

Reception to year 6

Humanities and Social Sciences

September 2022

Scope and sequence

Revised to align with the Australian Curriculum V9.0 (2022)

V2.0



Government
of South Australia

Department for Education

HASS: Reception to year 6

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Context statement

Context Statement for Humanities and Social Sciences

Humanities and Social Sciences (HASS) allows students to examine the interconnections that exist through a lens of History (R-10), Geography (R-10), Civics and Citizenship (3-10) and Business and Economics (5-10). Through the application of Knowledge and Understanding plus Inquiry and Skills, students are afforded an opportunity to construct an understanding of their world through a historical, contemporary and future perspective.

The scope and sequence resource has been designed to:

- Provide explicit plain English interpretation of the content descriptions
- Identify the knowledge, skills and understanding a learner needs to develop at each year level
- Provide advice for educators to teach content and context for each strand
- Provide guidance on designing, creating, and producing valuable teacher and learning experiences.

History achievement standards

History						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of reception, students can:</p> <ul style="list-style-type: none"> • identify significant people and events in their own lives • identify how significant events are celebrated or commemorated. 	<p>By the end of year 1, students can:</p> <ul style="list-style-type: none"> • identify continuity and change in family structures, roles, and significant aspects of daily life. 	<p>By the end of year 2, students can:</p> <ul style="list-style-type: none"> • identify the significance of a local person, group, place, and/or building • Identify the effects of changes in technologies on people's lives. 	<p>By the end of year 3, students can:</p> <ul style="list-style-type: none"> • describe the causes, effects, and contributions of people to change • identify the significance of events, symbols and emblems in different celebrations and commemorations for different groups • identify their significance to Australia's identity and diversity. 	<p>By the end of year 4, students can:</p> <ul style="list-style-type: none"> • describe the diversity of experiences of people in Australia prior to and following 1788 • describe the events and causes of the establishment of the first British colony in Australia • describe the effects of colonisation on people and environments. 	<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • explain the causes for the establishment of the British colonies in Australia after 1800 • explain the roles of significant individuals or groups on the development of an Australian colony and the impact of those developments. 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • explain the roles of people, events, and ideas that led to Australian Federation, democracy, and citizenship • explain the causes and effects of migration to Australia since Federation.
<p>By the end of reception, students can:</p> <ul style="list-style-type: none"> • pose questions about their past • sort and record information from observations and provided sources • share a perspective and draw conclusions • use sources and terms to share observations about places and the past. 	<p>By the end of year 1, students can:</p> <ul style="list-style-type: none"> • develop questions about objects, people, places, and events in the past and present • collect, sort and record information and data from observations and provided sources, including timelines, labelled maps, or models • interpret information and data from observations and provided sources, including the comparison of objects from the past and present 	<p>By the end of year 2, students can:</p> <ul style="list-style-type: none"> • develop questions about objects, people, places, and events in the past and present • collect, sort and record information and data from observations and provided sources, including timelines, labelled maps, or models • interpret information and data from observations and provided sources, including the comparison of objects from the past and present 	<p>By the end of year 3, students can:</p> <ul style="list-style-type: none"> • develop historical questions to guide investigations about people, events, places, and issues • locate, collect, and record information and data from different sources, including annotated timelines and maps • interpret information and data displayed in different formats • analyse information and data to identify perspectives 	<p>By the end of year 4, students can:</p> <ul style="list-style-type: none"> • develop historical questions to guide investigations about people, events, places, and issues • locate, collect, and record information and data from a range of sources, including annotated timelines and maps • interpret information and data displayed in different formats • analyse information and data to identify perspectives 	<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • develop historical questions to investigate • locate, collect, and organise information and data from primary and secondary sources • evaluate primary and secondary sources to determine origin, purpose, and perspectives • evaluate a range of information and data formats to identify and describe patterns, trends, or inferred relationships 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • develop historical questions to investigate • locate, collect, and organise information and data from primary and secondary sources • evaluate primary and secondary sources to determine origin, purpose, and perspectives • evaluate a range of information and data formats to identify and describe patterns, trends, or inferred relationships

