Studies of Society & Environment (SOSE)

Essential Learnings by the end of **Year 5**

Learning and assessment focus

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 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.

Ways of working

Students are able to:

- pose and refine questions for investigations

- plan investigations based on questions and inquiry models

- collect and organise information and evidence

- evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions

- draw and justify conclusions based on information and evidence

- communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose

- share opinions, identify possibilities and propose actions to respond to findings

- apply strategies to influence decisions or behaviours and to contribute to groups

- reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace

- reflect on learning to identify new understandings and future applications.

Knowledge and understanding

Time, continuity and change

Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.

- British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of *terra nullius*, establishment of penal and free settlements, contact with the Indigenous population and the development of industries.

- Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities

  e.g. *individual leaders have shaped aspects of local communities through civic service and the development of industries; Indigenous people and groups of immigrants have contributed to the multicultural nature of Australian society.*

- Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints

  e.g. *arrival of Europeans seen from Indigenous viewpoints and from European viewpoints.*

Place and space
Environments are defined and changed by interactions between people and places.

- Environments are defined by physical and human dimensions

  e.g.   the Lockyer Valley contains mountain ranges and tributaries to the Brisbane River, farmland, and small townships.

- Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere

  e.g.   population increases that cause overcrowding, habitat removal, water shortages and air pollution.

- Physical features of environments influence the ways in which people live and work in communities

  e.g.   climate affects housing design and leisure activities; natural resources may determine employment opportunities.

- Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours

  e.g.   positive responses to water management can influence the quality of river systems; negative responses to town planning principles can lead to traffic problems.

- Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones.

- Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

Culture and identity
Communities contain cultures and groups that contribute to diversity and influence cohesion.

- Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities

  e.g.   Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.

- Australian society has responded to different cultures in positive and negative ways

  e.g.   positive — anti-discrimination laws of the late 20th century, participation in the walk for reconciliation; negative — restriction on citizenship status for some groups, segregation of public facilities.

- Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles

  e.g.   importance of elders; over 250 languages linked to specific groups and places; distinctive foods and medicines.

Political and economic systems

Communities have developed decision-making systems that include principles and values formed over time.

- Australia's government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States

    e.g.   democracy in Athens; parliamentary system from Britain; written constitution from the United States.

- Australia's legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system

    e.g.   children are protected by child safety laws, transport and education regulations; the personnel from government bodies such as the Commission for Children and Young People and Child Guardian and community organisations such as Kids Help Line help to make these laws work.

- Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups

    e.g.   a local land-care group working to solve local environmental problems; a local group participating in reconciliation initiatives.

- Australia is connected to other countries in the Asia–Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.

- Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited

    e.g.   using resources for things that are needed for survival, and also for things that make life enjoyable.