

Prep–Year 6 multi-age HASS Curriculum and assessment plan

Example

| Context and cohort considerations (if applicable) |
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| <p>The multi-age Prep–Year 6 cohort participates in weekly HASS learning across four units over the year, with connections made to English to strengthen early literacy development. This plan supports students by:</p> <ul style="list-style-type: none"> • providing age-appropriate contexts that reflect relevant and engaging learning experiences • aligning text types with those that are chosen in the multi-age Prep–Year 2 English and the multi-age Years 3–6 English curriculum and assessment plans (i.e. persuasive texts in Unit 1, imaginative texts in Unit 2, informative texts in Unit 3 and a focus on interacting in Unit 4) to complement and support literacy learning • using common imaginative and informative texts to create a thread between the year-level contexts • providing rich learning experiences aligned with the HASS skills sub-strands and the general capabilities and cross-curriculum priorities, to engage Prep–Year 2 students when the sub-strands Civics and citizenship and Economics and business are taught to Years 3–6 in Units 3 and 4 • using inquiry questions that are developmentally appropriate and aligned to the learning expectations of different year levels for each unit. |

| Level description — Prep | Level description — Year 1 | Level description — Year 2 | Level description — Year 3 | Level description — Year 4 | Level description — Year 5 | Level description — Year 6 |
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| <p>In Foundation, the focus is on "my personal world".</p> <p>Learning in HASS builds on the Early Years Learning Framework and each student's prior learning and experiences. Students discuss and share personal observations and perspectives on their histories and special places, contributing to their sense of identity, connection and belonging. They continue to develop skills and processes for investigating their personal worlds, strengthening dispositions for learning such as curiosity and imagination, and resourcing their own learning through connecting with people and places.</p> <p>The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Through inquiries into their family, familiar events and their own history, students examine evidence of the past and explore how the past is different from the present. They develop a deeper understanding about why some events are important in their own and others' lives. Students explore the places they live in</p> | <p>In Year 1, the focus is on "how my world is different from the past and can change in the future".</p> <p>The Year 1 curriculum builds on each student's prior learning and experiences investigating the past and places. Students' exploration of the history of their family contributes to their sense of identity, connection and belonging. They consider how they can contribute to their world by sharing a perspective on family roles and responsibilities, and ways people care for places. Students continue to develop skills and processes to investigate the past and places, and dispositions for learning, such as curiosity, imagination and problem-solving. They resource their own learning through connecting with people, places, and the natural, managed and constructed world.</p> <p>The Year 1 curriculum focuses on developing students' understanding of the recent past of families and the features of local places. Students are given opportunities to explore similarities and differences in family structures and roles over recent time. They consider how aspects of family life such as</p> | <p>In Year 2, the focus is on "past and present connections to people and places".</p> <p>The Year 2 curriculum builds on each student's prior learning and experiences investigating the past and places. Through exploring the history of their local community and places across a range of scales, students develop an understanding of how connections to history and place shape identity, diversity, connection and belonging. They consider how they can contribute to their world by exploring perspectives on the historical, cultural or spiritual significance of a person, place and/or building. Students continue to develop skills and processes to investigate the history of their local community and places across a range of scales. They develop dispositions for learning such as curiosity, imagination, problem-solving and researching. They resource their own learning through connecting with people, places and technologies.</p> <p>The Year 2 curriculum extends contexts for study from the local to the regional and state/territory, exploring</p> | <p>In Year 3, the focus is on "diverse communities and places, and the contributions people make".</p> <p>The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Through exploring how their community has changed over time, students identify the significant causes, events and people involved in change. They investigate the importance of different events, symbols and emblems in Australia. Students examine the representation of Australia, the location of Australia's neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place. Drawing on familiar and local contexts, students develop an understanding of the importance of rules, the consequences of rules not being followed, and how individuals, including themselves, participate in and contribute to their community.</p> | <p>In Year 4, the focus is on "how people, places and environments interact, past and present".</p> <p>The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students develop understandings about the causes and nature of significant events related to the First Fleet and the experiences of people involved in colonisation prior to 1800. They study the diversity of First Nations Australians prior to colonisation, their continuous connection to Country/Place, and the impacts of contact on them and their Countries/Places. Students examine the ways in which environments are important to people and animals, as well as the ways people sustainably allocate and manage renewable and non-renewable resources. Students' understanding of democratic decision-making is developed through investigating the role of their local government and the contribution of citizens to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore</p> | <p>In Year 5, the focus is on "Australian communities – their past, present and possible futures".</p> <p>The Year 5 curriculum focuses on the development of colonial Australia after 1800, the relationship between humans and their environment, the development of the economy, the features of Australian democracy and citizenship. Students learn about the reasons for the founding of a British colony in Australia, the impact of colonisation on the environment, and the daily lives of different people within and around the colony. They explore the roles of people, including migrants and First Nations Australians, in the development of events in an Australian colony. Students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. Students investigate the key values and features of Australia's democracy. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of natural, human</p> | <p>In Year 6, the focus is on "Australia in the past and present, and its connections with a diverse world".</p> <p>The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people's experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people's contributions in influencing the development of Australia's system of government. They learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia's development. Students explore the geographical diversity of the Asian region and how our interconnections with these countries change people and places. They study the key institutions of Australia's democratic government, and the key values and beliefs of Western democracies. Students</p> |

