STUDIES OF SOCIETY & ENVIRONMENT (SOSE)

By the end of **Year 3**	By the end of **Year 5**	By the end of **Year 7**	By the end of **Year 9**
Students use their fascination with people and places to make sense of their world. They investigate societies and environments and develop an understanding of their relationships with other people and places. They identify values in everyday situations and local contexts. They see the place of social and environmental inquiry in people's work and community lives.	Students use their experiences of people, places, systems and environments to make connections to their own experiences. They develop awareness of relationships between people, and between people and places. They identify social and environmental values in local and national contexts, and develop their capacity to participate and work effectively in their communities.	Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences. They identify social and environmental values and ethical positions in local, national and global contexts. They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs.	Students use their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues. They clarify their personal values and acknowledge others' values and world views in a range of contexts and settings. They develop their capacity for effective community participation and meaningful responses to social and environmental issues.

Students gain awareness of the history and diversity of lifestyles of Aboriginal people and Torres Strait Islander people throughout Australia.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop the ability to use inquiry processes to build understandings and make connections to their world. They communicate and share ideas using texts and terminology associated with social and environmental studies, and they individually and collaboratively use strategies to respond to community issues. They reflect on their learning and on their values in everyday situations.

Students use tools and technologies, including information and communication technologies (ICTs). They explore the use of ICTs to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.

Students recognise the ways in which Aboriginal people and Torres Strait Islander people are distinctive and are connected to other people and to specific places over time.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They use inquiry processes to apply their understandings in familiar and unfamiliar contexts. They communicate using different types of texts to share ideas and findings, and they individually and collaboratively plan strategies to take action that contribute to their communities. They reflect on their learning and recognise the values evident in investigations.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.

Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They use inquiry processes and models to apply their understandings of social and environmental topics and issues in a range of contexts. They communicate using texts designed for different audiences and social purposes, and they individually and collaboratively plan and apply strategies for participating, both individually and collaboratively, in representative groups. They reflect on their learning and investigations to clarify values and beliefs.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.

Students understand the world views of Aboriginal people and Torres Strait Islander people and their connections to places and other groups, and apply this understanding to their own connections to people and places.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They understand the importance of inquiry and major social and environmental ideas for investigating issues in contexts that range from local to global settings. They communicate using different types of texts for specific audiences and purposes. They actively participate, both individually and collaboratively, in their communities in enterprising and creative ways to respond to issues. They reflect on their learning and investigations to make judgments about different values and perspectives.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.

Queensland Government
Department of Education, Training and the Arts

QSA Queensland Studies Authority
Partnership and innovation