoints, to describe distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate alternative responses to an issue or challenge and propose actions that consider possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.

Strand / Sub-strand	Content description <i>Students learn about:</i>	Elaboration <i>This may involve students:</i>
Knowledge and understanding	the economic, political and social causes for the establishment of a British colony in Australia after 1800 (AC9HS5K01)	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 (AC9HS5K01_E1)
	the effects of colonial presence on the natural environment and the lives of First Nations Australians (AC9HS5K02)	<p>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 sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives (AC9HS5K02_E1)</p> <p>mapping settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns (AC9HS5K02_E2)</p> <p>investigating the challenges and impacts experienced by First Nations Australian and migrant communities as an effect of colonisation (for example, introduction of diseases, removal from Country/Place, removal of hunting grounds, frontier conflicts) (AC9HS5K02_E3)</p> <p>investigating the resilience of First Nations People of Australia in their response to colonisation (AC9HS5K02_E4)</p> <p>discussing challenges experienced by people, including migrants, in the colonial era and the enterprising or sustainable responses made to these challenges (for example, wind energy, food preservation, communication, accessing water) (AC9HS5K02_E5)</p> <p>exploring how the colony was governed and the impact of European Rule of Law, particularly on the lives of First Nations People of Australia (AC9HS5K02_E6)</p> <p>investigating the impact of settlement 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) (AC9HS5K02_E7)</p>

	<p>the effects of important developments or events on an Australian colony and the role of significant First Nations Australian and British arrivals in the developments or events (AC9HS5K03)</p>	<p>investigating an event or development and explaining its economic, social or political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; 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; Bennelong as a mediator between two cultures) (AC9HS5K03_E1)</p> <p>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, SA during the gold rush?', 'What if Governor Macquarie had not opened the Parramatta Native Institution?') (AC9HS5K03_E2)</p> <p>identifying the events and reasons that led to people coming to Australia in the 1800s (for example, as convicts, assisted passengers, indentured labourers, people seeking a better life such as gold miners, and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) (AC9HS5K03_E3)</p> <p>investigating the experiences and contributions of a particular migrant group within a colony (for example, Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) (AC9HS5K03_E4)</p> <p>connecting (where appropriate) stories of migration to students' own family histories or interviewing people with migrant heritage (AC9HS5K03_E5)</p> <p>exploring the personal and social motivations and actions of an individual or group that shaped a colony, including First Nations People of Australia (AC9HS5K03_E6)</p>
<p>Geography</p>	<p>the location of a range of countries in Europe and North America in relation to Australia and the influence of people on the environmental</p>	<p>using geospatial tools (for example, a globe, electronic atlas, wall map or digital application such as Google Earth) to identify the relative location of the major countries of Europe and North America to Australia and the main environmental characteristics of selected places on each of those continents (AC9HS5K04_E1)</p>

	<p>characteristics of selected places on those continents (AC9HS5K04)</p>	<p>researching the changes made by people to a particular environment in a country in Europe and a country in North America (for example, the Alpine region in Europe, deforestation in the USA) and discussing the ethical decisions involved (AC9HS5K04_E2)</p>
	<p>the influence of people, including First Nations Australians, on the environment and how cultural practices determined the characteristics of Australian landscapes (AC9HS5K05)</p>	<p>identifying how First Nations Australian communities altered the environment and sustained ways of living through their methods of land and resource management (for example, 'burn offs') (AC9HS5K05_E1)</p> <p>exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability (AC9HS5K05_E2)</p>
	<p>the environmental and human influences on the location and characteristics of a place, and the management of spaces within them (AC9HS5K06)</p>	<p>comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia (AC9HS5K06_E1)</p> <p>exploring the traditional practices of First Nations People of Australia regarding how the environment is respected when using natural resources and the management of sacred places (for example, Uluru) (AC9HS5K06_E2)</p> <p>investigating the influence of landforms (for example, the Murray–Darling, Yellow (Huang He), Yangtze, Amazon, Mekong, Ganges, Po River Valley, the California Delta rivers), on the development of settlements that are involved in food and fibre production (AC9HS5K06_E3)</p> <p>examining the effects of landforms (for example, valleys, hills, natural harbours, rivers) on the location and characteristics of their place and other places they know (AC9HS5K06_E4)</p> <p>exploring the extent of change in the local environment over time and the impact of change on ecosystems (AC9HS5K06_E5)</p> <p>exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact) (AC9HS5K06_E6)</p> <p>examining how the use of the space within their local place is organised through zoning (AC9HS5K06_E7)</p>

		investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue and developing a class response to it (AC9HS5K06_E8)
Civics and Citizenship	the key values and features of Australia's democracy, including the electoral process and the responsibilities of electors and elected representatives (AC9HS5K07)	discussing the meaning of democracy (AC9HS5K07_E1)
		discussing the meaning and 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) (AC9HS5K07_E2)
		considering how students apply democratic values in familiar contexts (AC9HS5K07_E3)
		exploring the secret ballot and compulsory voting as key features of Australia's democracy (AC9HS5K07_E4)
		recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair (AC9HS5K07_E5)
		clarifying who has the right to vote and stand for election in Australia (AC9HS5K07_E6)
		exploring the preferential voting system (AC9HS5K07_E7)
		considering the responsibilities of electors (for example, enrolling to vote, being informed and voting responsibly) (AC9HS5K07_E8)
		identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level (AC9HS5K07_E9)
		the roles and responsibilities of the three levels of government in Australia's democracy (AC9HS5K08)
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 (AC9HS5K08_E2)		
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) (AC9HS5K08_E3)		

	<p>how citizens with shared beliefs and values work together to achieve a civic goal (AC9HS5K09)</p>	<p>discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups) (AC9HS5K09_E1)</p> <p>using social media to share and discuss ideas about how people can work together as local, regional and global citizens (for example, as communities for a local environmental issue or project) (AC9HS5K09_E2)</p> <p>examining First Nations Australian organisations and the services they provide (AC9HS5K09_E3)</p> <p>discussing ways people resolve differences (for example, through negotiation and Reconciliation) (AC9HS5K09_E4)</p>
<p>Economics and Business</p>	<p>types of resources (natural, human, capital) and how they satisfy needs and wants (AC9HS5K10)</p>	<p>categorising resources as natural (for example, water, coal, wheat), human (for example, workers, business owners, designing, making, thinking) and capital (for example, tools, machines, technologies) (AC9HS5K10_E1)</p> <p>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 (AC9HS5K10_E2)</p> <p>listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future (AC9HS5K10_E3)</p> <p>exploring how First Nations Australians' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways (AC9HS5K10_E4)</p>
	<p>the difference between needs and wants, and how choices to meet them need to consider limited resources (AC9HS5K11)</p>	<p>debating whether one person's need is another person's need or want (AC9HS5K11_E1)</p> <p>explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice (AC9HS5K11_E2)</p> <p>explaining reasons for differences in needs and wants for different groups (AC9HS5K11_E3)</p>

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Skills Questioning and researching	develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)	<p>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? What were the effects of colonisation on First Nations People of 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?') (AC9HS6S01_E1)</p> <p>developing different types of questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide financial choices) (AC9HS6S01_E2)</p> <p>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?') (AC9HS6S01_E3)</p>
	locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)	<p>finding information about the past in primary sources (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, remains of past industry, newspapers of the day, advertisements, rule lists, interview transcripts) (AC9HS6S02_E1)</p> <p>finding geographical information in primary sources (for example, fieldwork and photographs) and secondary sources (for example, maps, plans and reports in digital and non-digital form) (AC9HS6S02_E2)</p> <p>using geospatial tools (for example, a globe, wall map or digital application such as Google Earth) to collect information (for example, to identify the environmental characteristics of the major countries of Europe and North America) (AC9HS6S02_E3)</p> <p>conducting surveys to gather primary data and summarising the key points or particular points of view relating to an issue (for example, surveying the views of conflicting parties in a planning or environmental dispute) (AC9HS6S02_E4)</p> <p>finding data and information that supports decision-making processes when investigating an economics or business issue, including online, observation and print sources (for example, interviews, surveys, case studies) (AC9HS6S02_E5)</p>

		finding out how to conduct ethical research with people and communities, including the protocols for consultation with local First Nations Australian communities, behaviours in sacred or significant sites, and considering sensitivities of people (AC9HS6S02_E6)
	organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)	categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, scattergrams, decision-making matrixes and bibliography templates) (AC9HS6S03_E1)
		constructing maps, tables and graphs using appropriate digital applications and conventions (for example, border, source, scale, legend, title and north point) to display data and information (for example, information about the movement of peoples over time in colonial Australia; the different climates of Europe and North America; population growth of Australian colonies; cultural and religious groups in Australia at different times; information on needs and wants) (AC9HS6S03_E2)
		deciding which recording methods and tools (for example, graphs, tables, field sketches, questionnaires, scattergrams, audio-recorders, video recorders, cameras, water or air quality testing kits, binoculars, clinometers, calculators) suit the data or information to be collected (AC9HS6S03_E3)
		mapping geographical data using geospatial technologies (for example, the location of information they have collected through fieldwork) (AC9HS6S03_E4)
sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)		compiling an annotated timeline to show the key stages of a development (for example, significant events in the development of their community, their region or state) (AC9HS6S04_E1)
		creating flowcharts that show the stages of a process (for example, steps in an electoral process such as a class vote or a local council election, the sequence of steps to rehabilitate a natural area, the sequence of actions in achieving a civic goal) (AC9HS6S04_E2)
Interpreting, analysing, and evaluating information	examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)	inferring the nature, purpose and origin of artefacts to determine if they have evidence to offer an investigation of a time, place or process (AC9HS6S05_E1)
		identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development) (AC9HS6S05_E2)