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • discuss perspectives related to objects, people, places, and events • draw conclusions and make proposals • share narratives and observations about people, places, and the past, drawing on sources and using subject-specific terms. 	<ul style="list-style-type: none"> • discuss perspectives related to objects, people, places, and events • use interpretations to draw conclusions and make proposals • present narratives and observations about the past, people and places at different scales using sources and subject-specific terms. 	<ul style="list-style-type: none"> • draw conclusions based on the analysis of information • propose actions or responses to an issue or challenge that consider possible effects of actions • use ideas from sources, and relevant subject-specific terms to present descriptions and explanations. 	<ul style="list-style-type: none"> • draw conclusions based on analysis of information • propose actions or responses to an issue or challenge that consider possible effects of actions • use ideas from sources, and relevant subject-specific terms to present descriptions and explanations. 	<ul style="list-style-type: none"> • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess the possible effects • select and organise ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. 	<ul style="list-style-type: none"> • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess the possible effects • select and organise ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Inquiry and skills		
Reception to year 2	Years 3 to 4	Years 5 to 6
<p>Questioning and researching</p> <p>Reception</p> <ul style="list-style-type: none"> • pose questions about familiar past and present objects, people, places, and events. • sort and record information including pictorial timelines and locations on pictorial maps or models. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • develop questions about objects, people, places and events in the past and present. • collect, sort and record information and data from observations and provided sources, including unscaled timelines and labelled maps or models. 	<p>Questioning and researching</p> <ul style="list-style-type: none"> • develop questions to guide investigations about people, events, places, and issues. • locate, collect, and record information and data from a range of sources, including annotated timelines and maps. 	<p>Questioning and researching</p> <ul style="list-style-type: none"> • develop questions to investigate people, events, developments, places, and systems. • locate, collect, and organise information and data from primary and secondary sources in a range of formats.
<p>Interpreting, analysing, and evaluating</p> <p>Reception</p> <ul style="list-style-type: none"> • share a perspective (or point of view) on information, such as stories about significant events and special places. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • interpret information and data from observations and provided sources, including the comparison of objects from the past and present. • discuss perspectives related to objects, people, places and events. 	<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • interpret information and data displayed in different formats. • analyse information and data, and identify perspectives. 	<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships. • evaluate primary and secondary sources to determine origin, purpose, and perspectives.
<p>Concluding and decision making</p> <p>Reception</p> <ul style="list-style-type: none"> • draw conclusions in response to questions. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • draw conclusions and make proposals. 	<p>Concluding and decision making</p> <ul style="list-style-type: none"> • draw conclusions based on analyses of information. • propose actions or responses to an issue or challenge that consider possible effects. 	<p>Concluding and decision making</p> <ul style="list-style-type: none"> • develop evidence-based conclusions. • propose actions or responses to issues or challenges and use criteria to assess possible effects.

Reception to year 2	Years 3 to 4	Years 5 to 6
<p>Communicating</p> <p>Reception</p> <ul style="list-style-type: none"> • share narratives and observations, using sources and terms about the past and places. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • develop narratives and share observations, using sources, and subject-specific terms. 	<p>Communicating</p> <ul style="list-style-type: none"> • present descriptions and explanations, using ideas from sources and relevant subject-specific terms. 	<p>Communicating</p> <ul style="list-style-type: none"> • present descriptions and explanations, drawing ideas, findings, and viewpoints from sources, and using relevant terms and conventions.

