

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 6 Achievement Standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and 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 6 Level Description**Australia in the past and present and its connections with a diverse world**

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

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 four sub-strands: history, geography, civics and citizenship and economics and business. 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 have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

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 6 Content Descriptions

Inquiry and Skills	Knowledge and Understanding- History	Knowledge and Understanding- Geography	Knowledge and Understanding- Civics and Citizenship	Knowledge and Understanding- Economics and Business
<p>Questioning</p> <ul style="list-style-type: none"> Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges. <p>Researching</p> <ul style="list-style-type: none"> Locate and collect relevant information and data from primary sources and secondary sources. Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions. Sequence information about people’s lives, events, developments and phenomena using a variety of methods including timelines. <p>Analysing</p> <ul style="list-style-type: none"> Examine primary sources and secondary sources to determine their origin and purpose. Examine different viewpoints on actions, events, issues and phenomena in the past and present. Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships. <p>Evaluating and reflecting</p> <ul style="list-style-type: none"> Evaluate evidence to draw conclusions. Work in groups to generate responses to issues and challenges. Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others. Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects. <p>Communicating</p> <ul style="list-style-type: none"> Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions. 	<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 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people’s experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people’s contributions in influencing development of Australia’s system of government (continuity and change, significance).</p> <p>Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia’s economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? <p>Content Descriptions</p> <ul style="list-style-type: none"> Key figures, events and ideas that led to Australia’s Federation and Constitution. Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children. Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated. The contribution of individuals and groups to the development of Australian society since Federation. 	<p>Concepts for developing understanding</p> <p>The content in the geography sub-strand provides opportunities to develop students’ understanding of place, space, environment, interconnection and change. Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world.</p> <p>Students examine Australia’s various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> How do places, people and cultures differ across the world? What are Australia’s global connections between people and places? How do people’s connections to places affect their perception of them? <p>Content Descriptions</p> <ul style="list-style-type: none"> The geographical diversity of the Asia region and the location of its major countries in relation to Australia. Differences in the economic, demographic and social characteristics of countries across the world. The world’s cultural diversity, including that of its indigenous peoples. Australia’s connections with other countries and how these change people and 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 government and democracy, laws and citizens and citizenship, diversity and identity. Students study the key institutions of Australia’s democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> 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? <p>Content Descriptions</p> <ul style="list-style-type: none"> The key institutions of Australia’s democratic system of government and how it is based on the Westminster system. The roles and responsibilities of Australia’s three levels of government. The responsibilities of electors and representatives in Australia’s democracy. Where ideas for new laws can come from and how they become law. The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens. The obligations citizens may consider they have beyond their own national borders as active and informed global citizens. 	<p>Concepts for developing understanding</p> <p>The content in the economics and business sub-strand develops key ideas, with a focus on developing students’ understanding of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices (resource allocation and making choices). This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services (consumer literacy, business environment). Students consider the effect of consumer and financial decisions on individuals, the community and the environment (consumer and financial literacy). The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> Why are there trade-offs associated with making decisions? What are the possible effects of my consumer and financial choices? Why do businesses exist and what are the different ways they provide goods and services? <p>Content Descriptions</p> <ul style="list-style-type: none"> How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs. The effect that consumer and financial decisions can have on the individual, the broader community and the environment. The reasons businesses exist and the different ways they provide goods and services.