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| <p>and belong to and observe and describe them. They identify the reasons why places are important to people and how they can care for them. They recognise that First Nations Australians have a special connection to places and that their school is located on the local Country/Place.</p> <p>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.</p> <ul style="list-style-type: none"> • Who am I, where do I live and who came before me? • Why are some places and events special, and how do we know? | <p>education and play have undergone continuities and changes. Students learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups of people can care for places, including how First Nations Australians care for Country/Place.</p> <p>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.</p> <ul style="list-style-type: none"> • How has family life and the place we live in changed and stayed the same over time? • What events, activities and places do I care about? Why? | <p>connections between the past and present, and between people and places. Through studies of their local area, students explore, recognise and appreciate the history of their community, and what it reveals about significant people or places. They examine the causes and effects of changes in communication and transport technology. Students learn about the scale by which places are defined. They learn about the ways local people and places are connected to people and places at broader scales within their region, state or territory. Students explore how places have meaning to people and the connection First Nations Australians have with local Country/Place.</p> <p>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.</p> <ul style="list-style-type: none"> • What does my place tell me about the past and present? • How are people connected to their place and other places, past or present? • How has technology affected daily life over time and the connections between people in different places? | <p>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.</p> <ul style="list-style-type: none"> • How do symbols, events, individuals and places in my community make it unique? • How do people contribute to their communities, past and present? • How are people in Australia connected to places, and what are the similarities and differences between those places? | <p>cultural diversity in their community and how belonging to different groups can shape personal identity.</p> <p>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.</p> <ul style="list-style-type: none"> • How have diverse individuals and groups, past and present, contributed to the Australian community? • Why did Britain want to establish a colony in Australia? • What were the effects of European colonisation in Australia, and on Australian First Nations Peoples? • What is the significance of the environment, and what are different views on how it can be used and sustained, past and present? | <p>and capital resources, and how they satisfy human needs and wants.</p> <p>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.</p> <ul style="list-style-type: none"> • How have individuals and groups in the past and present contributed to the development of Australia? • How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia? • How have people enacted their values, beliefs and responsibilities about people, places and events, past and present? | <p>learn about the roles and responsibilities of local, state and federal governments. They learn about the factors that influence consumer choices and how they can develop strategies to make informed consumer and financial choices.</p> <p>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.</p> <ul style="list-style-type: none"> • How have key figures, events and values shaped Australian society, its system of government and citizenship? • How have experiences of democracy and citizenship differed between groups over time and place, and what is the role of citizens in contributing to environmental, economic and social sustainability? • How has Australia developed as a society with global connections, and in what ways is Australia similar and different to other countries? |

