

Year 6 HASS

Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>In Year 6, the focus is on ‘Australia in the past and present, and its connections with a diverse world’.</p> <p>The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia’s role within a diverse and interconnected world today. Students explore the factors that led to Federation, the Constitution and our democratic system of government. Through studies of people’s experiences of democracy and citizenship over time, students come to understand the significance of events, ideas and people’s contributions in influencing the development of Australia’s system of government. They learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia’s development. Students explore the geographical diversity of the Asian region and how our interconnections with these countries change people and places. They study the key institutions of Australia’s democratic government, and the key values and beliefs of Western democracies. Students learn about the roles and responsibilities of local, state and federal governments. They learn about the factors that influence consumer choices and how they can develop strategies to make informed consumer and financial choices.</p> <p>Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.</p> <ul style="list-style-type: none">• How have key figures, events and values shaped Australian society, its system of government and citizenship?• How have experiences of democracy and citizenship differed between groups over time and place, and what is the role of citizens in contributing to environmental, economic and social sustainability?• How has Australia developed as a society with global connections, and in what ways is Australia similar and different to other countries?	<p>In Year 6, students build on their prior learning in Year 5 HASS about the development of colonial Australia after 1800, the relationship between humans and their environment, the nature of resources in an economy and the features of Australian democracy and citizenship.</p> <p>The Year 6 HASS plan has been written as two term-based units. Unit 1 is delivered in Term 3 and incorporates subject matter from the History and Civics and Citizenship sub-strands. Unit 2 is delivered in Term 4 and incorporates subject matter from the History, Geography, and Economics and Business sub-strands.</p>
Unit 1 — Paths to Federation	Unit 2 — Our regional neighbourhood: Connecting across cultures and commerce
<p>Timing: Term 3</p> <p>Duration: 10 weeks</p>	<p>Timing: Term 4</p> <p>Duration: 10 weeks</p>
<p>Inquiry questions:</p> <ul style="list-style-type: none">• What led to the Federation of Australia and whose voices were heard?• How is Australia’s government organised?• How has Australian democracy evolved over time?• What democratic values and beliefs are important to Australians? <p>The decisions and work of local, state and federal governments affect our lives every day. Knowing how Australia’s government works helps us to participate in our democracy as active and informed citizens. In this unit, students explore the origins and nature of Australia’s system of government and its key institutions.</p> <p>Students explore how people’s decisions can impact others and why fairness is important. Students discuss local, national and/or international examples of how people have resolved challenges and worked together to achieve an outcome (e.g. supporting disaster recovery). Students view a short video overview of the path to Federation in Australia (e.g. video extract from Parliamentary Education Office website) then develop questions to guide their inquiry into Federation.</p> <p>Working in small groups, with each group representing a colony prior to Federation, students use provided sources to research and then present information about their colony’s population, history and economy. Students use this information from sources to determine their colony’s perspectives on joining with other colonies in a federation. They examine selected primary sources and excerpts from selected secondary sources to understand key reasons for Federation such as defence, trade and taxation, communication and travel, immigration and sense of national identity. Students develop their literacy and critical thinking skills as they read and view historical sources and evaluate primary and secondary sources to determine origin, purpose and perspectives, including whose voices are missing from Federation debates including First Nations Australians, migrants, women and children.</p> <p>Students create an annotated timeline of key events in the path to Federation and make short profiles of key figures in the Federation movement. They describe patterns in data from Federation referenda results in 1897, 1898 and 1900. Students work in small groups to demonstrate their learning by designing a board game and associated game cards. Groups play their board games as a culminating activity to this section of the unit.</p>	<p>Inquiry questions:</p> <ul style="list-style-type: none">• In what ways is Australia interconnected with other parts of the world?• How geographically diverse is the Asia-Pacific region?• How does migration influence Australian society?• What influences our consumer and financial choices? <p>The connections we develop and share across places, cultures and economies can influence every facet of our daily lives. From those who migrate to join Australian communities to the goods and services we trade with our Asia-Pacific neighbours, the interconnectedness of our world shapes the community in which we live. In this unit students explore the geographical diversity of our region and the effects of interconnections with other countries.</p> <p>Students examine the geographical diversity of our Asia–Pacific region. They use online geospatial applications to explore and create a digital map that identifies a number of countries in the Asia–Pacific region including Australia. Working collaboratively in small groups, students investigate significant geographical features of one Asian country. They locate, collect and organise information and data about the selected country (e.g. landscape features, vegetation types, demographic details). Students display the information and data they have collected about their country and complete a gallery walk to find out about other Asian countries researched by their peers. They select relevant facts from the gallery walk to create annotations for a range of Asian countries on their digital map and draw conclusions about the region’s geographical diversity.</p> <p>Students then explore the interconnections between their researched country and Australia. They record their findings on sticky notes and, as a class, group their identified interconnections to decide on patterns and trends in Australia’s interconnections with Asian countries (e.g. tourism, education, trade). Students then select relevant facts and draw conclusions about the effects of interconnections between Australia and Asian countries. These conclusions are used to create annotations on a second digital map about Australia’s interconnections with a range of Asian countries.</p>