Knowledge and understanding

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Family</p> <ul style="list-style-type: none"> investigate the people in their family, where they were born and raised, and how they are related to each other. 	<p>Different families</p> <ul style="list-style-type: none"> investigate differences in family structures and roles today, and how these have changed or remained the same over time. 	<p>Significant people and groups</p> <ul style="list-style-type: none"> investigate the history of a local individual, group, place or building and the reasons for their importance, including social, cultural, and spiritual significance. 	<p>Our local community</p> <ul style="list-style-type: none"> identify the causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes. 	<p>Diversity of First Nations Australians and long connection to Country/Place</p> <ul style="list-style-type: none"> examine the diversity of First Nations Australians, their social organisation, and their long and continuous connection to Country/Place (land, sea, waterways, and skies). 	<p>Establishing Australia as a British colony after 1800</p> <ul style="list-style-type: none"> explore the economic, political, and social causes that shaped British policy to establish penal colonies in Australia after 1800. 	<p>Australia's federation and constitution</p> <ul style="list-style-type: none"> investigate significant individuals, events, and ideas that led to Australia's Federation in 1901, including the Constitution and democratic system of government.
<p>Communicating family history</p> <ul style="list-style-type: none"> investigate family stories and how they are communicated through photographs, artefacts, books, oral histories, digital media, and museums. 	<p>Comparing generations in families</p> <ul style="list-style-type: none"> explore continuity and change by comparing their daily lives and lifestyles with the childhoods of their parents, grandparents, elders, and older generational family members. 	<p>Technology affects people's lives</p> <ul style="list-style-type: none"> explore how changing technological developments have affected people's lives at home and in the ways they worked, travelled, and communicated, and played. 	<p>Australian celebrations and commemorations</p> <ul style="list-style-type: none"> explore the significance of events, symbols, and emblems that are important to Australia's identity and diversity and how they are celebrated, commemorated, or recognised in Australia. Australian calendar events in Australia include Australia Day, ANZAC Day, National Reconciliation Week, National Sorry Day, NAIDOC Week, Easter, Christmas, and other religious and cultural festivals. 	<p>The establishment of the first British colony in Australia in 1788</p> <ul style="list-style-type: none"> describe the events and causes of the establishment of the first British colony in Australia in 1788. describe the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony. 	<p>Impact of British colonies in Australia on lifestyle and the natural environment</p> <ul style="list-style-type: none"> Investigate and describe the impact of establishing British colonies in Australia. Include the impact upon: <ul style="list-style-type: none"> the lives and lifestyles of First Nations Australians the convicts and colonist settlers the Australian natural environment with the application of familiar European farming and permanent settlement systems. 	<p>Different perspectives with Australia's democracy and citizenship after Federation</p> <ul style="list-style-type: none"> investigate the changes in Australian democracy and citizenship after Federation and the impacts on different groups, including the rights of First Nations Australians, migrants, women, and children.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Significant past family events</p> <ul style="list-style-type: none"> investigate the celebrations and commemorations of significant events which are shared with their families and others. 				<p>Colonisation and the impact and effects on First Nations Australians and Country/Place</p> <ul style="list-style-type: none"> investigate the effects of contact with other people on First Nations Australians and Country/Place following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion. 	<p>Significant Individual or group</p> <ul style="list-style-type: none"> Investigate the role of a significant individual or group, including First Nation Australians and those who migrated to Australia, in the development or events in an Australian colony. Significant South Australian First Nation peoples and migrant free settlers like German, Cornish, Irish, and Chinese groups would provide a local context. 	<p>Migrant stories since federation</p> <ul style="list-style-type: none"> investigate the causes of people migrating to Australia since federation, their stories and contributions to and effects on Australian society, including migrants from the Asia region.

