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| Prep–Year 6 multi-age HASS Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template in a multi-age context to plan an overview or summary of the teaching, learning and assessment for multiple year levels in the Australian Curriculum: HASS. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

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| Context and cohort considerations (if applicable) |
| Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

| 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 |
| --- | --- | --- | --- | --- | --- | --- |
| In Foundation, the focus is on **"my personal world".**  Learning in HASS builds on the Early Years Learning Framework and each student’s prior learning and experiences. Students discuss and share personal observations and perspectives on their histories and special places, contributing to their sense of identity, connection and belonging. They continue to develop skills and processes for investigating their personal worlds, strengthening dispositions for learning such as curiosity and imagination, and resourcing their own learning through connecting with people and places.  The Foundation curriculum focuses on developing students’ understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Through inquiries into their family, familiar events and their own history, students examine evidence of the past and explore how the past is different from the present. They develop a deeper understanding about why some events are important in their own and others’ lives. Students explore the places they live in and belong to, and observe and describe them. They identify the reasons why places are important to people and how they can care for them. They recognise that First Nations Australians have a special connection to places and that their school is located on the local Country/Place.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * Who am I, where do I live and who came before me? * Why are some places and events special, and how do we know? | In Year 1, the focus is on **“how my world is different from the past and can change in the future”**.  The Year 1 curriculum builds on each student’s prior learning and experiences investigating the past and places. Students’ exploration of the history of their family contributes to their sense of identity, connection and belonging. They consider how they can contribute to their world by sharing a perspective on family roles and responsibilities, and ways people care for places. Students continue to develop skills and processes to investigate the past and places, and dispositions for learning, such as curiosity, imagination and problem-solving. They resource their own learning through connecting with people, places, and the natural, managed and constructed world.  The Year 1 curriculum focuses on developing students’ understanding of the recent past of families and the features of local places. Students are given opportunities to explore similarities and differences in family structures and roles over recent time. They consider how aspects of family life such as education and play have undergone continuities and changes. Students learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups of people can care for places, including how First Nations Australians care for Country/Place.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * How has family life and the place we live in changed and stayed the same over time? * What events, activities and places do I care about? Why? | In Year 2, the focus is on **“past and present connections to people and places”**.  The Year 2 curriculum builds on each student’s prior learning and experiences investigating the past and places. Through exploring the history of their local community and places across a range of scales, students develop an understanding of how connections to history and place shape identity, diversity, connection and belonging. They consider how they can contribute to their world by exploring perspectives on the historical, cultural or spiritual significance of a person, place and/or building. Students continue to develop skills and processes to investigate the history of their local community and places across a range of scales. They develop dispositions for learning such as curiosity, imagination, problem-solving and researching. They resource their own learning through connecting with people, places and technologies.  The Year 2 curriculum extends contexts for study from the local to the regional and state/territory, exploring connections between the past and present, and between people and places. Through studies of their local area, students explore, recognise and appreciate the history of their community, and what it reveals about significant people or places. They examine the causes and effects of changes in communication and transport technology. Students learn about the scale by which places are defined. They learn about the ways local people and places are connected to people and places at broader scales within their region, state or territory. Students explore how places have meaning to people and the connection First Nations Australians have with local Country/Place.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * 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? | In Year 3, the focus is on **“diverse communities and places, and the contributions people make”**.  The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Through exploring how their community has changed over time, students identify the significant causes, events and people involved in change. They investigate the importance of different events, symbols and emblems in Australia. Students examine the representation of Australia, the location of Australia’s neighbouring countries, and the similarities and differences between places at those scales in terms of natural, managed and constructed features. They explore the interconnections of First Nations Australians in different parts of Australia to Country/Place. Drawing on familiar and local contexts, students develop an understanding of the importance of rules, the consequences of rules not being followed, and how individuals, including themselves, participate in and contribute to their community.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * How do symbols, events, individuals and places in my community make it unique? * How do people contribute to their communities, past and present? * How are people in Australia connected to places, and what are the similarities and differences between those places? | In Year 4, the focus is on **“how people, places and environments interact, past and present”**.  The Year 4 curriculum focuses on interactions between people, places and environments over time and space, and the effects of these interactions. Students develop understandings about the causes and nature of significant events related to the First Fleet and the experiences of people involved in colonisation prior to 1800. They study the diversity of First Nations Australians prior to colonisation, their continuous connection to Country/Place, and the impacts of contact on them and their Countries/Places. Students examine the ways in which environments are important to people and animals, as well as the ways people sustainably allocate and manage renewable and non-renewable resources. Students’ understanding of democratic decision-making is developed through investigating the role of their local government and the contribution of citizens to their community. They examine how rules and laws affect them and the importance of laws in society. Students explore cultural diversity in their community and how belonging to different groups can shape personal identity.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * How have diverse individuals and groups, past and present, contributed to the Australian community? * Why did Britain want to establish a colony in Australia? * What were the effects of European colonisation on Australia, and on Australian First Nations Peoples? * What is the significance of the environment, and what are different views on how it can be used and sustained, past and present? | In Year 5, the focus is on **“Australian communities – their past, present and possible futures”**.  The Year 5 curriculum focuses on the development of colonial Australia after 1800, the relationship between humans and their environment, the development of the economy, the features of Australian democracy and citizenship. Students learn about the reasons for the founding of a British colony in Australia, the impact of colonisation on the environment, and the daily lives of different people within and around the colony. They explore the roles of people, including migrants and First Nations Australians, in the development of events in an Australian colony. Students explore the human influences on the characteristics of a place and the way spaces in the Australian landscape are managed, including the management of severe weather events. Students investigate the key values and features of Australia’s democracy. They determine how people in the community cooperate to achieve civic goals. Students develop an understanding of natural, human and capital resources, and how they satisfy human needs and wants.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * How have individuals and groups in the past and present contributed to the development of Australia? * How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia? * How have people enacted their values, beliefs and responsibilities about people, places and events, past and present? | In Year 6, the focus is on **“Australia in the past and present, and its connections with a diverse world”**.  The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia’s role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people’s experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people’s contributions in influencing the development of Australia’s system of government. They learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia’s development. Students explore the geographical diversity of the Asian region and how our interconnections with these countries change people and places. They study the key institutions of Australia’s democratic government, and the key values and beliefs of Western democracies. Students learn about the roles and responsibilities of local, state and federal governments. They learn about the factors that influence consumer choices and how they can develop strategies to make informed consumer and financial choices.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * How have key figures, events and values shaped Australian society, its system of government and citizenship? * How have experiences of democracy and citizenship differed between groups over time and place, and what is the role of citizens in contributing to environmental, economic and social sustainability? * How has Australia developed as a society with global connections, and in what ways is Australia similar and different to other countries? |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year levels.