	<p>identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details) (AC9HS6S05_E3)</p> <p>analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how-to-vote cards, result records) to determine who created them and their purpose (AC9HS6S05_E4)</p>
<p>examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)</p>	<p>analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the experiences of First Nations People of Australia due to British occupation and their removal from Country/Place; the struggle for rights by emancipated convicts; the way migrants or refugees have been managed over time and their experiences; the motives of whalers and anti-whaling activists) (AC9HS6S06_E1)</p> <p>comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with First Nations Australian perspectives; different representations of Ned Kelly in past and present publications) (AC9HS6S06_E2)</p> <p>examining photographs to identify inferred messages (for example, how workers on a colonial banana plantation are positioned, dressed, posed and/or are absent, to reflect the status of different groups such as English managers, Chinese, First Nations Australian and South Sea Islander workers, women and children) (AC9HS6S06_E3)</p> <p>exploring, through a facilitated role-play or a simulation game, the way different people experienced the same event (for example, the differing experiences and feelings of miners, Chinese workers, women, children, leaders and First Nations Australian occupants during the Eureka Stockade; personal intercultural experiences; or people's differing perceptions of election speeches made by opposing candidates) (AC9HS6S06_E4)</p>
<p>interpret information and data displayed in a range of formats to</p>	<p>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) to identify the likelihood of an outcome or the probability of an event reoccurring (AC9HS6S07_E1)</p>

<p>identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)</p>	<p>examining visual and written sources to infer relationships (for example, examining photographs to see how people responded to droughts in enterprising ways; interpreting maps of First Nations Australian trade routes to propose how ideas, technology and artefacts travelled across them; analysing a food web to reveal how plants, animals, water, air and people are connected) (AC9HS6S07_E2)</p>
	<p>making inferences using sources, such as graphs and thematic maps, that show distribution (for example, the number of electors in some state or federal electorates to discuss representation; the distribution of primary resource industries in Australia and their proximity to cities; the spread of the cane toad across Australia and its threat to environments) (AC9HS6S07_E3)</p>
	<p>interpreting graphs and tables of data collected from a survey to infer relationships or trends (for example, common influences on purchasing decisions of class members; the increase in social activism for social and environmental causes) (AC9HS6S07_E4)</p>
	<p>interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes (for example, a map showing man-made features) (AC9HS6S07_E5)</p>
<p>analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)</p>	<p>analysing information to reveal trends and changes (for example, changes over time in who could vote; changing purchasing trends; the rise in the use of energy drawn from alternative sources; the increase in online activism for social and environmental causes) (AC9HS6S08_E1)</p>
	<p>exploring maps and sources showing First Nations Australian and Torres Strait Islander language groups and Countries/Places, to explain the diversity of their cultures (AC9HS6S08_E2)</p>
	<p>exploring past or present representations of people that differ from those commonly conveyed (for example, missing voices of minority groups such as youth, the unemployed, non-citizens, women, children, First Nations Australians, migrants, South Sea Islanders) (AC9HS6S08_E3)</p>
	<p>acknowledging ethical considerations of decisions, they and others make or have made (for example, an election preference; reasons for purchasing an item; why laws are not followed by some people; the acceptance of children working in colonial times; stewardship of natural places) (AC9HS6S08_E4)</p>
	<p>using analysis and evaluation of multiple primary and secondary sources that consider differing information to develop evidence (AC9HS6S08_E5)</p>