Geography achievement standards

Geography						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of reception, students can:</p> <ul style="list-style-type: none"> • recognise the features of familiar places • recognise why some places are special to people and the ways they can care for them. 	<p>By the end of year 1, students can:</p> <ul style="list-style-type: none"> • identify the location and nature of the natural, managed, and constructed features of local places • identify ways local places change and how they can be cared for. 	<p>By the end of year 2, students can:</p> <ul style="list-style-type: none"> • identify the features and significance of a local place and/or building • understand that significant local places can be spatially represented in different geographical divisions from local to regional to state/territory • identify how places and people are interconnected both at local and broader scales. 	<p>By the end of year 3, students can:</p> <ul style="list-style-type: none"> • describe the representation of places within and near Australia including: <ul style="list-style-type: none"> • states, territories, and urban and rural places • selected First Nation places • neighbours including the Pacific Island nations • countries relevant to students • identify the similarities, differences, and connections of people to places across different scales. 	<p>By the end of year 4, students can:</p> <ul style="list-style-type: none"> • describe the importance of environments, and sustainable allocation and management of resources. 	<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • describe and explain the influence of people on the characteristics of places • describe and explain the influence of people in the management of spaces. 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • describe the location of places in selected countries in absolute and relative terms using longitude and latitude, and locate a place relative to other landmarks • explain the geographical diversity of places ranging from local to global in different locations • describe and explain the effects of interconnections with other countries.
<p>By the end of reception, students can:</p> <ul style="list-style-type: none"> • pose questions about familiar places • sort and record information from observations and provided sources • share a perspective and draw conclusions • use sources and terms to share observations about places and the past. 	<p>By the end of year 1, students can:</p> <ul style="list-style-type: none"> • develop questions about local places • collect, sort, and record information and data from observations and provided sources • interpret information and discuss perspectives • draw conclusions and make proposals 	<p>By the end of year 2, students can:</p> <ul style="list-style-type: none"> • develop questions about local places • collect, sort, and record related information and data from observations and provided sources • interpret information and data to identify and discuss perspectives 	<p>By the end of year 3, students can:</p> <ul style="list-style-type: none"> • develop questions about places • locate, collect, and record information and data from different sources • interpret information and data in different formats • analyse information and data identify perspectives and draw conclusions 	<p>By the end of year 4, students can:</p> <ul style="list-style-type: none"> • develop geographical questions • locate, collect, and record information and data from a range of sources, including annotated timelines and map • interpret information and data in different formats 	<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • develop geographical questions • locate, collect, and organise information and data from primary and secondary sources • evaluate sources to determine origin and perspectives • evaluate information and data to identify and 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • develop geographical questions • locate, collect, and organise information and data from primary and secondary sources • evaluate sources to determine origin, purpose, and perspectives • evaluate a range of information and data

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • share narratives and observations about people, places and the past, drawing on sources and using subject-specific terms. 	<ul style="list-style-type: none"> • use interpretations to draw conclusions and make proposals • present narratives and observations about the past, people and places at different scales using sources and subject-specific terms. 	<ul style="list-style-type: none"> • propose actions and responses • use ideas from sources, and subject-specific terms to present descriptions and explanations. 	<ul style="list-style-type: none"> • analyse information and data identify perspectives and draw conclusions • propose actions and responses • use ideas from sources, and subject-specific terms to present descriptions and explanations. 	<ul style="list-style-type: none"> • describe patterns and trends • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess possible effects • select and organise ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. 	<ul style="list-style-type: none"> formats to identify and describe patterns, trends, and inferred relationships • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess possible effects • select and organise ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Geography scope and sequence

Inquiry and skills		
Reception to Year 2	Years 3 to 4	Years 5 to 6
<p>Questioning and researching</p> <p>Reception</p> <ul style="list-style-type: none"> • Pose questions about familiar past and present objects, people, places, and events. • Sort and record information including pictorial timelines and locations on pictorial maps or models. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • Develop questions about objects, people, places, and events in the past and present. • Collect, sort and record information and data from observations and provided sources, including unscaled timelines and labelled maps or models. 	<p>Questioning and researching</p> <ul style="list-style-type: none"> • Develop questions to guide investigations about people, events, places, and issues. • Locate, collect, and record information and data from a range of sources, including annotated timelines and maps. 	<p>Questioning and researching</p> <ul style="list-style-type: none"> • Develop questions to investigate people, events, developments, places, and systems. • Locate, collect, and organise information and data from primary and secondary sources in a range of formats.
<p>Interpreting, analysing, and evaluating</p> <p>Reception</p> <ul style="list-style-type: none"> • Share a perspective (or point of view) on information, such as stories about significant events and special places. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • Interpret information and data from observations and provided sources, including the comparison of objects from the past and present. • Discuss perspectives related to objects, people, places and events. 	<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • Interpret information and data displayed in different formats. • Analyse information and data and identify perspectives. 	<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships. • Evaluate primary and secondary sources to determine origin, purpose, and perspectives.
<p>Concluding and decision making</p> <p>Reception</p> <ul style="list-style-type: none"> • Draw conclusions in response to questions. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • Draw conclusions and make proposals. 	<p>Concluding and decision making</p> <ul style="list-style-type: none"> • Draw conclusions based on analysis of information. • Propose actions or responses to an issue or challenge that consider possible effects. 	<p>Concluding and decision making</p> <ul style="list-style-type: none"> • Develop evidence-based conclusions. • Propose actions or responses to issues or challenges and use criteria to assess possible effects.