|  | Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- | --- |
|  | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
|  | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |
| Prep | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 1 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 2 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 3 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 4 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 5 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |
| Year 6 | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] | [Insert relevant year level specific detail] |

# Prep

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.  Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past. | | By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.  Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past. | | By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.  Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past. | | By the end of Foundation, students identify significant people and events in their own lives, and how significant events are celebrated or commemorated. Students recognise the features of familiar places, why some places are special to people and the ways they can care for them.  Students pose questions, and sort and record information from observations and provided sources. They share a perspective and draw conclusions. Students use sources and terms to share observations about places and the past. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **History**  the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 |  |  |  |  | **Questioning and researching**  pose questions about familiar objects, people, places and events AC9HSFS01 |  |  |  |  |
| the celebrations and commemorations of significant events shared with their families and others  AC9HSFK02 |  |  |  |  | sort and record information including pictorial timelines and locations on pictorial maps or models  AC9HSFS02 |  |  |  |  |
| **Geography**  the features of familiar places they belong to, why some places are special and how places can be looked after  AC9HSFK03 |  |  |  |  | **Interpreting, analysing and evaluating**  share a perspective on information, such as stories about significant events and special places  AC9HSFS03 |  |  |  |  |
| the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located  AC9HSFK04 |  |  |  |  | **Concluding and decision-making**  draw conclusions in response to questions  AC9HSFS04 |  |  |  |  |
|  |  |  |  |  | **Communicating**  share narratives and observations, using sources and terms about the past and places  AC9HSFS05 |  |  |  |  |