| Unit 1 — There’s no place like home | Unit 2 — Our histories, our stories | Unit 3 — Community changemakers | Unit 4 — Living and celebrating together |
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| Duration: 10 weeks | Duration: 10 weeks | Duration: 10 weeks | Duration: 10 weeks |
| <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How are people connected to places? • Why are some places special for some people? • What is similar and different about places near and far and how do people connect with each other? • How is Australia connected with its geographical neighbours? <p>For many people, no matter how far they roam, they experience a connection to special places and often to their homes. In this unit students focus on how people interact with and connect to places. To build geographical knowledge and understanding, students investigate a variety of places, beginning with familiar and local settings in the early years and extending to national and global contexts in the older year levels.</p> <p>Students begin by exploring what makes a place significant and why places are important to people. Prep and Year 1 students will identify and describe familiar locations such as home and school and explore how places change. Students in Years 2–6 will investigate the significance of places and environments across Australia and beyond and how these places are represented and connected, as well as considering people’s custodianship of places.</p> <p>A key focus of the unit is understanding that Aboriginal people and Torres Strait Islander people have deep and enduring connections to Country/Place. Their knowledge systems and ongoing responsibilities for caring for Country provide an important foundation for how all students can explore and strengthen their own connections to place and to others. As this unit progresses, opportunities are provided to enrich and deepen student engagement with geographical content. Students practise reading and viewing skills as they use images and maps as sources to interpret information. They develop communication skills as they use relevant subject-specific terms and present observations through drawing and annotated posters and maps.</p> <p>Mapping provides opportunities for all students to engage with spatial thinking, using floor maps, paper maps, and digital mapping tools. While Prep–Year 1 students draw simple sketches of familiar places, older students build skills in spatially representing places across scales within and near Australia. Students explore how people form connections to places through family, stories and movement, and identify how these connections create a web of interdependence from the local to the global level.</p> <p>As a culmination of the unit, students reflect on their learning by creating and sharing a poster about places or environments, highlighting their geographical features, connections, and significance. These posters will be displayed in the school library. Learning will also be celebrated at the conclusion of the unit through a cooperative scavenger hunt using maps with clues of locations around the school.</p> | <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How has daily life changed for families and communities over time? • How did people connect with each other in the past? • How did colonisation and Federation change life for Aboriginal people and Torres Strait Islander people and the lands and waters they care for? <p>Learning about the past helps societies understand the present and build a shared future based on respect. This unit invites students to explore personal, local, and national histories through the lens of significant individuals and events.</p> <p>The unit begins with students identifying significant individuals or groups of people within their own lives or across history and investigating how life has changed for families and communities over time. Students explore the continuing knowledges, experiences, values, and perspectives of Aboriginal people and Torres Strait Islander people, recognising that these shape Australia today. Investigating changes in daily life, changing technologies and worldwide exploration offers students opportunities to understand change and its effects. This ensures that students not only understand key events and people from the past but also develop respect for diverse experiences, perspectives and voices.</p> <p>Throughout the unit, students develop critical and creative thinking through inquiry and historical thinking skills. They learn to use ideas from sources and subject-specific terms to communicate their understanding. Years 5–6 students evaluate sources critically by identifying their origin, purpose and perspectives.</p> <p>Students have opportunities to investigate and research significant people and groups from the past and their contributions to change. They engage with a variety of age-appropriate activities such as creating timelines, interviewing guest speakers, and researching local groups and significant people.</p> <p>To culminate the unit, Prep and Year 1 students represent their own lives and families using annotated photographs/pictures in a storyboard. Year 2 students also use a storyboard to show the contributions of a local group. The Prep–Year 2 storyboards will be displayed as part of the ‘Our histories, our stories’ culminating activity. Through a supervised assessment, students in Years 3–6 demonstrate their understanding of the causes and effects of key events in Australia’s history. All students will engage in a range of hands-on activities including exploring traditional games played by diverse groups in the past as well as sampling foods commonly eaten in earlier times by diverse groups of people.</p> | <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What can people do to contribute to their community? • How can people show citizenship through learning from and caring for Country/Place? • What is the difference between rules and laws and how do they show what our community cares about? • What values and responsibilities are reflected in the roles of different levels of government and the system of democracy? <p>Valuing and caring for people and places helps build strong communities and encourages respect for the rights and responsibilities of citizenship. In this unit, students explore how communities follow rules and laws to care for places, contribute to their communities, and participate in civic life. The unit focuses on caring for the environment, following rules that protect environments and advocating for change in a democratic society. Prep–Year 2 students focus on parts of the Geography sub-strand. The knowledge and understanding from the Civics and citizenship sub-strand will be the central content for Years 3–6 students and all students will practise questioning and researching skills.</p> <p>Over the course of the unit, Prep–Year 1 students consider how people care for places. Students in Year 2 investigate how different groups care for local environments while students in Years 3–6 explore how governments create rules and laws to care for people, places, and the environment, and the importance of these systems on people’s lives.</p> <p>All students learn how everyday actions can strengthen their communities and how choices made by individuals and communities have an impact on the environment. Students develop their personal and social capability by investigating citizenship through rules and laws and exploring people’s contributions within the community. Similarly, ethical understanding is developed through exploring values, rights and responsibilities in Prep–Year 6.</p> <p>To conclude the unit, students collect, sort and record related information and data from observations and provided sources about people in the community who are having a social impact by caring for local places. Students in Years 3–6 also include information about the role of governments, their values, and the development of democracy and its effects on caring for the environment. All students create a multimodal presentation to be shared at the class Community Changemakers Expo for members of the school community. Through the expo, students inspire others to be active citizens and support the sustainability of the environment within their community.</p> | <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How do different people celebrate special events and why? • How do events we celebrate reflect diversity in the community? • How does being part of a group or community affect the way we celebrate? • How do people meet their needs and wants and make informed decisions when planning events and celebrations? <p>Celebrations provide people with ways to connect, strengthen relationships, and foster culture and identity. Throughout this unit, students identify community celebrations and their cultural and social significance. Years 5–6 students also consider the economic decisions and planning that go into creating meaningful events, as proposals are considered for the end-of-year class celebration. This unit focuses on the Economics and business sub-strand for Years 5–6 students, with all students having opportunities to develop interpreting, analysing and evaluating skills.</p> <p>Students develop literacy skills as they engage with a variety of texts for enjoyment. They listen to, read and view teacher-selected texts about the diverse celebrations in our community, which could include, National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, Christmas, and other religious and cultural events.</p> <p>Students then consider how people celebrate within different family, religious and social groups that they belong to, with Year 4 students considering how these groups are important for shaping identity.</p> <p>A variety of options for the end-of-year celebration are provided to students including lists of necessary items (e.g. food, decorations, entertainment) for each option. Prep–Year 4 students consider these options by practising critical and creative thinking through analysing and drawing conclusions. Similarly, Year 5 students evaluate data within the options from the perspective of their needs and wants, and Year 6 students consider the influences on consumer choices as they prepare their own proposal for the celebration.</p> <p>Students interpret information and discuss perspectives about provided options for the end-of-year class celebration, then draw conclusions. The unit culminates with students collating a written proposal about their preferred details for the celebration that reflects the shared values of respect and belonging. Students draw on what they have learned about cultural diversity and community decision-making to design a meaningful and inclusive event. Older students will manage the process for voting on the class’s shortlisted ideas, and consider how they recognise the diversity of their class and community, in order to celebrate together in a shared experience at the end of the year.</p> |

