Rationale
In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students’ curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia’s ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Aims
The F–6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- an understanding and appreciation of different perspectives, key historic, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprise and financial behaviour and ethical reflection.

Key ideas
Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

Who we are, who came before us, and traditions and values that have shaped societies
Students explore their own identity, Australia’s heritage and cultural diversity, and Australia’s identity as a nation in the world. They examine the significance of traditions and shared values within society.

How societies and economies operate and how they are changing over time
Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

The ways people, places, ideas and events are perceived and connected
Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

How people exercise their responsibilities, participate in society and make informed decisions
Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Foundation Year Level Description
My personal world
The Foundation curriculum focuses on developing students’ understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student’s own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students’ sense of identity and belonging, beginning the idea of active citizenship.

The content provides opportunities for students to begin to develop humanities and social sciences understanding through key concepts including significance, continuity and change, place and space and perspectives. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions
A framework for developing students’ knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?
## Structure

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills.

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

### Foundation Year Content Descriptions

<table>
<thead>
<tr>
<th>Inquiry and skills</th>
<th>Knowledge and Understanding - History</th>
<th>Knowledge and Understanding - Geography</th>
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<tbody>
<tr>
<td><strong>Questioning</strong></td>
<td>Concepts for developing understanding</td>
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<td></td>
<td>The content in the history sub-strand</td>
<td>The content in the geography sub-strand</td>
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<td>gives students opportunities to</td>
<td>provides ways of developing students’</td>
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<td>develop historical understanding</td>
<td>understanding of place, space and</td>
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<td>through key concepts including</td>
<td>environment.</td>
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<td>continuity and change, perspectives,</td>
<td>Students explore the place they live in</td>
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<td>empathy and significance.</td>
<td>and belong to, and learn to observe and</td>
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<td>Through studies of their family,</td>
<td>describe its features, and why it is</td>
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<td>familiar people and their own history,</td>
<td>important to them. They explore their</td>
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<td>students look at the past to</td>
<td>own special places, how they feel</td>
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<td>evidence of the past, exposing them</td>
<td>about them, what makes them special, and</td>
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<td>to an early understanding that the</td>
<td>how they can care for them (place,</td>
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<td>past is different from the present</td>
<td>environment).</td>
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<td>(continuity and change). They come to</td>
<td>They learn that their place is also the</td>
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<td>understand why some events are</td>
<td>place of Aboriginal or Torres Strait</td>
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<td>important in their own and others’</td>
<td>Islander Peoples (place). The idea of</td>
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<td>lives (significance), and how</td>
<td>location is introduced through learning</td>
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<td>different people commemorate events</td>
<td>representations on which places can be</td>
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<td>that are important to them (empathy,</td>
<td>located and drawing story maps and</td>
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<td>perspectives).</td>
<td>creating models to show where familiar</td>
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<td><strong>Researching</strong></td>
<td>Inquiry Questions</td>
<td>places and features are located (space).</td>
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<td>o What is my history and how do I</td>
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<td>know?</td>
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<td>o What stories do other people tell</td>
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<td>about the past?</td>
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<td>o How can stories of the past be</td>
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<td>told and shared?</td>
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<td><strong>Analysing</strong></td>
<td>Content Descriptions</td>
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<td>o Who the people in their family are,</td>
<td>The representation of the location of</td>
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<td>where they were born and raised and</td>
<td>places and their features on simple maps</td>
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<td>how they are related to each other.</td>
<td>and models.</td>
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<td>o They, their family and friends</td>
<td>The places people live in and belong to,</td>
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<td>commemorate past events that are</td>
<td>their familiar features and why they are</td>
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<td>important to them.</td>
<td>important to people.</td>
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<td>o How the stories of families and the</td>
<td>The Aboriginal or Torres Strait</td>
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<td>past can be communicated, for example,</td>
<td>Islander Country/Place on which the</td>
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<td>through photographs, artefacts, books,</td>
<td>school is located and why Country/Place</td>
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<td>oral histories, digital media and</td>
<td>is important to Aboriginal and Torres</td>
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<td>museums.</td>
<td>Strait Islander Peoples.</td>
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<td><strong>Communicating</strong></td>
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<td>The reasons why some places are special</td>
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<td>Present narratives, information and</td>
<td>to people, and how they can be looked</td>
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<td>findings in oral, graphic and written</td>
<td>after.</td>
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<td>forms using simple terms to denote</td>
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<td>the passing of time and to describe</td>
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