

Year 4 HASS Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<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 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 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?	<p>In Year 4, students build on their prior learning in HASS about significant events, symbols and emblems that are important to Australia’s identity and diversity, features of places, and the importance of rules.</p> <p>The Year 4 HASS plan has been written as three units. Unit 1 is delivered in Term 1 and incorporates subject matter from the History and Civics and Citizenship Knowledge and understanding sub-strands. Unit 2 is delivered in Term 2 and incorporates subject matter from the Geography and Civics and Citizenship Knowledge and understanding sub-strands. Unit 3 is a semester unit taught across Terms 3 and 4 that incorporates subject matter from the History Knowledge and understanding sub-strand.</p>

Unit 1 — Me and my community	Unit 2 — Getting the message out	Unit 3 — Investigating perspectives on our past
<p>Timing: Term 1 Duration: 10 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none">• What different cultures make up my community?• What social and cultural factors influence my identity?• What laws guide my actions as a member the community? <p>Who we are — our identity — can be shaped by the connections we make and experiences we share with others. In this unit students reflect on the cultural and social factors that shape their identity.</p> <p>To begin, students develop an understanding of the cultural diversity of the Australian community. They learn about the cultural diversity of First Nations Peoples and listen to stories from First Nations Australian authors, considering how identity for Aboriginal peoples and Torres Strait Islander peoples is closely connected to Country/Place. Students explore the significance of language in defining First Nations Australians’ connections to the land or islands. Students explore Australia’s cultural diversity by reading picture books and participating in practical activities (e.g. simple games).</p> <p>The class collaboratively develops a list of factors that may shape a person’s identity and identify the diversity of cultural, religious and/or social groups in their own community. Students describe the groups they belong to that contribute to shaping their identity (e.g. family, school groups, community groups). They develop questions and locate and collect information from sources to answer these questions. Students develop a storyboard about themselves as an individual within a community.</p> <p>Students then examine how rules and laws affect them and the importance of having laws in their community. Through teacher-prepared case studies, they recognise the differences between rules and laws, as well as cultural Lore within First Nations communities. Students identify several laws that relate to their lives</p>	<p>Timing: Term 2 Duration: 10 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none">• Why are environments important to people?• What are renewable and non-renewable resources?• How do local governments support sustainable management of resources?• What actions can a school take to contribute to sustainability? <p>We can all play a role in caring for environments and resources that will sustain future generations. In this unit, students explore the sustainable allocation and management of renewable and non-renewable resources and how to ‘get the message out’ about ways to care for environments.</p> <p>To begin, students explore their local environment and the roles of community groups to promote the sustainable allocation of resources (e.g. First Nations practices in maintaining ecological balance, such as fire as a cultural and land management tool).</p> <p>Using teacher-provided case study resources, students work collaboratively in small groups to investigate one type of environment (e.g. desert, grassland, rainforest) in Australia and on one other continent. They use maps to locate each environment and describe the salient features to their classmates, including vegetation and water sources. They interpret information and data from a range of sources to determine how this environment is important to people.</p> <p>Students then categorise images of resources into renewable and non-renewable resources. They learn about the allocation and management of resources used in their daily lives through a mini-inquiry investigating the resources used to create a household item (e.g. toy, board game, canned food, toothbrush). Students build their critical thinking skills as they identify</p>	<p>Timing: Terms 3 and 4 Duration: 20 weeks</p> <p>Inquiry questions:</p> <ul style="list-style-type: none">• What led to the establishment of the first British colony in Australia?• What were the experiences of people involved in establishing the British colony?• What were the effects of colonisation on peoples and environments?• Why is it important to identify perspectives when learning about the past? <p>In this unit students investigate the causes and effects of the establishment of the British colony in Australia, including the effects of contact on First Nations Australians and their Countries/Places.</p> <p>In the first phase of the unit, students investigate the causes of the establishment of the first British colony in Australia in 1788 including Cook’s voyage and his instructions to claim land for Britain (1770), overcrowded British prisons, and strategic interest in establishing a British settlement in the region. Students investigate the arrival of the First Fleet, and the establishment of the settlement at Warrane / Sydney Cove. Students build their literacy and critical thinking skills as they interpret and analyse selected written sources, videos, maps and artefacts to learn about this period, and identify different perspectives of the people aboard the First Fleet.</p> <p>Then, students describe the effects of colonisation on peoples and environments. Students draw conclusions about the arrival of the First Fleet and how this was viewed by First Nations People as an invasion. They use their learning from Units 1 and 2 about the cultures, social organisation and practices that sustained First Nations Australians’ deep connections to Country/Place. Students view depictions of early Warrane/Sydney Cove settlement in maps and artworks (e.g. digitised items in NSW State Library) to identify the ways the</p>