Note: Through consultation with Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, e.g. guided walks, languages and local Dreaming stories.

| | Unit 1 — There's no place like home | Unit 2 — Our histories, our stories | Unit 3 — Community changemakers | Unit 4 — Living and celebrating together |
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| Prep | <p>Assessment 1 — Observed demonstration</p> <p>Description: Students create a drawing of a special place. They share their drawing and ideas in a small group discussion.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 2 — Investigation</p> <p>Description: Students create a simple storyboard about a person in their school community.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation about a person or group in the community who is caring for local places.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster about options for the end-of-year class celebration which is a significant event in the term calendar.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> |
| Year 1 | <p>Assessment 1 — Observed demonstration</p> <p>Description: Students create an annotated drawing of three different places around the school. They share their drawing and ideas in a small group discussion.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 2 — Investigation</p> <p>Description: Students create a storyboard about the childhood of a person in their school community.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation about people in the community who care for local places.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster as a proposal for the end-of-year class celebration which promotes cultural diversity and identifies how traditions and celebrations have changed over time.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> |
| Year 2 | <p>Assessment 1 — Observed demonstration</p> <p>Description: Students create an annotated poster of a local place and share their poster in a small group discussion.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 2 — Investigation</p> <p>Description: Students create a storyboard about a local person from the past and a change in an aspect of technology.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation about people in the community who are caring for local places.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster as a proposal for the end-of-year class celebration which promotes cultural diversity and identifies the significance of a local cultural group.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: administered over several lessons</p> |
| Year 3 | <p>Assessment 1 — Project</p> <p>Description: Students create a poster to represent their hometown/city on a map of Australia, as well as one nearby country.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: 1 A4 page</p> | <p>Assessment 2 — Supervised assessment</p> <p>Description: Students use historical sources and knowledge to complete short descriptions and explanations of the causes of change and contributions of people from diverse backgrounds in the local community, and the effects of change on people.</p> <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions: up to 40 minutes</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation to describe the rules that exist to care for local environments and the importance of those rules.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: 100–200 words and up to 1 minute</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster as a proposal for the end-of-year class celebration which promotes cultural diversity as an example of a significant event.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: 100–200 words and up to 1 minute</p> |
| Year 4 | <p>Assessment 1 — Project</p> <p>Description: Students create a poster to describe the importance of different environments in Australia.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions: 100–200 words and 1 A4 page</p> | <p>Assessment 2 — Supervised assessment</p> <p>Description: Students use historical sources and knowledge to complete short descriptions and explanations of the experiences of people in Australia prior to 1788 and the establishment of the first British colony in Australia.</p> <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions: up to 40 minutes</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation to describe the role of the local government and the laws that exist to care for local environments, identify a local community group and propose actions that can support this group.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: 100–200 words and up to 1 minute</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster to describe how a group from their community celebrates a significant event and to make a proposal for the end-of-year class celebration which promotes cultural diversity.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: 100–200 words and up to 1 minute</p> |

