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|  | Years 3–4 band plan — Australian Curriculum: Civics and Citizenship |

## Implementation year: School name:

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| Identify curriculum | Humanities and social sciences learning area | Humanities and social sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.  In the Australian Curriculum, the humanities and social sciences learning area comprises four subjects: history, geography, economics and business, and civics and citizenship. Each subject has been conceptualised in ways appropriate for that subject area:   * history focuses on evidence, change and continuity, cause and effect, significance, empathy, perspectives, and contestability * geography focuses on place, space, environment, interconnection, sustainability, scale, and change * civics and citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity * economics and business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures.   Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.  The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century. | |
| Phase curriculum focus[[1]](#footnote-1) | Years 3–6 curriculum focus  During these years of schooling, students typically begin to understand and recognise different points-of-view and draw on a range of experiences to inform their thinking and decision making. Students develop a better awareness of justice and fair play and they increasingly engage in discussions about community and national issues, with a focus on contemporary issues, in order to consider why and for whom decisions are made. They have a broader awareness of the world beyond Australia’s national borders.  Through the civics and citizenship curriculum, in Years 3 and 4 students develop their knowledge and understanding of how decisions can be made democratically, the purpose of government, rules and laws, community participation, and identity. In Years 5 and 6, students develop awareness of key aspects of Australia’s Anglo-Celtic heritage, including the Westminster system, and knowledge and understanding of the key features and processes of Australia’s system of government. Students examine civic issues and develop their understanding of citizenship in local, national, regional and global contexts, and the skills that enable active and informed citizenship. | |
| Year-level descriptions1 | Year 3  The Year 3 curriculum introduces students to [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) in the context of the familiar and personal. It explores an understanding of [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) as rule by the people through learning about decision making within communities. Students consider the purpose of creating [rules](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rules) for groups and how individuals participate in their community.  The [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) content at this year level involves two strands: [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge and understanding, and [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge, understanding and skills at this year level is provided by the following **key questions**:   * How are decisions made democratically? * Why do we make [rules](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rules)? * How can I participate in my community?   Year 4  The Year 4 curriculum introduces students to the purpose of local government and the services it provides to their community. They examine how [rules](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rules) and laws affect them and the importance of laws in society. Students explore cultural diversity, and, in particular, how belonging to different groups can shape personal [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity).  The [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) content at this year level involves two strands: [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge and understanding, and [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) knowledge, understanding and skills at this year level is provided by the following **key questions**:   * How can local government contribute to community life? * What is the difference between [rules](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rules) and laws and why are they important? * How has my [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity) been shaped by the groups to which I belong? | |
| Identify curriculum | **Achievement standards[[2]](#footnote-2)** | Year 3  By the end of Year 3, students [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) how decisions can be made democratically. They [recognise](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Recognise) the importance of rules. They [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) how people participate in their community as active citizens.  Students [pose](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Pose) questions about the society in which they live. They share their views on an issue. They present their ideas and opinions using civics and citizenship terms.  Year 4  By the end of Year 4, students [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) the role of local government and [distinguish](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Distinguish) between rules and laws. They [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) factors that shape a person’s identity and sense of belonging.  Students [pose](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Pose) questions about the society in which they live and use information to answer them. They [suggest](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Suggest) solutions to an identified issue. They [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present their ideas and opinions on an issue using civics and citizenship terms. | |
| **Course organisation** | The Australian Curriculum: Civics and Citizenship is organised in two related strands — civics and citizenship knowledge and understanding, and civics and citizenship skills. The two strands are to be integrated in the development of a teaching and learning program. The knowledge and understanding strand provides the content focus through which particular skills are to be developed. The sequencing and description of the civics and citizenship skills in two-year bands (3–4, 5–6, 7–8, 9–10) may assist in multi-age programming by providing a common skills focus for the teaching and learning of the knowledge and understanding content.  The band plan for civics and citizenship is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools * align with the Australian Curriculum: Civics and citizenship, which is organised in year levels for the achievement standard and for knowledge and understanding content descriptions, and in bands that span two years for skills content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the Australian Curriculum: Civics and Citizenship content descriptions and achievement standards.   The band plan course organisation allows schools to implement the Australian Curriculum: Civics and citizenship:   * in a term or a semester * in only one year of a two-year band (not in every year from Years 3 to 8) * as an elective stand-alone subject in Years 9 and 10 (which may involve additional school-based content). | |
| Teaching and learning | Unit overview | Unit 1 — Participating in my community[[3]](#footnote-3) | Unit 2 — Belonging and contributing to the local community[[4]](#footnote-4) |
| Time allocation  Unit 1: 50% of total teaching time  Unit 2: 50% of total teaching time | Key questions   * How are decisions made democratically? * Why do we make rules? * How can I participate in my community?   Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to their community.  In this unit, students are introduced to democracy in the context of the familiar and personal. They explore democracy through learning about decision making within communities. They also consider the purpose of creating rules for groups and how individuals participate in their community.  Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. | Key questions   * How can local government contribute to community life? * What is the difference between rules and laws and why are they important? * How has my identity been shaped by the groups to which I belong?   Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society. They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to their local community.  In this unit, students are introduced to local government and the services it provides to their community. They examine how rules and laws affect them and the importance of laws in society. They also explore cultural diversity, and how belonging to different groups can shape personal identity.  Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens. |
| *General capabilities and cross-curriculum priorities* | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asia |
| *Key* | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | |
| Develop assessment | Assessment | Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. | |
| Unit 1 — Participating in my community[[5]](#footnote-5) | Unit 2 — Belonging and contributing to the local community[[6]](#footnote-6) |
| The assessment will gather evidence of the student’s ability to:   * explain how decisions can be made democratically * recognise the importance of rules * describe how people participate in their community as active citizens * pose questions about the society in which they live * share their views on an issue * present their ideas and opinions using civics and citizenship terms. | The assessment will gather evidence of the student’s ability to:   * explain the role of local government * distinguish between rules and laws * describe factors that shape a person’s identity and sense of belonging * pose questions about the society in which they live and use information to answer them * suggest solutions to an identified issue * develop and present their ideas and opinions on an issue using civics and citizenship terms. |
| Making judgments and feedback | Consistency of teacher judgments | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. |