Concluding and decision-making	develop evidence-based conclusions (AC9HS6S09)	identifying valid evidence that can be used to form a conclusion and considering the difference between a conclusion based on evidence and that based on personal preference or one that is based on use of limited sources (AC9HS6S09_E1)
		drawing conclusions based on identified evidence (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) (AC9HS6S09_E2)
		drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence (AC9HS6S09_E3)
		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) (AC9HS6S09_E4)
	work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)	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 (AC9HS6S10_E1)
		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) (AC9HS6S10_E2)
		using communication technologies to exchange information and to facilitate the development of a collaborative response (AC9HS6S10_E3)
		participating in a relevant democratic process (for example, in class votes, mock parliament, school decision-making processes such as student councils) (AC9HS6S10_E4)
		discussing the priorities and ethics evident in past decisions (for example, in clearing of native vegetation for farming, in stealing food to survive) (AC9HS6S10_E5)
		making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions 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) (AC9HS6S10_E6)
evaluating the possible options that people could take to resolve challenges (for example, improving water quality, ensuring fairness, managing excess waste, budgeting choices) (AC9HS6S10_E7)		

		<p>reflecting on choices in relation to personal criteria and expressing reasoning that influenced decision-making (for example, why they participate in a civic activity) (AC9HS6S10_E8)</p> <p>using agreed criteria as the basis for an assessment of the advantages and disadvantages of choices (for example, for determining which actions are most likely to be effective to restore a damaged environment) (AC9HS6S10_E9)</p> <p>applying economics and business criteria to everyday problems to identify a response to the issue (AC9HS6S10_E10)</p>
	propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)	<p>considering the primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry (for example, sample size of survey, the date a secondary source was created and the views that prevailed at the time) (AC9HS6S11_E1)</p> <p>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?') (AC9HS6S11_E2)</p> <p>identifying the effects of decisions about economics and business and/or civics and citizenship issues (AC9HS6S11_E3)</p> <p>assessing possible options as actions that people could take to respond to a local issue they have investigated (for example, the redevelopment of a disused quarry in the local area) (AC9HS6S11_E4)</p> <p>analysing successful solutions to problems and considering if problem-solving approaches can be applied to challenges relevant to their personal or school context (AC9HS6S11_E5)</p>
Communicating	present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and	<p>selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments) (AC9HS6S12_E1)</p> <p>describing the relative location of places and their features in Australia and in selected countries of North America and Europe (AC9HS6S12_E2)</p> <p>selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes (AC9HS6S12_E3)</p>

non-digital
representations and
discipline-specific terms
and conventions
(AC9HS6S12)

using accurate and subject-appropriate terms (for example, historical terms such as 'colonial', 'the gold era', 'migration', 'penal'; geographic terms such as 'characteristics', 'environmental', 'human', 'ecosystems', 'sustainable', 'settlement', 'management'; civics terms such as 'electoral process', 'democracy', 'shared beliefs'; and economic terms such as 'scarcity', 'choices', 'resources', 'needs and wants') (AC9HS6S12_E4)

Year 6

Year level description

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 and the different attitudes to Federation and citizenship at the time. 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 development of Australia's system of government. Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development. In learning about Australia as a nation, students compare a range of sources to determine points of view. Students examine how people work to prevent, mitigate and prepare for natural hazards. They explore diverse environments, peoples and cultures at a global level. They examine Australia's various connections with other countries and places throughout the world, how these are changing and their effects.

Students study the key institutions of Australia's democratic government. They learn how state/territory and federal laws are made in a parliamentary system, and the role of laws and law enforcement. They examine Australian citizenship and reflect on the rights and responsibilities of Australian citizens and their obligations as global citizens. Students learn that the limited nature of resources means that businesses and consumers make choices. This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services. Students consider the effect of consumer and financial decisions on individuals, the community and the environment. The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

Inquiry questions

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.

HASS

- 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, including First Nations People of Australia and those from Asia?
- How has Australia developed as a society with global connections and what is my role as a global citizen?

History

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Geography

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?
- What are the key institutions of Australia's democratic government?
- How are laws developed in Australia?

Economics and Business

- What does it mean to be an Australian citizen?
- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

Achievement standard

By the end of Year 6, students describe continuity and change in the experiences of people. They identify the roles of people in, and causes of, significant events/developments and their effects on society. Students describe, compare and explain the geographically diverse characteristics of different places at different scales, and the nature and effects of the interconnection of people, places, communities and environments. Students explain the importance of people, institutions, processes, rights, responsibilities and obligations to Australian democracy, legal systems and citizenship. Students identify the purpose of businesses, the choices businesses make, and how consumer and financial choices effect people and environments.

Students develop appropriate questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from a range of primary and secondary sources to answer those questions. They organise and represent information and data in a range of formats, including sequencing information in chronological order and creating timelines and maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to determine the origin, purpose and points of view of sources, to describe and compare distributions, patterns and trends, to infer

relationships and develop evidence-based conclusions. They generate and consider alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one action over others. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping and graphing, using discipline-specific conventions and terms.