# Year 1

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.  Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms. | | By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.  Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms. | | By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.  Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms. | | By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people.  Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. They draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **History**  differences in family structures and roles today, and how these have changed or remained the same over time  AC9HS1K01 |  |  |  |  | **Questioning and researching**  develop questions about objects, people, places and events in the past and present  AC9HS1S01 |  |  |  |  |
| continuity and change between aspects of their daily lives and their parents’ and grandparents’ childhoods  AC9HS1K02 |  |  |  |  | collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models  AC9HS1S02 |  |  |  |  |
| **Geography**  the natural, managed and constructed features of local places, and their location  AC9HS1K03 |  |  |  |  | **Interpreting, analysing and evaluating**  interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS1S03 |  |  |  |  |
| how places change and how they can be cared for by different groups including First Nations Australians  AC9HS1K04 |  |  |  |  | discuss perspectives related to objects, people, places and events  AC9HS1S04 |  |  |  |  |
|  |  |  |  |  | **Concluding and decision-making**  draw conclusions and make proposals  AC9HS1S05 |  |  |  |  |
|  |  |  |  |  | **Communicating**  develop narratives and share observations, using sources, and subject-specific terms  AC9HS1S06 |  |  |  |  |

## Year 2

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.  Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales. | | 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.  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. | | 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.  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. | | 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.  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. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **History**  a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance  AC9HS2K01 |  |  |  |  | **Questioning and researching**  develop questions about objects, people, places and events in the past and present  AC9HS2S01 |  |  |  |  |
| how technological developments changed people’s lives at home, and the ways they worked, travelled and communicated  AC9HS2K02 |  |  |  |  | collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models  AC9HS2S02 |  |  |  |  |
| **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 |  |  |  |  | **Interpreting, analysing and evaluating**  interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS2S03 |  |  |  |  |
| the interconnections of First Nations Australians to a local Country/Place  AC9HS2K04 |  |  |  |  | discuss perspectives related to objects, people, places and events  AC9HS2S04 |  |  |  |  |
|  |  |  |  |  | **Concluding and decision-making**  draw conclusions and make proposals  AC9HS2S05 |  |  |  |  |
|  |  |  |  |  | **Communicating**  develop narratives and share observations, using sources, and subject-specific terms  AC9HS2S06 |  |  |  |  |

# Year 3

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.  Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations. | | By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.  Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations. | | By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.  Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations. | | By the end of Year 3, students describe the causes, effects and contributions of people to change. They identify the significance of events, symbols and emblems to Australia’s identity and diversity. They describe the representation of places within and near Australia. They identify the similarities, differences and connections of people to places across those scales. Students describe the importance of rules and people’s contributions to communities.  Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and they draw conclusions. Students propose actions or responses. Students use ideas from sources, and subject-specific terms to present descriptions and explanations. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| 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 |  |  |  |  | **Questioning and researching**  develop questions to guide investigations about people, events, places and issues  AC9HS3S01 |  |  |  |  |
| 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 |  |  |  |  | locate, collect and record information and data from a range of sources, including annotated timelines and maps  AC9HS3S02 |  |  |  |  |
| **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 |  |  |  |  | **Interpreting, analysing and evaluating**  interpret information and data displayed in different formats  AC9HS3S03 |  |  |  |  |
| the ways First Nations Australians in different parts of Australia are interconnected with Country/Place  AC9HS3K04 |  |  |  |  | analyse information and data, and identify perspectives  AC9HS3S04 |  |  |  |  |
| the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features  AC9HS3K05 |  |  |  |  | **Concluding and decision-making**  draw conclusions based on analysis of information  AC9HS3S05 |  |  |  |  |
| **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 |  |  |  |  | propose actions or responses to an issue or challenge that consider possible effects of actions  AC9HS3S06 |  |  |  |  |
| why people participate within communities and how students can actively participate and contribute to communities  AC9HS3K07 |  |  |  |  | **Communicating**  present descriptions and explanations, using ideas from sources and relevant subject-specific terms  AC9HS3S07 |  |  |  |  |