Reception to Year 2	Years 3 to 4	Years 5 to 6
<p>Communicating</p> <p>Reception</p> <ul style="list-style-type: none"> • Share narratives and observations, using sources and terms about the past and places. <p>Years 1 and 2</p> <ul style="list-style-type: none"> • Develop narratives and share observations, using sources and subject-specific terms. 	<p>Communicating</p> <ul style="list-style-type: none"> • Present descriptions and explanations, using ideas from sources and relevant subject-specific terms. 	<p>Communicating</p> <ul style="list-style-type: none"> • Present descriptions and explanations, drawing ideas, findings, and viewpoints from sources, and using relevant terms and conventions.

Knowledge and understanding

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Where people live</p> <ul style="list-style-type: none"> • Explore features of familiar places they belong to including: <ul style="list-style-type: none"> ○ their own place they live in and belong to ○ places they are familiar with and have visited ○ imaginary places in literature ○ places featured in media. • Identify reasons why some places are special to them like a: <ul style="list-style-type: none"> ○ neighbourhood or town ○ town or rural locality ○ holiday place ○ place for recreation ○ place for religious or spiritual observance. • Explore how special places can be looked after and cared for. 	<p>Local places – past and present</p> <ul style="list-style-type: none"> • Identify and describe features and the location of places which are: <ul style="list-style-type: none"> ○ natural (hills, rivers, and mountains) ○ managed (gardens, farms, and sports grounds) ○ constructed (roads, homes, and buildings). 	<p>Places have features and scale</p> <ul style="list-style-type: none"> • Explore how places can be spatially represented in different geographical divisions from local to regional to state/territory to global. • Know that scale can refer to suburb, town, district, state, territory, or country. 	<p>Australia’s geographical representation</p> <ul style="list-style-type: none"> • Investigate the representation of contemporary Australia as states and territories, and as Country/Place of Aboriginal and Torres Strait Islander peoples prior to colonisation. • Explore major urban and regional places in Australia – both natural (deserts, mountains, rivers), and human (cultural and sporting centres). 	<p>Importance of environments to people and animals</p> <ul style="list-style-type: none"> • Investigate the importance of environments, including natural vegetation and water sources to animals and people in Australia and on another continent (Africa or South America). • Include savannah, grassland, forest, woodland, and desert types of vegetation. • Explore the role of vegetation and water in sustaining the environment. • Explore the main geographical features of Africa or South America, and location of major countries in relation to Australia using geographical tools such as a globe, digital and print maps, and atlases to compare features. 	<p>Human influence on Australian place</p> <ul style="list-style-type: none"> • Investigate the influences of people, including First Nations Australians and people in other countries, on the environmental and human-made characteristics of a place – Australian, Asian, European and/or North American. • Examine these influences using the location of major countries in relation to Australia using geographical tools including a globe, digital and print maps, and atlases. 	<p>Geographical diversity of the Asian region in relation to Australia</p> <ul style="list-style-type: none"> • Investigate and describe the geographical diversity and location of places in the Asia region (North-East Asia, South-East Asia, South Asia, and West Asia, or the Middle East), and the location of major countries in relation to Australia, using geographical tools, and latitude and longitude. Consider some of the following: <ul style="list-style-type: none"> ○ population size and density ○ health and life expectancy ○ per capita income ○ exports and imports ○ diversity of environments and settlement types ○ energy consumption.
<p>School and Country/Place</p> <ul style="list-style-type: none"> • Acknowledge the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located. 	<p>Change and caring for local places</p> <ul style="list-style-type: none"> • Investigate how places change and how they are cared for by different groups including First Nations Australians. 	<p>People and places are interconnected</p> <ul style="list-style-type: none"> • Investigate how people are interconnected across different scales. 	<p>Australia’s neighbours</p> <ul style="list-style-type: none"> • Investigate the locations of Australia’s neighbouring regions and countries and examine the diverse characteristics of their places. Consider the Pacific Island nations of: 	<p>Environmental sustainability and management</p> <ul style="list-style-type: none"> • Explore the sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First 	<p>Management of the Australian landscape</p> <ul style="list-style-type: none"> • Investigate the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts, or 	<p>Australia’s world connections and how these change over time</p> <ul style="list-style-type: none"> • Explore Australia’s traditional and contemporary interconnections with other countries and how these change people and