| | Unit 1 — There's no place like home | Unit 2 — Our histories, our stories | Unit 3 — Community changemakers | Unit 4 — Living and celebrating together |
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| Year 5 | <p>Assessment 1 — Project</p> <p>Description: Students create a poster to explain the influence of diverse groups of people on the characteristics and management of places within Australia.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions: 200–400 words and 1 A3 page</p> | <p>Assessment 2 — Supervised assessment</p> <p>Description: Students use historical sources and knowledge to explain the roles of individuals or groups in the development of an Australian colony and the impact of those developments.</p> <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions: up to 60 minutes</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation to explain the key values and features of Australia's democracy, how a group in the local community achieves civic goals and how other community members can support this group.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: 200–400 words and 1–2 minutes</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster to present a proposal for the end-of-year class celebration which promotes cultural diversity. They evaluate information and data about the nature of resources that might be used and how these meet their needs or wants.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: 200–400 words and 1–2 minutes</p> |
| Year 6 | <p>Assessment 1 — Project</p> <p>Description: Students create a poster to explain the geographical diversity and relative location of two places, one in Asia and the other in Australia, and the interconnections between them.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions: 200–400 words and 1 A3 page</p> | <p>Assessment 2 — Supervised assessment</p> <p>Description: Students use historical sources and knowledge to describe the role of a significant person and the events that led to, and impacts of, Australian Federation.</p> <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions: up to 60 minutes</p> | <p>Assessment 3 — Investigation</p> <p>Description: Students create a multimodal presentation to explain the democratic values/beliefs evident in the actions of a local community group and the roles/responsibilities of local, state and/or federal levels of government. They propose and assess actions/responses to support the community group.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions: 200–400 words and 1–2 minutes</p> | <p>Assessment 4 — Project</p> <p>Description: Students create a poster to present a proposal for the end-of-year class celebration which promotes cultural diversity. They explain influences on consumers and strategies for informed choices about the purchases that will need to be made for the class celebration.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions: 200–400 words and 1–2 minutes</p> |

Prep

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|---|--------|---|--------|---|--------|---|--------|
| | Assessment 1 — Observed demonstration | Timing | Assessment 2 — Investigation | Timing | Assessment 3 — Investigation | Timing | Assessment 4 — Project | Timing |
| Assessment | <p>Description: Students create a drawing of a special place within the school showing its features and share the reasons why it is special to people. They share their drawing and ideas in a small group discussion.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal (visual and spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons | Week 8 | <p>Description: Students create a simple storyboard about significant events in the life of a person in their school community, e.g. principal, using annotated photographs/pictures.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 8 | <p>Description: Students pose questions and sort and record information from observations and provided sources about a person or group in the community who is caring for local places. They create a multimodal presentation to share at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 8 | <p>Description: Students create a poster to share a perspective and draw conclusions about options for the end-of-year class celebration which promotes cultural diversity and is a significant event in the term calendar.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 7 |
| Achievement standard | <p>By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.</p> <p>Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.</p> | | <p>By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.</p> <p>Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.</p> | | <p>By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.</p> <p>Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.</p> | | <p>By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.</p> <p>Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past.</p> | |
| Moderation | Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | | | | | | | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| <p>History</p> <p>the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Questioning and researching</p> <p>pose questions about familiar objects, people, places and events AC9HSFS01</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>the celebrations and commemorations of significant events shared with their families and others AC9HSFK02</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <p>sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>Geography</p> <p>the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>Interpreting, analysing and evaluating</p> <p>share a perspective on information, such as stories about significant events and special places AC9HSFS03</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <p>the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Concluding and decision-making</p> <p>draw conclusions in response to questions AC9HSFS04</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|----------------------|-------|--|--|--|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| | | | | | Communicating share narratives and observations, using sources and terms about the past and places AC9HSFS05 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Year 1

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|--|--------|--|--------|--|--------|--|--------|
| | Assessment 1 — Observed demonstration | Timing | Assessment 2 — Investigation | Timing | Assessment 3 — Investigation | Timing | Assessment — Project | Timing |
| Assessment | <p>Description: Students create an annotated drawing of three different places around the school to show understanding of natural, managed and constructed places. They identify changes that occur over time. They share their drawing and ideas in a small group discussion.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal (visual and spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons | Week 8 | <p>Description: Students create a storyboard about the childhood of a person in their school community (e.g. principal) or a person from an informative text. Using provided sources, such as photographs/pictures of this person's family members, they show continuity and change in family structures, roles and significant aspects of daily life.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 8 | <p>Description: Students develop questions and collect, sort and record information and data from observations and provided sources about people in the community who care for local places. They create a multimodal presentation to share at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 8 | <p>Description: Students create a poster as a proposal for the end-of-year class celebration which promotes cultural diversity. They identify how aspects of family life, such as traditions and celebrations have changed over time. They interpret information and discuss perspectives about the available options to draw conclusions for their proposal.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 7 |
| Achievement standard | <p>By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.</p> <p>Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.</p> | | <p>By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.</p> <p>Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.</p> | | <p>By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.</p> <p>Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.</p> | | <p>By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.</p> <p>Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.</p> | |
| Moderation | Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | | | | | | | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|---|-------------------------------------|-------------------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| <p>History</p> <p>differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>AC9HS1K01</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Questioning and researching</p> <p>develop questions about objects, people, places and events in the past and present</p> <p>AC9HS1S01</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods</p> <p>AC9HS1K02</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models</p> <p>AC9HS1S02</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>Geography</p> <p>the natural, managed and constructed features of local places, and their location</p> <p>AC9HS1K03</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>Interpreting, analysing and evaluating</p> <p>interpret information and data from observations and provided sources, including the comparison of objects from the past and present</p> <p>AC9HS1S03</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|--|-------------------------------------|--------------------------|-------------------------------------|--------------------------|---|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | discuss perspectives related to objects, people, places and events AC9HS1S04 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | | Concluding and decision-making draw conclusions and make proposals AC9HS1S05 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | | Communicating develop narratives and share observations, using sources, and subject-specific terms AC9HS1S06 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Year 2