# Year 4

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.  Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations. | | By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.  Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations. | | By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.  Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations. | | By the end of Year 4, students describe the diversity of experiences of people in Australia prior to and following 1788. They describe the events and causes of the establishment of the first British colony in Australia. They describe the effects of colonisation on people and environments. Students describe the importance of environments, and sustainable allocation and management of resources. They describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity.  Students develop questions and locate, collect and record information and data from a range of sources and formats. They interpret and analyse information and data to identify perspectives, and draw conclusions. Students propose considered actions or responses. Students use ideas from sources and relevant subject-specific terms to present descriptions and explanations. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

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

# Year 5

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia’s democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.  Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. | | By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia’s democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.  Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. | | By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia’s democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.  Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. | | By the end of Year 5, students explain the causes of the establishment of British colonies in Australia after 1800. They explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments. They explain the influence of people on the characteristics of places and in the management of spaces. Students explain the key values and features of Australia’s democracy and how people achieve civic goals. They explain the nature of resources, and how they meet needs and wants.  Students develop questions and locate, collect and organise information and data from primary and secondary sources. They evaluate sources to determine origin and perspectives. Students evaluate information and data to identify and describe patterns or trends. They suggest conclusions based on evidence. Students consider criteria in proposing actions or responses. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| 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 |  |  |  |  | **Questioning and researching**  develop questions to investigate people, events, developments, places and systems  AC9HS5S01 |  |  |  |  |
| 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 |  |  |  |  | locate, collect and organise information and data from primary and secondary sources in a range of formats  AC9HS5S02 |  |  |  |  |
| 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 |  |  |  |  | **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 |  |  |  |  |
| **Geography**  the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place  AC9HS5K04 |  |  |  |  | evaluate primary and secondary sources to determine origin, purpose and perspectives  AC9HS5S04 |  |  |  |  |
| the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences  AC9HS5K05 |  |  |  |  | **Concluding and decision-making**  develop evidence-based conclusions  AC9HS5S05 |  |  |  |  |
| **Civics and Citizenship**  the key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives  AC9HS5K06 |  |  |  |  | propose actions or responses to issues or challenges and use criteria to assess the possible effects  AC9HS5S06 |  |  |  |  |
| how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal  AC9HS5K07 |  |  |  |  | **Communicating**  present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions  AC9HS5S07 |  |  |  |  |
| **Economics and Business**  types of resources, including natural, human and capital, and how they satisfy needs and wants  AC9HS5K08 |  |  |  |  |  |  |  |  |  |

# Year 6

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.  Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations. | | By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.  Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations. | | By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.  Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations. | | By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. They explain influences on consumers and strategies for informed consumer and financial choices.  Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. Students evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships. They evaluate evidence to draw conclusions. Students propose actions or responses and use criteria to assess the possible effects. Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| 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 |  |  |  |  | **Questioning and researching**  develop questions to investigate people, events, developments, places and systems  AC9HS6S01 |  |  |  |  |
| 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 |  |  |  |  | locate, collect and organise information and data from primary and secondary sources in a range of formats  AC9HS6S02 |  |  |  |  |
| 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 |  |  |  |  | **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 |  |  |  |  |
| **Geography**  the geographical diversity and location of places in the Asia region, and its location in relation to Australia  AC9HS6K04 |  |  |  |  | evaluate primary and secondary sources to determine origin, purpose and perspectives  AC9HS6S04 |  |  |  |  |
| Australia’s interconnections with other countries and how these change people and places  AC9HS6K05 |  |  |  |  | **Concluding and decision-making**  develop evidence-based conclusions  AC9HS6S05 |  |  |  |  |
| **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 |  |  |  |  | propose actions or responses to issues or challenges and use criteria to assess the possible effects  AC9HS6S06 |  |  |  |  |
| the roles and responsibilities of the 3 levels of government in Australia  AC9HS6K07 |  |  |  |  | **Communicating**  present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions  AC9HS6S07 |  |  |  |  |
| **Economics and Business**  influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices  AC9HS6K08 |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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