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> • Fiji • New Caledonia • Solomon Islands • Vanuatu • New Zealand (Aotearoa) • Papua New Guinea • Timor-Leste • Indonesia • countries relevant to students. 	<p>Nations Australians have for Country/Place.</p> <ul style="list-style-type: none"> • Renewable resources are replenished over time, including solar, wind, water, air, soil, cultivated plants and animals. • Non-renewable resources are available in limited quantities often with a high carbon footprint, including fossil fuels (coal, oil, petroleum), gold, aluminium, sand, iron, and rare earth elements. 	<p>cyclones, and their consequences.</p> <ul style="list-style-type: none"> • Include an exploration of traditional practices of First Nations Australians regarding how the environment is respected when using natural resources. 	<p>places. Focus on connections between Australia and countries in the Asia-Pacific region. Consider migration, trade, tourism, education, defence, cultural influences, government, and non-government aid.</p>
		<p>First Nations Australians’ special connections to a local Country/Place</p> <ul style="list-style-type: none"> • Recognise and value the interconnection of First Nations Australians to a local Country/Place. 	<p>First Nations Australians’ interconnection with Country/Place</p> <ul style="list-style-type: none"> • Explore the ways First Nations Australians in different parts of Australia are interconnected with Country/Place. 			
			<p>Comparing natural managed and constructed place features</p> <ul style="list-style-type: none"> • Describe the similarities and differences between places in Australia and neighbouring countries in terms of their natural managed and constructed features. • Include places of significance, such as a: <ul style="list-style-type: none"> ○ sacred sites ○ national parks ○ world heritage sites. 			

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> • Specify settlement type, such as: <ul style="list-style-type: none"> ○ isolated dwellings ○ villages ○ towns ○ regional centres ○ large cities ○ remote areas. 			

Civics and Citizenship achievement standards

Civics and Citizenship						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>By the end of year 3, students can:</p> <ul style="list-style-type: none"> • describe the importance of rules in different communities • describe the importance of people’s contributions as an active citizen to different communities. 	<p>By the end of year 4, students can:</p> <ul style="list-style-type: none"> • describe the importance and role of local government • describe what laws are, why they are important, and how they are different to rules • describe the importance and role of community members (active citizens) and the cultural and social factors that shape a person’s identity and sense of belonging. 	<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • explain the key values and features of Australia’s representative democracy • explain how people can participate effectively in groups to achieve civic goals. 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • explain the key institutions, roles, and responsibilities of Australia’s three levels of government • explain how Australia’s system of government is based on the Westminster System, and the key values and beliefs of Western democracies.
			<p>By the end of year 3, students can:</p> <ul style="list-style-type: none"> • develop civics and citizenship questions • locate, collect, and record information and data from different sources • interpret information and data in different formats • analyse information and data identify perspectives and draw conclusions • propose actions and responses 	<p>By the end of year 4, students can:</p> <ul style="list-style-type: none"> • develop civics and citizenship questions • locate, collect, and record information and data from a range of sources • interpret information and data in different formats • analyse information and data identify perspectives and draw conclusions • propose actions and responses 	<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • develop civics and citizenship questions • locate, collect, and organise information and data from primary and secondary sources • evaluate primary and secondary sources to determine origin and perspectives • evaluate information and data in a range of formats 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • develop civics and citizenship questions • locate, collect, and organise information and data from primary and secondary sources • evaluate primary and secondary sources to determine origin, purpose, and perspectives • evaluate information and data in a range of formats

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> • use ideas from sources, and subject-specific terms to present descriptions and explanations. 	<ul style="list-style-type: none"> • use ideas from sources, and subject-specific terms to present descriptions and explanations. 	<p>to identify and describe patterns and trends</p> <ul style="list-style-type: none"> • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess possible effects • select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. 	<p>to identify and describe patterns and trends</p> <ul style="list-style-type: none"> • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess possible effects • select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Civics and Citizenship scope and sequence