Strand / Sub-strand	Content description	Elaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and understanding</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p><i>Students learn about:</i></p> <p>significant figures, events and ideas that led to Australia's Federation, Constitution and democratic system of government (AC9HS6K01)</p>	<p><i>This may involve students:</i></p> <p>studying Australia's path to Federation through an examination of key people (for example, Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example, the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies between 1898 and 1900) (AC9HS6K01_E1)</p> <p>exploring how the United States of America's model of federalism contributed to the ideas for Clark's first draft of the Constitution (AC9HS6K01_E2)</p> <p>investigating how Australia's system of law and government has origins in the Magna Carta and Westminster and, therefore, why we have a constitutional monarchy and why there was a separation of powers (legislative, executive, judiciary) (AC9HS6K01_E3)</p>
	<p>experiences of Australian democracy and citizenship and how they have changed, including the status and rights of First Nations People of Australia, migrants, women and children (AC9HS6K02)</p>	<p>investigating the lack of citizenship rights for First Nations Australians in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions (AC9HS6K02_E1)</p> <p>describing the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians to be included in the census. (AC9HS6K02_E2)</p> <p>investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association) (AC9HS6K02_E3)</p> <p>investigating the experiences of democracy and citizenship of women (for example, the suffragette movement, the bar on married women working, equal pay, the <i>Sex Discrimination Act 1984</i>) (AC9HS6K02_E4)</p> <p>investigating the experiences of democracy and citizenship of all citizens, including First Nations Australians and migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions) (AC9HS6K02_E5)</p>

		<p>investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example, their food and shelter, protection, education and contacts with family) (AC9HS6K02_E6)</p>
		<p>investigating the contribution of Australian citizens across a range of fields to Australia and the world (for example, the arts, science, sport, education), including First Nations Australians, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists (AC9HS6K02_E7)</p>
	<p>the causes of people migrating to Australia since Federation, their stories, and contributions to and effects on Australian society (including migrants from the Asia region) (AC9HS6K03)</p>	<p>exploring push and pull factors that have contributed to people migrating to Australia (for example, economic, political refugees, conflict) and inquiring into particular twentieth century migrant groups (for example, migrants from Europe following WWII, migrants from South-East Asia due to conflict, the Assisted Passage Migration scheme) (AC9HS6K03_E1)</p>
		<p>exploring individual narratives using primary sources (for example, letters, documents and historical objects), interviewing and recording an oral history, and presenting the journey and circumstances of arrival based on the sources (for example, through drama or digital application) (AC9HS6K03_E2)</p>
		<p>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 (AC9HS6K03_E3)</p>
		<p>connecting stories of migration to students' own family histories (where appropriate) (AC9HS6K03_E4)</p>
		<p>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 (AC9HS6K03_E5)</p>
		<p>investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry) (AC9HS6K03_E6)</p>
		<p>considering the contributions to Australia across a range of fields of notable Australians who were migrants or from migrant families (for example, Hieu Van Le, the Governor of South Australia, Sir Frank Lowy, Anh Do) (AC9HS6K03_E7)</p>

Geography	the impact of bushfires or floods on places and communities and how people can respond (AC9HS6K04)	mapping and explaining the location, frequency and severity of bushfires or flooding in Australia (AC9HS6K04_E1)
		explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities (AC9HS6K04_E2)
		researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding, including the insight into traditional First Nations Australian practices to reduce the impact of bushfires (AC9HS6K04_E3)
	the geographical diversity and location of places across the world including an Asian country (AC9HS6K05)	exploring the diversity of environments and types of settlement in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia and discussing any patterns (AC9HS6K05_E1)
		investigating the differences in the population size, density, life expectancy and per capita income between countries across the world (AC9HS6K05_E2)
		investigating the relationship between per capita income, health (as measured by life expectancy) and energy consumption in a selection of countries around the world, including at least one country from the Asia region (AC9HS6K05_E3)
		comparing people's lives in places with different levels of income (AC9HS6K05_E4)
		identifying examples of indigenous peoples who live in different regions in the world (for example, the Maori of Aotearoa New Zealand, the First Nations of North America, the Orang Asli of Malaysia and Indonesia), appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples (AC9HS6K05_E5)
		investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time and how sustainability is part of indigenous cultures (AC9HS6K05_E6)
		investigating the similarities and differences in official languages, religions and spiritual traditions between First Nations Australians and various indigenous peoples from selected countries of the Asia region and other parts of the world (AC9HS6K05_E7)
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 (AC9HS6K05_E8)		