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|---|--------|--|--------|--|--------|--|--------|
| | Assessment 1 — Observed demonstration | Timing | Assessment 2 — Investigation | Timing | Assessment 3 — Investigation | Timing | Assessment 4 — Project | Timing |
| Assessment | <p>Description: Students create an annotated poster of a local place. They represent its location on a map within the region and the state, as well as two places they have visited or know of and describe their interconnections with these places. They will share their poster in a small group discussion.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal (visual and spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons | Week 8 | <p>Description: Students use sources to create a storyboard that identifies the significance of a local person from the past. They also identify a change in an aspect of technology that has affected people's lives since that person lived.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 8 | <p>Description: Students develop questions and collect, sort and record related information and data from observations and provided sources about people in the community who are caring for local places. They create a multimodal presentation to be shared at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 8 | <p>Description: Students create a poster as a proposal for the end-of-year class celebration which promotes cultural diversity and identifies the significance of a local cultural group. They interpret information and data and discuss perspectives about the available options to draw conclusions for their proposal.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons length of student responses should be considered in the context of the assessment | Week 7 |
| Achievement standard | <p>By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.</p> <p>Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.</p> | | <p>By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.</p> <p>Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.</p> | | <p>By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.</p> <p>Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.</p> | | <p>By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people's lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.</p> <p>Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales.</p> | |
| Moderation | <p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p> | | <p>Expert:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p> | | <p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p> | | <p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p> | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|---|--------------------------|-------------------------------------|-------------------------------------|--------------------------|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| <p>History</p> <p>a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance</p> <p>AC9HS2K01</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p>Questioning and researching</p> <p>develop questions about objects, people, places and events in the past and present</p> <p>AC9HS2S01</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>how technological developments changed people's lives at home, and the ways they worked, travelled and communicated</p> <p>AC9HS2K02</p> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <p>collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models</p> <p>AC9HS2S02</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|--|-------------------------------------|--------------------------|--------------------------|--------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Geography how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales AC9HS2K03 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreting, analysing and evaluating interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS2S03 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the interconnections of First Nations Australians to a local Country/Place AC9HS2K04 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | discuss perspectives related to objects, people, places and events AC9HS2S04 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | | Concluding and decision-making draw conclusions and make proposals AC9HS2S05 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| | | | | | Communicating develop narratives and share observations, using sources, and subject-specific terms AC9HS2S06 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Year 3

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|---|--------|---|--------|--|--------|---|--------|
| | Assessment 1 — Project | Timing | Assessment 2 — Supervised assessment | Timing | Assessment 3 — Investigation | Timing | Assessment 4 — Project | Timing |
| Assessment | <p>Description: Students create a poster to represent their hometown/city on a map of Australia, as well as one nearby country and present two facts about each (e.g. climate, dwellings, animals) to show similarities and differences. Students identify and describe the connections of people to those places using annotations. They also represent their home on the map as the Country/Place of local First Nations Australians and include symbols and emblems to show the significance of Australia's identity and diversity using a key, e.g. flags, floral and animal emblems.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 1 A4 page | Week 8 | <p>Description: Students use historical sources and knowledge to complete short descriptions and explanations. This includes:</p> <ul style="list-style-type: none"> responding to questions about the causes of change and the contributions to change of people from diverse backgrounds in the local community using images of the local community to explain the effects of change on people. <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons up to 40 minutes up to 200 words in total <ul style="list-style-type: none"> short responses up to 25 words extended response 25–50 words | Week 8 | <p>Description: Students describe the rules that exist to care for local environments (e.g. school, parks, beaches, creeks) and the importance of those rules. They identify the contributions of a group in the community who are participating in activities that care for the environment. Students develop questions and collect, sort and record information and data from provided sources to propose actions or responses that they or other community members can do to support this group. Students create a multimodal presentation of their ideas to be shared at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 100–200 words spoken/signed responses up to 1 minute | Week 8 | <p>Description: Students create a poster as a proposal for the end-of-year class celebration which promotes cultural diversity as an example of a significant event. They interpret and analyse information and data in different formats to identify perspectives and draw conclusions about the available options for their proposal.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 100–200 words spoken/signed responses up to 1 minute | Week 7 |
| Achievement standard | <p>By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.</p> <p>Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.</p> | | <p>By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.</p> <p>Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.</p> | | <p>By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.</p> <p>Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.</p> | | <p>By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia's identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people's contributions to communities.</p> <p>Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations.</p> | |
| Moderation | Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | | | | | | | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| History causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes AC9HS3K01 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Questioning and researching develop questions to guide investigations about people, events, places and issues AC9HS3S01 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| significant events, symbols and emblems that are important to Australia's identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals AC9HS3K02 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS3S02 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Geography the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia's neighbouring regions and countries AC9HS3K03 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreting, analysing and evaluating interpret information and data displayed in different formats AC9HS3S03 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| the ways First Nations Australians in different parts of Australia are interconnected with Country/Place AC9HS3K04 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | analyse information and data, and identify perspectives AC9HS3S04 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features AC9HS3K05 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Concluding and decision-making draw conclusions based on analysis of information AC9HS3S05 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Civics and citizenship who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed AC9HS3K06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Communicating present descriptions and explanations, using ideas from sources and relevant subject-specific terms AC9HS3S07 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Year 4