Inquiry and skills		
Reception to Year 2	Years 3 to 4	Years 5 to 6
	<p>Questioning and researching</p> <ul style="list-style-type: none"> • Develop questions to guide investigations about people, events, places, and issues. • Locate, collect, and record information and data from a range of sources, including annotated timelines and maps. 	<p>Questioning and researching</p> <ul style="list-style-type: none"> • Develop questions to investigate people, events, developments, places, and systems. • Locate, collect, and organise information and data from primary and secondary sources in a range of formats.
	<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • Interpret information and data displayed in different formats. • Analyse information and data and identify perspectives. 	<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships. • Evaluate primary and secondary sources to determine origin, purpose, and perspectives.
	<p>Concluding and decision making</p> <ul style="list-style-type: none"> • Draw conclusions based on analysis of information. • Propose actions or responses to an issue or challenge that consider possible effects of actions. 	<p>Concluding and decision making</p> <ul style="list-style-type: none"> • Develop evidence-based conclusions. • Propose actions or responses to issues or challenges and use criteria to assess possible effects.
	<p>Communicating</p> <ul style="list-style-type: none"> • Present descriptions and explanations, using ideas from sources and relevant subject-specific terms. 	<p>Communicating</p> <ul style="list-style-type: none"> • Present descriptions and explanations, drawing ideas, findings, and viewpoints from sources, and using relevant terms and conventions.

Knowledge and understanding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Making and following rules</p> <ul style="list-style-type: none"> • Identify who makes rules in the school, at home, and/or in the local community. For example, in class, the library, during a game, at home, or within a team or sports club. • Explain why rules are important and what happens when rules are not followed in the school, at home, and/or the local community. 	<p>Laws and rules</p> <ul style="list-style-type: none"> • Investigate the difference between ‘rules’, like sun safety in schools, and ‘laws’, like traffic speed in school zones. • Explain why laws are important and how they can affect the lives of people, including the experiences of Aboriginal and Torres Strait Islander peoples, including: environmental, native title and sacred site laws. 	<p>Australia’s democratic key values and features</p> <ul style="list-style-type: none"> • Investigate what representative democracy is and why its key values and features are important to all Australians. Include elections, and the roles and responsibilities of elected representatives. 	<p>Australia is a democracy</p> <ul style="list-style-type: none"> • Investigate the role of key institutions in Australia’s democratic system of government and how it is based on the English Westminster System, and the key values and beliefs of Western democracies (for example, France, Canada, New Zealand Aotearoa, and the United States of America). • Key institutions of Australia’s system of government include: <ul style="list-style-type: none"> ○ Governor-General ○ Parliament House and the High Court in Canberra ○ Upper and Lower Houses of Parliament ○ democratic elections and the roles and responsibilities of electors and the elected representatives from all levels of government ○ the debating of Bills and passing of laws ○ the roles of Cabinet, government and the public service in drafting and implementing legislation.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Being an active citizen</p> <ul style="list-style-type: none"> • Explain why people participate in different communities, including home, school, local community and/or virtual. • Explore how students can actively participate in and contribute to different communities. • Explore rule fairness and meeting different needs (for example, students with a disability) cultural norms when making rules (for example, removing shoes when entering places of cultural significance). 	<p>Local government and local councils</p> <ul style="list-style-type: none"> • Explore the role of local government and the decisions it makes on behalf of the community. • Explore what local government does and how members of the community use and contribute to local services. 	<p>Working together on a civic goal</p> <ul style="list-style-type: none"> • Investigate how and why citizens (members of communities) with shared beliefs work together in their community as citizens to achieve a civic goal. 	<p>Levels of government</p> <ul style="list-style-type: none"> • Investigate the roles and responsibilities of the three levels of government in Australia.
				<p>Diversity in groups of people in the local community</p> <ul style="list-style-type: none"> • Explore the diversity of cultural, religious, and social groups to which students and others in the community belong, and their importance to identity. 		<p>Ideas becoming law</p> <ul style="list-style-type: none"> • Understand that ideas and issues from many sources are debated before becoming law.