Civics and Citizenship	Australia's interconnections with other countries and how these change people and places (AC9HS6K06)	using geospatial tools (for example, a globe wall map or digital application such as Google Earth) to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East) (AC9HS6K06_E1)
		describing the location of places in countries of the Asia region in absolute terms using latitude and longitude (AC9HS6K06_E2)
	the key institutions of Australia's democratic system of government and how it is based on the Westminster system (AC9HS6K07)	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 (AC9HS6K07_E1)
		comparing the Australian system of government with the Westminster system (for example, recognising that the House of Representatives and the Senate in Australia is a Lower and Upper House of Parliament, as is the House of Commons and the House of Lords in the Westminster system, but the Senate has elected members) (AC9HS6K07_E2)
		investigating sites associated with key democratic institutions to explore their roles, virtually or in situ, such as Parliament House in Canberra (AC9HS6K07_E3)
	the process for creating laws through Australia's democratic system of government and how regulations and laws are enforced and the personnel involved (AC9HS6K08)	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) (AC9HS6K08_E1)
		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) (AC9HS6K08_E2)
		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 (AC9HS6K08_E3)
		considering, through group scenarios, the need to adhere to laws and regulations in order to maintain a democratic, safe and sustainable society and exploring how laws protect areas such as human rights, safety and the environment (for example, gender, disability, race and age discrimination law, road and drug laws, pollution and littering laws) (AC9HS6K08_E4)
		categorising the different types of laws and regulations in their community and who enforces them (for example, road laws – police; health laws – public health department; pollution laws – environmental protection officer) (AC9HS6K08_E5)

		<p>identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers) (AC9HS6K08_E6)</p>
	<p>the shared values of Australian citizenship, the formal rights and responsibilities of Australian citizens, and the obligations citizens may consider they have as active and informed global citizens (AC9HS6K09)</p>	<p>investigating how people become Australian citizens (AC9HS6K09_E1)</p> <p>discussing the Australian citizenship pledge and comparing it to the former oath of allegiance to the monarch to explore notions of allegiance (AC9HS6K09_E2)</p> <p>clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens (AC9HS6K09_E3)</p> <p>exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage) (AC9HS6K09_E4)</p> <p>identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues) (AC9HS6K09_E5)</p> <p>describing dual citizenship and its implications for identity and belonging (AC9HS6K09_E6)</p> <p>using a current local or global issue (for example, clearing native forest, pollution of oceans, global warming) to discuss the concept of global citizenship and the actions they can take at a local level to contribute to a global issue (for example, planting trees in the local area, promotion of the damage of litter entering drains, cleaning up a local beach, monitoring and reducing family and school energy consumption) (AC9HS6K09_E7)</p>
<p>Economics and Business</p>	<p>the reasons businesses exist and the choices they make in providing goods and services (AC9HS6K10)</p>	<p>identifying why businesses exist (for example, to produce goods and services, to make a profit, to provide employment) and investigating the different ways that goods and services are provided to people, such as through shopping centres, local markets, online, small independent stores, remote community stores (AC9HS6K10_E1)</p> <p>explaining the difference between not-for-profit and for-profit businesses and why people choose to create not-for-profit businesses (AC9HS6K10_E2)</p> <p>distinguishing between businesses in the primary, secondary and tertiary industry sectors and discussing what they produce or provide (for example, agriculture and mining, textiles and food, and information, tourism and telecommunications) (AC9HS6K10_E3)</p>

influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K11)	identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions (for example, 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, cultural, environmental, legal and ethical factors) (AC9HS6K11_E1)
	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) (AC9HS6K11_E2)
	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 (AC9HS6K11_E3)
	exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future) (AC9HS6K11_E4)
the effect that consumer and financial choices can have on the individual and the broader community (AC9HS6K12)	exploring how a decision to buy an item affects the family (for example, 'Did the family have to put off buying another item to have this one?') (AC9HS6K12_E1)
	investigating whether buying at the local supermarket helps the local community (AC9HS6K12_E2)
	considering if their actions have an effect on the environment (for example, does choosing to use recyclable shopping bags have an effect on the natural environment?) (AC9HS6K12_E3)
	investigating questions (for example, 'Does what my family buys in the supermarket affect what businesses might sell or produce?') (AC9HS6K12_E4)

