

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.

Year 3 Achievement Standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

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
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, 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, enterprising 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.

Year 3 Level Description**Diverse communities and places and the contribution people make**

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action**. 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 three sub-strands: history, geography and civics and citizenship. 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.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

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.

Year 3 Content Descriptions

Inquiry and Skills	Knowledge and Understanding- History	Knowledge and Understanding- Geography	Knowledge and Understanding- Civics and Citizenship
<p>Questioning</p> <ul style="list-style-type: none"> • Pose questions to investigate people, events, places and issues. <p>Researching</p> <ul style="list-style-type: none"> • Locate and collect information and data from different sources, including observations. • Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate • Sequence information about people's lives and events. <p>Analysing</p> <ul style="list-style-type: none"> • Examine information to identify different points of view and distinguish facts from opinions. • Interpret data and information displayed in different formats, to identify and describe distributions and simple pattern. <p>Evaluating and reflecting</p> <ul style="list-style-type: none"> • Draw simple conclusions based on analysis of information and data. • Interact with others with respect to share points of view. • Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions. <p>Communicating</p> <ul style="list-style-type: none"> • Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms. 	<p>Concepts for developing understanding</p> <p>The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.</p> <p>The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> ○ Who lived here first and how do we know? ○ How has our community changed? What features have been lost and what features have been retained? ○ What is the nature of the contribution made by different groups and individuals in the community? ○ How and why do people choose to remember significant events of the past? <p>Content Descriptions</p> <ul style="list-style-type: none"> • The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area. • How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community. • Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems. • Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan). 	<p>Concepts for developing understanding</p> <p>The content in the geography sub-strand provides opportunities to develop students' understanding of place, space, environment and interconnection.</p> <p>Students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics (place). They examine climate (environment) and the types of settlements (space) in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> ○ What are the main natural and human features of Australia? ○ How and why are places similar and different? ○ What would it be like to live in a neighbouring country? <p>Content Descriptions</p> <ul style="list-style-type: none"> • The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human. • The location of Australia's neighbouring countries and the diverse characteristics of their places. • The main climate types of the world and the similarities and differences between the climates of different places. • The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places. 	<p>Concepts for developing understanding</p> <p>The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about democracy, laws and citizens and citizenship, diversity and identity. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> ○ How are decisions made democratically? ○ Why do we make rules? ○ How can I participate in my community? <p>Content Descriptions</p> <ul style="list-style-type: none"> • The importance of making decisions democratically. • Who makes rules, why rules are important and the consequences of rules not being followed. • Why people participate within communities and how students can actively participate and contribute.