Economics and Business achievement standards

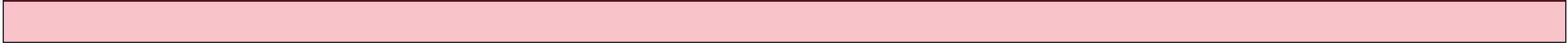
Economics and Business						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • explain the nature of resources and how they meet needs and wants. 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • describe and explain influences on consumers when purchasing goods and services. • describe and explain strategies for informed consumer and financial choices.
					<p>By the end of year 5, students can:</p> <ul style="list-style-type: none"> • develop economics and business questions • locate, collect, and organise information and data from primary and secondary sources • evaluate primary and secondary sources to determine origin and perspectives • evaluate information and data in a range of formats to identify and describe patterns and trends • evaluate evidence to draw conclusions • propose actions or responses to issues or challenges and use criteria to assess possible effects 	<p>By the end of year 6, students can:</p> <ul style="list-style-type: none"> • develop economics and business questions • locate, collect, and organise information and data from primary and secondary sources • evaluate primary and secondary sources to determine origin, purpose, and perspectives • evaluate information and data in a range of formats to identify and describe patterns, trends, or inferred relationships • evaluate evidence to draw conclusions • propose actions or responses to issues or

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> • select and organise ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. 	<p>challenges and use criteria to assess possible effects</p> <ul style="list-style-type: none"> • select and organise ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations.

Economics and Business scope and sequence

Inquiry and skills		
Reception to year 2	Years 3 to 4	Years 5 to 6
		<p>Questioning and researching</p> <ul style="list-style-type: none"> • Develop questions to investigate people, events, developments, places, and systems. • Locate, collect, and organise information and data from primary and secondary sources in a range of formats.
		<p>Interpreting, analysing, and evaluating</p> <ul style="list-style-type: none"> • Evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships. • Evaluate primary and secondary sources to determine origin, purpose, and perspectives.
		<p>Concluding and decision making</p> <ul style="list-style-type: none"> • Develop evidence-based conclusions. • Propose actions or responses to issues or challenges and use criteria to assess possible effects.
		<p>Communicating</p> <ul style="list-style-type: none"> • Present descriptions and explanations, drawing ideas, findings, and viewpoints from sources, and using relevant terms and conventions.

Knowledge and understanding



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>Types of resources and their uses</p> <ul style="list-style-type: none"> • Categorise types of resources, including natural, human, and capital as used by rural, urban, traditional, and contemporary Aboriginal and Torres Strait Islander peoples: <ul style="list-style-type: none"> ○ natural resources include water, air, sunlight, soil, plants, animals, and minerals. ○ human resources include workers, business owners, volunteers, and managers. ○ capital resources are physical resources like tools, machinery, buildings, technologies, and infrastructure. ○ explore how First Nations Australians’ traditional and contemporary use of resources reflects their connections to the land, sea, sky, and waterways. 	<p>Consumers make informed personal and financial decisions</p> <ul style="list-style-type: none"> • Investigate the role of people as the final users of goods and services, otherwise referred to as consumers. For example, consumers of food, cars, technology, or travel. • Explore different influences on consumer choices and strategies that can be used to make informed personal consumer and financial decisions. • Considerations could include: <ul style="list-style-type: none"> ○ investigating the impact of decisions on individuals, family, the broader community, and environment ○ exploring individual and family decisions like buying new shoes and how this may mean waiting to buy a television ○ considering broader community decisions like buying meat at the supermarket and how this may result in the local butcher shop closing

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<ul style="list-style-type: none"> ○ discussing environmental decisions like choosing to use recyclable, non-plastic straws and help to save native animals ○ comparing prices and different advertising strategies used by businesses to convince consumers to buy ○ researching to find more information before purchasing.
					<p>Needs and wants, choices and resources</p> <ul style="list-style-type: none"> ● Investigate the difference between needs and wants and how resources satisfy each. ● Consider how resources can be scarce to plentiful and why choices need to be made about how all resources are used more sustainably to meet these needs and wants into the future. 	

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