Strand / Sub-strand	Content description	Elaboration
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skills</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Questioning and researching</p>	<p><i>Students learn to:</i></p> <p>develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)</p>	<p><i>This may involve students:</i></p> <p>generating appropriate questions that address relevant disciplinary concepts, before, during and after an investigation, to frame and guide the stages of the inquiry (for example, ‘What caused migrants to leave Vietnam? 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?’) (AC9HS6S01_E4)</p> <p>developing different types of research questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, ethical questions regarding sensitivities and cultural protocol (AC9HS6S01_E5)</p> <p>mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems (for example, ‘How does global warming impact on floods and fires?’, ‘What are the economic impacts of fires and floods?’, ‘How do laws aim to minimise and mitigate the effects of floods and fires?’, ‘What actions can citizens take to reduce global warming and respond to fires and floods?’) (AC9HS6S01_E6)</p> <p>developing questions to guide the identification and location of useful sources for an inquiry (AC9HS6S01_E7)</p>
	<p>locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)</p>	<p>determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources), including 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, a bank) (AC9HS6S02_E7)</p> <p>using a range of methods, including digital technologies, to gather relevant historical, geographical, social, economic and business data and information (for example, through online sources such as census data and databases, and/or interviews and surveys) (AC9HS6S02_E8)</p> <p>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’, ‘gov’ are indicators of the provenance of a source (AC9HS6S02_E9)</p>

	<p>applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local First Nations Australian communities, and conforming with respectful behaviours in sacred or significant sites (AC9HS6S02_E10)</p> <p>exchanging geographical information from schools in countries of the Asia region (AC9HS6S02_E11)</p>
<p>organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)</p>	<p>categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, mapping software, decision-making matrixes, digital scattergrams, spreadsheets, bibliography templates) (AC9HS6S03_E5)</p>
	<p>constructing tables and graphs with digital applications as appropriate to display or categorise data and information for analysis (for example, a table to show the similarities and differences in official languages and religions across a number of countries) (AC9HS6S03_E6)</p>
	<p>creating maps using spatial technologies and cartographic conventions as appropriate, including border, source, scale, legend, title and north point, to show information and data, including 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) (AC9HS6S03_E7)</p> <p>explaining spatial representations (for example, describing how the representation of the spherical globe on flat paper produces distortions in maps) (AC9HS6S03_E8)</p>
<p>sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)</p>	<p>locating and positioning key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts (AC9HS6S04_E3)</p>
	<p>developing flowcharts 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) (AC9HS6S04_E4)</p>
	<p>considering that a linear concept of time is not shared by some First Nations People of Australia (AC9HS6S04_E5)</p> <p>selecting, recording and prioritising the key points made in relation to historical, geographical, civic and economic studies when interviewing people (for example, community or family members who migrated to Australia, war veterans, former refugees, members of parliament, leaders of community organisations, business operators, the experiences of First Nations Australians, workers of diverse occupations in an industry) (AC9HS6S04_E6)</p>

Interpreting, analysing, and evaluating information	examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)	identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of First Nations People of Australia, the work of politicians, the beliefs of religious groups) (AC9HS6S05_E5)
		proposing reasons why stereotypes and over-generalisations are evident in sources and media of the past and discussing whether the underlying attitudes and values have changed or might have changed over time (AC9HS6S05_E6)
		checking the publishing details of a text to help clarify the publication's purpose, to identify potential bias in the content and assess its relevance, and to put information presented in a historical or geographical context (AC9HS6S05_E7)
		analysing sources to identify persuasive techniques such as modality (for example, 'would', 'could', 'may', 'might') and the use of the passive voice (for example, 'It is claimed that...') rather than the active voice (for example, 'The government claims that...'), and considering reasons for these choices (AC9HS6S05_E8)
	examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)	surveying businesses in the local area to find out what influences their choices concerning the way they provide goods and services (AC9HS6S06_E5)
		analysing where points of view differ about global issues and exploring the reasons for different perspectives (for example, reasons for varying views on issues such as climate change, coal seam mining, or aid to a country of the Asia region; different world views of environmentalists) (AC9HS6S06_E6)
		discussing issues where there are, or were, a range of views and proposing reasons for different perspectives (for example, different opinions about the deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably) (AC9HS6S06_E7)
		exploring historic sources to identify the views of a range of stakeholders affected by Federation and citizenship rights (for example, women, children, men without property, or South Sea Islanders) (AC9HS6S06_E8)
		critiquing points of view about a sustainability issue (for example, considering producers' and consumers' views on the sustainable use of resources) (AC9HS6S06_E9)

	interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)	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 democratic rights such as the Wave Hill walk-off, the Wik decision; of technological advancements such as the advent of television, the internet and the bionic ear; of health policies) (AC9HS6S07_E6)
		using graphic organisers, maps and concept maps to identify patterns (for example, patterns of 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, the correlation of low income and poor health, the effects of consumer decisions on the individual, the broader community and on environmental sustainability) (AC9HS6S07_E7)
		interpreting graphic representations and making inferences about patterns and/or distributions (for example, proposing the possible impacts of human activity from an analysis of food webs; reflecting on electoral representation after viewing a plan of the seats held in upper and lower houses of parliament) (AC9HS6S07_E8)
		comparing spatial and statistical distributions in thematic maps, choropleth maps and tables to identify patterns and relationships (for example, patterns in per capita income of countries from the Asia region; the increasing cultural diversity of present-day Australia; relationships between human settlement and the changing environment) (AC9HS6S07_E9)
		identifying possible relationships by comparing places similar in one major characteristic but different in others (for example, by comparing places with similar climates but with different cultures as a means of identifying the relative influences of climate and culture) (AC9HS6S07_E10)
	analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)	evaluating and connecting information from various sources to defend a position (for example, the responsibilities associated with Australian citizenship, the right to build in a place, why a person is considered significant) (AC9HS6S08_E6)
		contemplating 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 (AC9HS6S08_E7)
		proposing reasons why socially sustainable practices such as negotiation, arbitration and Reconciliation and cultural mediation resolve issues peacefully (AC9HS6S08_E8)

Concluding and decision-making		using analysis and evaluation of multiple primary and secondary sources that consider differing information to develop evidence (AC9HS6S08_E9)
	develop evidence-based conclusions (AC9HS6S09)	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 one that is based on use of limited sources (AC9HS6S09_E5)
		drawing conclusions based on identified evidence (for example, using census data to construct arguments for and against migration; business council information to identify the ways different businesses provide goods and services to a community) (AC9HS6S09_E6)
		drawing conclusions that demonstrate consideration of questions, understanding of disciplinary concepts and evidence (AC9HS6S09_E7)
	work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)	planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines (AC9HS6S10_E11)
		participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others (AC9HS6S10_E12)
		applying enterprising behaviours (for example, taking on a leadership role in a project, working with others to make decisions) (AC9HS6S10_E13)
		brainstorming solutions to an issue that is significant to a group and using negotiation to reach consensus on a preferred approach to resolving the issue (AC9HS6S10_E14)
		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) (AC9HS6S10_E15)
		examining the trade-offs they might consider when developing criteria for evaluating choices (for example, considering the implications of choosing one leisure activity over another or the decisions surrounding the purchase of a phone) (AC9HS6S10_E16)
	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 (AC9HS6S10_E17)	

	<p>propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)</p>	<p>applying what they have learnt in relation to an issue to identify problems that might be experienced when taking action to address the issue (AC9HS6S11_E6)</p> <p>collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes (AC9HS6S11_E7)</p> <p>suggesting a course of action on an issue that is significant to them and describing how different groups could respond (AC9HS6S11_E8)</p> <p>identifying the benefits of active and informed citizenship, including the significance of understanding cultural diversity (AC9HS6S11_E9)</p> <p>identifying the possible effects of decisions that have been made about an economic or business issue (AC9HS6S11_E10)</p> <p>identifying intercultural experiences and how this may affect future cultural interactions (AC9HS6S11_E11)</p>
<p>Communicating</p>	<p>present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)</p>	<p>composing informative and expository texts, supported by evidence, to describe conclusions from their economic, civic, historical and geographical inquiries (AC9HS6S12_E5)</p> <p>developing persuasive texts such as arguments for a debate, an essay or an opinion piece, citing sources to justify reasoning (AC9HS6S12_E6)</p> <p>creating narrative accounts and recounts (for example, a digital multimedia story that records migrant experiences) based on information identified from a range of sources and referring to real people and events (AC9HS6S12_E7)</p> <p>describing the relative location of places and their features in Australia and in selected countries of the Asia region, when investigating and making connections (AC9HS6S12_E8)</p> <p>selecting and applying appropriate media and strategies to suit and enhance their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes (AC9HS6S12_E9)</p>

using accurate and subject-appropriate terms (for example, historical terms such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective', geographical terms such as 'relative location', 'scale', 'cultural diversity', 'inequality', 'interconnections', civics and citizenship terms such as 'Westminster system', 'courts', 'laws', 'regulations,' and economics and business terms such as 'consumer', 'producer', 'goods', 'services')
(AC9HS6S12_E10)