

Prep HASS Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<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 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>The Prep HASS plan has been written as a one semester unit that incorporates subject matter from both the History and Geography knowledge and understanding sub-strands.</p> <p>In Prep, HASS learning forms part of students' introductory experiences in Semester 1 as they learn about their new school environment. Learning activities and experiences support students in developing an understanding of significant people, places and events in their lives.</p>

Unit 1 — Our classroom, our classmates, our school community
<p>Timing: Semester 1 Duration: 20 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none">• What makes a place special?• How do I care for Country/Place (school)?• Who are the significant people to me in my school community?• What school events are important to me and my community? <p>When students begin school, they spend time getting to know their new surroundings and meeting the people who help them.</p> <p>To begin this unit, students explore the features and routines of a newly familiar place — their classroom. Through teacher modelling and interactive games (e.g. classroom scavenger hunt), students learn about the different parts of their classroom (e.g. play corner, wet area, carpeted seating area) and how to use each space (e.g. school bags are placed on the racks). The teacher observes students' use of the classroom space and student recognition of the features of familiar places. Students learn about what makes a place special to people by reflecting on a place that is special to them (e.g. their home, the beach/bush, a park). They use art materials (e.g. materials from nature, modelling compound) to create a representation of their special place. In small groups, students build their speaking and listening skills as they share their perspective on why this place is special to them and the features of this place. They extend their understanding about what makes places special to people by talking with people who use these places.</p> <p>Students then consider their whole school and what makes it a special place to people. They find out which Country/Place the school is on and learn about the knowledge systems, stories, and perspectives of First Nation Australians, including why Country/Place is significant. Through a guided walk, students investigate the features of their school's outdoor spaces. Using a picture chart with visuals that represent reasons a person might consider the school a special place (e.g. a group of people to represent that it is a friendly place, a leaf to represent gardens and green spaces in the school, a bin to represent the school is always clean and tidy), students apply their speaking and listening skills to survey school community members (e.g. peers, parents/carers, teachers). They add coloured sticker dots to their picture chart to sort and record information about how many people select each feature as being a reason the school is a special place to them. The teacher uses the completed picture chart in a follow-up discussion, where students use relevant terms to share observations and draw conclusions about the features of the school that make it a special place for the school community.</p> <p>In their new learning environment, students are also getting to know their classmates and members of the school community. Students read picture books and view short cartoon extracts (e.g. Australian Broadcasting Corporation children's shows) to draw conclusions about the main characters in each story. Students use art materials to identify people who are significant to them, including their family and how they are related to each other. Through active play and group games, students build their skills of interacting as they share things that are special to them, such as favourite colours, favourite holiday destination, people in their family, and where they were born and raised. Practising using vocabulary to talk about the past, students bring in an item (e.g. toy, book, souvenir) and, with prompts, share their story about how this object represents something significant from their past and what it means to them.</p> <p>Students then identify significant events for their families and their school community. As a class, students brainstorm past and future events that are important to them (e.g. birthdays, crop harvest time, cultural traditions). Using simple digital tools, students explore a series of images showing significant events being celebrated or commemorated. They sort the data and information provided and ask questions about what is depicted in the images to draw conclusions about the different ways</p>

Unit 1 — Our classroom, our classmates, our school community

important events can be celebrated or commemorated. Each student then focuses on their birthday and creates a representation using symbols and drawings to represent themselves. They contribute to sorting and recording this information on a pictorial timeline in the form of a whole-class birthday chart. Students also learn about important school events that will be occurring during the year (e.g. school assembly, sports carnival) and the class adds some of these to the pictorial timeline.


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		
Assessment — Observed demonstration		Term/week
Assessment	<p>Description: Students participate in class activities about significant people and events in their own lives, the features of familiar and special places, and how to care for these places. The teacher listens to and observes students as they pose questions, sort and record information and use sources and terms to share perspectives, observations and conclusions about places and the past.</p> <p>Technique: Observed demonstration</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none">• broken into components• observed by the teacher during class time• prompts may be provided to support students to complete the assessment	Semester 1 ongoing
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>	
Moderation	<p>Calibration</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>	

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

General capabilities	Unit
	1
Critical and creative thinking	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>
Numeracy	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>

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

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