## Content descriptions for Years 3–4 Civics and Citizenship

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| |  |  |  |  | | --- | --- | --- | --- | | Concepts[[7]](#footnote-7) | Knowledge and understanding | Unit 1 | Unit 2 | | Government and democracy  Involves a study of Australian democracy and the key institutions, processes and roles people play in Australia’s system of government | How and why decisions are made democratically in communities [(ACHCK001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK001) [Year 3] | ✓ |  | | The purpose of government and some familiar services provided at the local level [(ACHCK011)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK011) [Year 4] |  | ✓ | | Laws and citizens  Examines Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens | How and why people make [rules](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rules) [(ACHCK002)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK002) [Year 3] | ✓ |  | | The differences between [rules](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rules) and laws [(ACHCK012)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK012) [Year 4] |  | ✓ | | Why laws are important [(ACHCK013)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK013) [Year4} |  | ✓ | | Citizenship, diversity and identity  Explores citizenship, Judeo-Christian traditions, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity | Why people participate within communities and how students can actively participate and contribute [(ACHCK003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK003) [Year 3] | ✓ |  | | How a person’s [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity) can be shaped by the different cultural, religious and/or social groups to which they may belong [(ACHCK014)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK014) [Year4] |  | ✓ | | |  |  |  | | --- | --- | --- | | Skills | Unit 1 | Unit 2 | | Questioning and research | | | | Pose questions about the society in which they live [(ACHCS015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS015) | ✓ | ✓ | | Analysis, synthesis and interpretation | | | | Distinguish facts from opinions in relation to [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) topics and issues [(ACHCS016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS016) |  | ✓ | | Use information to develop a point of view [(ACHCS017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS017) | ✓ | ✓ | | Problem solving and decision making | | | | Interact with others with respect, share views and recognise there are different points of view [(ACHCS018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS018) | ✓ | ✓ | | Work in groups to identify issues, possible solutions and a plan for action [(ACHCS019)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS019) | ✓ | ✓ | | Communication and reflection | | | | Present ideas and opinions on [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) topics and issues using [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) terms [(ACHCS020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS020) |  |  | | Reflect on their cultural [identity](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Identity) and how it might be similar and different from others [(ACHCS021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS021) |  |  | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Civics and Citizenship* (May 2014), [www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10) [↑](#footnote-ref-1)
2. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Civics and Citizenship* (May 2014), [www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10) [↑](#footnote-ref-2)
3. Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 3 content descriptions and achievement standard. [↑](#footnote-ref-3)
4. Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 4 content descriptions and achievement standard. [↑](#footnote-ref-4)
5. Unit 1 assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Civics and Citizenship Year 3 achievement standard. [↑](#footnote-ref-5)
6. Unit 2 assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Civics and Citizenship Year 4 achievement standard. [↑](#footnote-ref-6)
7. The concepts for civics and citizenship understanding are derived from the content descriptions and achievement standards, and are supported by civics and citizenship skills. The year-level description provides information about the development of concepts for civics and citizenship understanding. The definitions of these concepts are based on descriptions in the Australian Curriculum: Civics and Citizenship (May 2014), [www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10](http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/civicsandcitizenship/Curriculum/F-10) [↑](#footnote-ref-7)