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|---|--------|---|--------|---|--------|---|--------|
| | Assessment 1 — Project | Timing | Assessment 2 — Supervised assessment | Timing | Assessment 3 — Investigation | Timing | Assessment 4 — Project | Timing |
| Assessment | <p>Description: Students create a poster to describe the importance of different environments in Australia, e.g. forests, deserts, coastal areas. They describe renewable and non-renewable resources found in these environments and explain how and why people should use and manage these resources sustainably (e.g. reducing waste, conserving water and protecting natural environments) for the future.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 100–200 words 1 A4 page | Week 8 | <p>Description: Students use historical sources, (including visual and non-visual sources) and knowledge to complete short descriptions and explanations. This includes:</p> <ul style="list-style-type: none"> using images and representations to describe the experiences of people in Australia prior to 1788 and the changes to the environment and effects on groups of people responding to questions about the causes of the establishment of the first British colony in Australia. <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> broken into components up to 40 minutes up to 200 words in total <ul style="list-style-type: none"> short responses up to 25 words extended response 25–50 words | Week 8 | <p>Description: Students describe the role of the local government and the laws that exist to care for local environments (e.g. parks, beaches, creeks). They identify a local community group who are having a social impact by caring for the environment. Students develop questions and collect, sort and record information and data from a range of provided sources to propose actions or responses that they or other community members can do to support this group. Students create a multimodal presentation of their ideas to be shared at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 100–200 words spoken/signed responses up to 1 minute | Week 8 | <p>Description: Students create a poster to describe how a group from their community celebrates a significant event and how it reflects important cultural and social factors that shape identity. The poster will include a proposal for the end-of-year class celebration which promotes cultural diversity. Students interpret and analyse information and data to identify perspectives and draw conclusions about the available options for their proposal.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 100–200 words spoken/signed responses up to 1 minute | Week 7 |
| Achievement standard | <p>By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.</p> <p>Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p> | | <p>By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.</p> <p>Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p> | | <p>By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.</p> <p>Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p> | | <p>By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.</p> <p>Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p> | |
| Moderation | Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | | | | | | | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| Knowledge and understanding | | | | | Skills | | | | |
| History the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Questioning and researching develop questions to guide investigations about people, events, places and issues AC9HS4S01 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS4S02 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreting, analysing and evaluating interpret information and data displayed in different formats AC9HS4S03 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion AC9HS4K04 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | analyse information and data, and identify perspectives AC9HS4S04 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Geography the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent AC9HS4K05 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Concluding and decision-making draw conclusions based on analysis of information AC9HS4S05 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place AC9HS4K06 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS4S06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Civics and citizenship the differences between “rules” and “laws”, why laws are important and how they affect the lives of people AC9HS4K07 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Communicating present descriptions and explanations, using ideas in sources and relevant subject-specific terms AC9HS4S07 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the roles of local government and how members of the community use and contribute to local services AC9HS4K08 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |
| diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity AC9HS4K09 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | |

Year 5

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|---|--------|---|--------|---|--------|---|--------|
| | Assessment 1 — Project | Timing | Assessment 2 — Supervised assessment | Timing | Assessment 3 — Investigation | Timing | Assessment 4 — Project | Timing |
| Assessment | <p>Description: Students create a poster to explain the influence of diverse groups of people on the characteristics and management of places within Australia, including how to reduce the impact of a severe weather event, i.e. bushfire, drought, cyclone.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 200–400 words 1 A3 page | Week 8 | <p>Description: Students use historical sources and knowledge to explain the roles of individuals or groups in the development of an Australian colony and the impact of those developments. This includes:</p> <ul style="list-style-type: none"> responding to questions about causes of the establishment of British colonies in Australia after 1800 using images to describe the impact of the development of British colonies on diverse groups of people and the environment evaluating sources to determine origin, purpose and perspectives. <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> broken into components up to 60 minutes up to 300 words in total <ul style="list-style-type: none"> short responses up to 25–50 words extended response 50–100 words | Week 8 | <p>Description: Students explain the key values and features of Australia's democracy and how a group in the local community demonstrates these democratic values and features to achieve civic goals. Students develop questions and locate, collect and organise information and data from primary and secondary sources to propose actions or responses that they or other community members can do to support this group. Students create a multimodal presentation of their ideas to be shared at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 200–400 words spoken/signed responses 1–2 minutes | Week 8 | <p>Description: Students create a poster to present a proposal for the end-of-year class celebration which promotes cultural diversity. They consider available options by evaluating information and data to identify and describe patterns and trends about the nature of resources that might be used (e.g. decorations and food) and how these resources meet needs or wants. Students suggest conclusions based on the evidence for their proposal.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 200–400 words spoken/signed responses 1–2 minutes | Week 7 |
| Achievement standard | <p>By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.</p> <p>Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.</p> | | <p>By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.</p> <p>Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.</p> | | <p>By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.</p> <p>Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.</p> | | <p>By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia's democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.</p> <p>Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.</p> | |
| Moderation | Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | | | | | | | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| History the economic, political and social causes of the establishment of British colonies in Australia after 1800 AC9HS5K01 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Questioning and researching develop questions to investigate people, events, developments, places and systems AC9HS5S01 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment AC9HS5K02 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S02 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony AC9HS5K03 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreting, analysing and evaluating evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S03 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Geography the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Concluding and decision-making develop evidence-based conclusions AC9HS5S05 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Civics and citizenship the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives AC9HS5K06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Communicating present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS5S07 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics and business types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | |

Year 6

| | Unit 1 — There's no place like home | | Unit 2 — Our histories, our stories | | Unit 3 — Community changemakers | | Unit 4 — Living and celebrating together | |
|----------------------|--|--------|--|--------|--|--------|--|--------|
| | Assessment 1 — Project | Timing | Assessment 2 — Supervised assessment | Timing | Assessment 3 — Investigation | Timing | Assessment 4 — Project | Timing |
| Assessment | <p>Description: Students create a poster to explain the geographical diversity and relative location of two places, one in Asia and the other in Australia, and the interconnections between them.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 200–400 words 1 A3 page | Week 8 | <p>Description: Students use historical sources and knowledge to describe the role of a significant person and the events that led to, and impacts of, Australian Federation. This will include:</p> <ul style="list-style-type: none"> using images to describe the events that led to Federation responding to questions about impacts of Federation on diverse groups of people evaluating primary and secondary sources to determine origin, purpose and perspectives explaining causes and effects of migration. <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons up to 60 minutes up to 300 words in total <ul style="list-style-type: none"> short responses up to 25–50 words extended response 50–100 words | Week 8 | <p>Description: Students explain the democratic values and beliefs that are evident in the actions of a local community group. They also explain the roles and responsibilities of local, state and/or federal levels of government that support the group's work. Students propose actions or responses and use criteria to assess the possible effects of how they and other community members can support this group to demonstrate active citizenship. Students create a multimodal presentation of their ideas to be shared at the class Community Changemakers Expo.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (written, spoken/signed)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 200–400 words spoken/signed responses 1–2 minutes | Week 8 | <p>Description: Students create a poster to present a proposal for the end-of-year class celebration which promotes cultural diversity. They explain influences on consumers and strategies for informed consumer and financial choices involved in the purchases (e.g. decorations and food) that will need to be made for the class celebration. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships about the proposed purchases. Students evaluate evidence to draw conclusions for their proposal.</p> <p>Technique: Project</p> <p>Mode: Multimodal (poster)</p> <p>Conditions:</p> <ul style="list-style-type: none"> completed over multiple lessons 200–400 words spoken/signed responses 1–2 minutes | Week 7 |
| Achievement standard | <p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p> | | <p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p> | | <p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p> | | <p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p> | |
| Moderation | Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area. | | | | | | | |

| Content descriptions | Units | | | | Content descriptions | Units | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| History significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government AC9HS6K01 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Questioning and researching develop questions to investigate people, events, developments, places and systems AC9HS6S01 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children AC9HS6K02 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS6S02 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region AC9HS6K03 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interpreting, analysing and evaluating evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS6S03 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Geography the geographical diversity and location of places in the Asia region, and its location in relation to Australia AC9HS6K04 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS6S04 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Australia's interconnections with other countries and how these change people and places AC9HS6K05 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Concluding and decision-making develop evidence-based conclusions AC9HS6S05 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Civics and citizenship the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies AC9HS6K06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS6S06 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| the roles and responsibilities of the 3 levels of government in Australia AC9HS6K07 | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | Communicating present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS6S07 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics and business influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | |

| General capabilities | Units | | | |
|--------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | 1 | 2 | 3 | 4 |
| Critical and creative thinking | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Digital literacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ethical understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Intercultural understanding | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Literacy | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Numeracy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal and social capability | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| Cross-curriculum priorities | Units | | | |
|--|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| | 1 | 2 | 3 | 4 |
| Aboriginal and Torres Strait Islander histories and cultures | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asia and Australia's engagement with Asia | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Sustainability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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