Unit 1 — Paths to Federation	Unit 2 — Our regional neighbourhood: Connecting across cultures and commerce
<p>Using short videos, graphic representations and/or written texts, students learn about the Australian system of government instituted on 1 January 1901, including how it is based on the Westminster system and is a federation of states that is a Constitutional monarchy and a representative democracy. Students label a diagram of the key institutions, including federal and state parliaments and the local councils, and learn the roles of the three levels of government in Australia by categorising responsibilities. They unpack the significance of key values and beliefs of democracy such as rule of law, democratic elections and an inclusive, equitable society.</p> <p>Students then examine who was excluded from participation in Australia’s democracy in 1901 and study changes to Australia’s political system and to Australian citizenship after Federation. They view an online Federal Parliament history timeline to explain changes during the 20th century (e.g. 1902 Commonwealth Franchise Act, 1966 Migration Act, 1967 referendum). Students examine the impacts of Federation on First Nations Australians, migrants, women and children. For example, students explore personal stories and historical recordings connected with the 1967 Referendum and consider how this event highlights the resilience and the significant and ongoing contributions of First Nations Australians to Australia’s democracy.</p> <p>Students demonstrate their skills of evaluating sources and knowledge of Australia’s system of government in a supervised assessment.</p> <p>Note: Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal cultural practices and expressions and Torres Strait Islander cultural practices and expressions, e.g. stories of personal histories and acknowledgment of ongoing contributions of First Nations Australians.</p>	<p>Students then consider how migration creates interconnections between Australia and other countries. They view a short video overview about waves of immigration to Australia. Students draw conclusions about interconnections created by migration and use a third digital map to record annotations that explain the stories of a migrant or migrant group from their case studies.</p> <p>To conclude the unit, students consider how resources we purchase and use in our daily lives create additional connections with our regional neighbours and the wider world. They conduct a classroom audit to determine where the materials and resources in their classroom have come from, and how these items demonstrate the interconnections between Australia and other countries. Students then consider the factors that influence their own consumer and financial choices. Using provided packaging for various food products, they work in small groups to evaluate the packaging elements and explain why these elements might influence their decision to buy or not buy the product (e.g. ingredients list, images and colours used, health claims, recycling information).</p> <p>Finally, students investigate food menu options for an end of year class celebration. Over the unit, students have explored how the connections we share across places, cultures and economies can influence everyday choice (e.g. food we serve at a celebration). Students discuss strategies they can employ to make informed choices when planning their food menu. They research the different cultural celebration food options and use class-developed criteria (e.g. cost, dietary requirements, environmental impact, suitability for event) to assess the reasons for and against the various menu options. Students respond to a series of short response items about their proposed food menu option in a supervised assessment.</p>


	Unit 1 — Paths to Federation		Unit 2 — Our regional neighbourhood: Connecting across cultures and commerce	
	Assessment 1 — Project	Timing	Assessment 3 —Investigation	Timing
Assessment	<p>Description: In small groups students create a set of cards that could be used in a board game called <i>Paths to Federation</i> to play with their peers. Each student creates a number of question-and-answer game cards about the roles of significant people, events and ideas on the path to Federation.</p> <p>Technique: Project</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none">• sources provided• completed over multiple lessons• 200–400 words (question and answer cards)	Term 3, Week 6	<p>Description: Students evaluate a range of information and data formats to identify and describe patterns and trends in regional geographical diversity and the interconnections between Australia and Asia. They create a collection of annotated digital maps that include annotations to explain examples of the:</p> <ul style="list-style-type: none">• geographical diversity of places in the Asia region• effects of Australia’s interconnections with Asian countries• causes and effects of migration to Australia since Federation. <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none">• completed over multiple lessons• 200–400 words (map annotations)	Term 4, Week 5
	<p>Assessment 2 — Supervised assessment</p> <p>Description: Students provide descriptions and explanations in response to short answer questions. Part A — Students evaluate the origin, purpose and perspectives of primary and secondary sources related to Federation.</p> <p>Part B — Students explain the key institutions, roles and responsibilities of Australia's levels of government and democratic values and beliefs.</p> <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none">• supervised• completed over 2 lessons• seen stimulus• up to 60 minutes, plus 10 minutes perusal and/or planning time• up to 300 words (Part A — 150 words, Part B — 150 words)• short responses 25–50 words per item	Term 3, Week 9	<p>Assessment 4 — Supervised assessment</p> <p>Description: Using information and data from their class case study on food menu options for the end of year class celebration, students respond independently to short response questions to:</p> <ul style="list-style-type: none">• explain influences on, and strategies for, informed consumer and financial choices regarding the end of year class celebration.• evaluate information and draw conclusions on the end of year celebration food menu options• propose a food menu choice• assess the suitability of the proposed food menu, using class-developed criteria. <p>Technique: Supervised assessment</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none">• supervised• up to 60 minutes, plus 10 minutes perusal and/or planning time• up to 300 words• short responses 25–50 words per item	Term 4, Week 8
Achievement standard	<p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. <u>Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs.</u> They explain influences on consumers and strategies for informed consumer and financial choices.</p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. <u>They evaluate sources to determine origin, purpose and perspectives.</u> 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. <u>Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</u></p>		<p>By the end of Year 6, students explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship. They explain the causes and effects of migration to Australia since Federation. They explain the geographical diversity of places and the effects of interconnections with other countries. Students explain the key institutions, roles and responsibilities of Australia’s levels of government, and democratic values and beliefs. <u>They explain influences on consumers and strategies for informed consumer and financial choices.</u></p> <p>Students develop questions, and locate, collect and organise information and data from a range of primary and secondary sources. They evaluate sources to determine origin, purpose and perspectives. <u>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.</u> Students select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.</p>	

	Unit 1 — Paths to Federation	Unit 2 — Our regional neighbourhood: Connecting across cultures and commerce
Moderation	Consensus Calibration Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.	Consensus Calibration Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area or subject.

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

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

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

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