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|  | Years 5–6 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 5–6 curriculum focusDuring 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 5The Year 5 curriculum introduces students to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about [representative democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Representative%20democracy) and [voting](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Voting) processes in Australia. Students expand on their knowledge of the [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law) by studying how laws impact on the lives of citizens. Students investigate the role of groups in our 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:*** What is [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) in Australia and why is [voting](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Voting) in a [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) important?
* How do laws affect the lives of citizens?
* How and why do people participate in groups to achieve shared goals?

Year 6The Year 6 curriculum provides a study of the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the court system. Students learn how state/territory and federal laws are made in a parliamentary system. Students examine Australian [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) and reflect on the [rights and responsibilities](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rights%20and%20responsibilities) that being a [citizen](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizen) entails. They explore the obligations that people may have as [global citizens](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Global%20citizens).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**:* What are the roles and responsibilities of the different levels of government in Australia?
* How are laws developed in Australia?
* What does it mean to be an Australian [citizen](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizen)?
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| Identify curriculum | **Achievement standards[[2]](#footnote-2)** | Year 5By the end of Year 5, students [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) the values that underpin Australia’s democracy and [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) the importance of the electoral [process](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Process). They [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) the role of different people in Australia’s legal system. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) various ways people can participate effectively in groups to achieve shared goals.Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) questions and use information from different sources to [investigate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Investigate) the society in which they live. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) possible solutions to an issue as part of a plan for action. Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.Year 6By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) the purpose of key institutions and levels of government in Australia’s democracy. They [describe](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Describe) the role of parliaments in creating law. Students [explain](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Explain) what it means to be an Australian citizen and how people can participate as global citizens.When researching, students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) questions and gather and [analyse](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Analyse) information from different sources to [investigate](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Investigate) the society in which they live. When planning for action, they [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) different points of view and solutions to an issue. Students [develop](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Develop) and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They [identify](http://www.australiancurriculum.edu.au/Glossary?a=F10AS&t=Identify) the ways they can participate as citizens in the school. |
| **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).
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| Teaching and learning | Unit overview | Unit 1 — Participating in Australia’s democracy[[3]](#footnote-3) | Unit 2 — Exploring the roles and responsibilities of governments and citizens in Australia[[4]](#footnote-4) |
| Time allocationUnit 1: 50% of total teaching timeUnit 2: 50% of total teaching time | Key questions* What is democracy in Australia and why is voting in a democracy important?
* How do laws affect the lives of citizens?
* How and why do people participate in groups to achieve shared goals?

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 locally and nationally.In this unit, students are introduced to the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Students expand on their knowledge of the law by studying how laws impact on the lives of citizens. Students also investigate the role of groups in our 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_interculturalDescription: 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_interculturalDescription: 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 Australia’s democracy [[5]](#footnote-5) | Unit 2 — Exploring the roles and responsibilities of governments and citizens in Australia[[6]](#footnote-6) |
| The assessment will gather evidence of the student’s ability to:* identify the values that underpin Australia’s democracy and explain the importance of the electoral process
* describe the role of different people in Australia’s legal system
* identify various ways people can participate effectively in groups to achieve shared goals
* develop questions and use information from different sources to investigate the society in which they live
* identify possible solutions to an issue as part of a plan for action
* develop and present civics and citizenship ideas and viewpoints, using civics and citizenship terms and concepts.
 | The assessment will gather evidence of the student’s ability to:* explain the purpose of key institutions and levels of government in Australia’s democracy
* describe the role of parliaments in creating law
* explain what it means to be an Australian citizen and how people can participate as global citizens
* develop questions and gather and analyse information from different sources to investigate the society in which they live
* identify different points of view and solutions to an issue as part of a plan for action
* develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts
* identify the ways they can participate as citizens in the school.
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| 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. |

 Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Health and Physical Education*, [www.australiancurriculum.edu.au/healthandphysicaleducation/Curriculum/F-10#level1-2](http://www.australiancurriculum.edu.au/healthandphysicaleducation/Curriculum/F-10#level1-2).