Unit 1 — Me and my community	Unit 2 — Getting the message out	Unit 3 — Investigating perspectives on our past
<p>(e.g. wearing a seatbelt) and explain why following these laws is an important part of being a community member.</p> <p>To conclude the unit, students share their storyboard in small groups, across the year level or with small groups in a buddy class.</p>	<p>relationships and draw conclusions about the sustainable use and management of the resources used to create the household item. The class collaboratively develops a definition of sustainability.</p> <p>Students identify the importance and role of local governments. Using provided sources, they research local government programs that support the sustainable allocation and management of resources (e.g. greening initiatives, managing water or waste, managing a local waterway or bushland reserve). The class draws conclusions about ways the local government supports sustainability and encourages community members to engage in sustainable activities.</p> <p>Throughout the unit students use a range of digital tools to collect and record information and data about the importance of environments, local government and sustainable management of resources. Students propose a response to an environmental sustainability challenge within the school.</p>	<p>environment changed and describe how colonisation affected the people of the Eora Nation.</p> <p>In the final phase of the unit, students investigate the experiences of groups connected to the early years of the penal colony. They read a historical narrative about this period, identifying the different perspectives of characters. Students interpret and analyse information, using provided case studies, about the lives of convicts, military or civilian officers, and First Nations Australians. They identify perspectives and draw conclusions about the experiences of groups prior to and following 1788 to complete the supervised assessment.</p> <p>As a culminating activity, students work in small groups to create illustrated profiles of individuals or groups and display these in the form of a cube, where each side represents a different perspective on this period of Australia's history.</p>

Note: In consultation with local 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. languages, traditional practices that sustain connections to Country/Place, local stories about colonisation and impacts.

	Unit 1		Unit 2		Unit 3	
	Assessment — Investigation	Timing	Assessment — Project	Timing	Assessment — Supervised assessment	Timing
Assessment	<p>Description: Students investigate factors that shape identity and community to create a storyboard about themselves (using a template).</p> <p>In their storyboard students describe factors that have shaped their identity and two laws they follow as a member of the community.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal (storyboard)</p> <p>Conditions:</p> <ul style="list-style-type: none">task completed over multiple lessons100–200 words.	Term 1, Week 8	<p>Description: Students use information and data from provided sources to develop an informative proposal that:</p> <ul style="list-style-type: none">describes the importance of environmentsoutlines the role of local government and how local government contributes to the sustainable management of resourcesproposes actions or responses community members could take to support sustainability. <p>Technique: Project</p> <p>Mode: Spoken/signed (proposal)</p> <p>Conditions:</p> <ul style="list-style-type: none">task completed over multiple lessonsup to 1 minute	Term 2, Week 8	<p>Description: Students use historical sources and their historical knowledge to complete short descriptions and explanations. This includes:</p> <ul style="list-style-type: none">responding to questions about the establishment of the first British colony in Australiausing images of early Warrane/Sydney Cove to describe the changes to the environment and effects on the people of the Eora Nationusing short case studies to identify perspectives and draw conclusions about the diversity of experiences of people in Australia, prior to and after 1788. <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none">broken into componentsup to 40 minutesup to 200 words in total<ul style="list-style-type: none">short responses up to 25 wordsextended response 25–50 words.	Completed in three parts: Term 3, Week 6 Term 3, Week 10 Term 4, Week 6
	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>
Moderation	<p>Consensus</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>		<p>Consensus</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.</p>		<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	Units			Content descriptions	Units		
Knowledge and understanding	1	2	3	Skills	1	2	3
History the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Questioning and researching develop questions to guide investigations about people, events, places and issues AC9HS4S01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02	<input 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 AC9HS4S02	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	Interpreting, analysing and evaluating interpret information and data displayed in different formats AC9HS4S03	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	analyse information and data, and identify perspectives AC9HS4S04	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Concluding and decision-making draw conclusions based on analysis of information AC9HS4S05	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" 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 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>
the roles of local government and how members of the community use and contribute to local services AC9HS4K08	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

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

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

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