## Content descriptions for Years 5–6 Civics and Citizenship

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| Concepts[[7]](#footnote-7) | Knowledge and understanding | Unit 1 | Unit 2 |
| Government and democracyInvolves a study of Australian democracy and the key institutions, processes and roles people play in Australia’s system of government | The key values that underpin Australia’s democratic system of government [(ACHCK022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK022) [Year 5] | ✓ |  |
| The roles and responsibilities of [electors](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Electors) and representatives in Australia’s [democracy](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Democracy) [(ACHCK023)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK023) [Year 5] | ✓ |  |
| The key features of the Australian electoral process [(ACHCK024)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK024) [Year 5] | ✓ |  |
| The key institutions of Australia’s democratic system of government based on the [Westminster system](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Westminster%20system), including the monarchy, parliaments, and courts [(ACHCK035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK035) [Year 6] |  | ✓ |
| The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system [(ACHCK036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK036) [Year 6] |  | ✓ |
| Laws and citizens Examines Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens | How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples [(ACHCK025)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK025) [Year 5] | ✓ |  |
| The roles and responsibilities of key personnel in [law](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Law) enforcement and in the legal system [(ACHCK026)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK026) [Year 5] | ✓ |  |
| How state/territory and federal laws are initiated and passed through parliament [(ACHCK037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK037) [Year 6] |  | ✓ |
| 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 work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence [(ACHCK027)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK027) [Year 5] | ✓ |  |
| Who can be an Australian [citizen](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizen), the formal [rights and responsibilities](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Rights%20and%20responsibilities), and shared values of Australian [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) [(ACHCK038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK038) [Year 6] |  | ✓ |
| The obligations citizens may consider they have beyond their own national borders as active and informed [global citizens](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Global%20citizens) [(ACHCK039)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCK039) [Year 6] |  | ✓ |

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| Civics and citizenship skills | Unit 1 | Unit 2 |
| Questioning and research |
| Develop questions and gather a range of information to investigate the society in which they live [(ACHCS028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS028) | ✓ | ✓ |
| Analysis, synthesis and interpretation |
| Identify over-generalised statements 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 [(ACHCS029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS029) | ✓ | ✓ |
| Use and evaluate a range of information to develop a point of view [(ACHCS030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS030) |  | ✓ |
| Problem solving and decision making |
| Interact with others with respect, identify different points of view and share personal perspectives and opinions [(ACHCS031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS031) | ✓ | ✓ |
| Work in groups to identify issues and develop possible solutions and a plan for action using decision-making processes [(ACHCS032)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS032) | ✓ | ✓ |
| Communication and reflection |
| Present [civics](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizenship) ideas and viewpoints for a particular purpose 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 and concepts [(ACHCS033)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS033) | ✓ | ✓ |
| Reflect on personal roles and actions as a [citizen](http://www.australiancurriculum.edu.au/Glossary?a=CNC&t=Citizen) in the school and in the community [(ACHCS034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHCS034) |  | ✓ |

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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](file:///C%3A%5CUsers%5Cchol%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSQKHWSHC%5Cwww.australiancurriculum.edu.au%5Chumanitiesandsocialsciences%5Ccivicsandcitizenship%5CCurriculum%5CF-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](file:///C%3A%5CUsers%5Cchol%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CSQKHWSHC%5Cwww.australiancurriculum.edu.au%5Chumanitiesandsocialsciences%5Ccivicsandcitizenship%5CCurriculum%5CF-10) [↑](#footnote-ref-2)
3. Unit 1 developed using the Australian Curriculum: Civics and Citizenship Year 5 content descriptions and achievement standard. [↑](#footnote-ref-3)
4. Unit 2 developed using the Australian Curriculum: Civics and Citizenship Year 6 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 5 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 6 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)