

Scope and sequence

# Humanities and Social Sciences

Reception to year 6

V1.0

September 2020



Government  
of South Australia

Department for Education



# HASS: Scope and sequence reception to year 6

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## Context statement

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 standard

History						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> important events in their own lives</li> <li>• <b>identify</b> how they, their families and friends know about their past</li> <li>• <b>identify</b> how they, their families and friends celebrate important events for them.</li> </ul>	<p>By the end of year 1, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> and <b>describe</b> important dates and changes in their lives</li> <li>• <b>explain</b> some aspects of daily life that have changed and remained the same.</li> </ul>	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> a person, place or event of significance in the local community</li> <li>• <b>identify</b> how and why people’s lives have changed while others stay the same over time.</li> </ul>	<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> individuals, events and aspects of the past that have significance in the present</li> <li>• <b>identify</b> and <b>describe</b> aspects of their community that have changed and remained the same over time</li> <li>• <b>identify</b> the importance of different celebrations and commemorations for different groups.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>recognise</b> the significance of events in bringing about change</li> <li>• <b>explain</b> how and why life changed in the past</li> <li>• <b>identify</b> aspects of the past that have remained the same</li> <li>• <b>describe</b> the experiences of an individual or group in the past, ensuring Aboriginal inclusivity.</li> </ul>	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> the significance of people in bringing about change</li> <li>• <b>describe</b> the role of events and developments in creating change</li> <li>• <b>identify</b> causes and effects of change on particular communities</li> <li>• <b>describe</b> aspects of the past that have remained unchanged</li> <li>• <b>describe</b> experiences and lifestyles of different people from the past.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> the significance of an individual, a group, events and developments in bringing about change</li> <li>• <b>identify</b> and <b>describe</b> continuities and changes for different groups in the past</li> <li>• <b>describe</b> causes and effects of change on Australian society</li> <li>• <b>compare</b> the experiences and lifestyles of different people in Australia’s past.</li> </ul>
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> <li>• <b>sequence</b> familiar events in order</li> <li>• <b>respond</b> to questions about their own past</li> <li>• <b>communicate</b> a story about their history using a range of texts.</li> </ul>	<p>By the end of year 1, students:</p> <ul style="list-style-type: none"> <li>• <b>sequence</b> personal and family events in order using language, showing the passing of time</li> <li>• <b>respond</b> to questions about the past using sources provided</li> <li>• <b>communicate</b> stories about life in the past using a range of texts.</li> </ul>	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>sequence</b> personal events in order using language related to time.</li> <li>• <b>record</b> questions about the past</li> <li>• <b>use</b> sources provided to identify a point of view and answer questions</li> <li>• <b>compare</b> objects from past and present</li> <li>• <b>retell</b> a story from the past using multiple texts.</li> </ul>	<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> historical questions about the past for an inquiry</li> <li>• <b>gather</b> information from written, physical, visual or oral sources to answer those questions</li> <li>• <b>sequence</b> information about events and the lives of individuals in chronological order</li> <li>• <b>analyse</b> information to identify different points of view</li> <li>• <b>develop</b> texts (including recount and narrative), using history-specific language and terms denoting time.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> historical questions about their local community to investigate an inquiry</li> <li>• <b>gather</b> information and data from different sources to answer these questions</li> <li>• <b>examine</b> historical information to distinguish between facts and opinions</li> <li>• <b>identify</b> and share different points of view while respecting the views of other learners</li> <li>• <b>draw</b> conclusions.</li> </ul>	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>sequence</b> information chronologically about events and the lives of individuals using timelines</li> <li>• <b>develop</b> questions when researching for a historical inquiry</li> <li>• <b>gather</b> and <b>organise</b> information from a range of sources relating to the inquiry</li> <li>• <b>analyse</b> sources to determine origin and purpose, and to identify different viewpoints</li> <li>• <b>develop, organise</b> and <b>present</b> texts (historical recounts and descriptions), using history-specific language.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>sequence</b> information chronologically about events and the lives of individuals by creating timelines</li> <li>• <b>develop</b> appropriate questions when researching to frame a historical inquiry</li> <li>• <b>gather</b> and <b>categorise</b> relevant information from a range of primary and secondary sources to answer inquiry questions</li> <li>• <b>analyse</b> information or sources for evidence to determine origin and purpose, and to identify different perspectives</li> <li>• <b>develop, organise</b> and <b>present</b> texts (historical recounts and descriptions), using history-specific terms and language. <b>Include</b> a bibliography to record relevant sources.</li> </ul>

## History scope and sequence

Inquiry and skills		
Reception to year 2	Year 3 to 4	Year 5 to 6
<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions about past and present objects, people, places and events.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>collect data and information from observations and identify data and information from sources supplied</li> <li>sort and record data and information, including location, in tables and on plans and labelled maps</li> <li>sequence familiar objects and events in time order.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>explore a point of view</li> <li>compare past and present objects to share how places have changed over time</li> <li>interpret data and information found in pictures and texts and on maps.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on discussions, observations and information found in pictures, texts and maps</li> <li>reflect on learning to propose how to care for significant or important places and sites.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use oral, graphic and written forms to present narratives (stories), information (facts), and findings (discoveries or learnings). Use simple terms to denote the passing of time, and to describe direction and location.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions to investigate people, events, places and issues incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather information and data from different sources, including observations and Aboriginal perspectives</li> <li>record data, location and characteristics of countries and places using different formats, including simple graphs, tables and maps that use the cartographic conventions of a legend, title and north point</li> <li>sequence information about people’s lives and events.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine information to identify different points of view and distinguish facts from opinions</li> <li>interpret data and information displayed in different formats to identify and describe distributions and simple patterns.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on evidence from analysis of information and data</li> <li>interact with others with respect to sharing points of view.</li> <li>reflect on learnings to propose actions to address an identified issue or challenge</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use discipline-specific terms, present your ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>develop appropriate questions to guide a HASS inquiry about people, events, places, developments, systems and challenges incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather relevant information and data for their own inquiry using primary and secondary sources to</li> <li>record data in formats including tables, graphs and large and small-scale maps using discipline-specific language</li> <li>sequence information about people’s lives, events, developments and phenomena, using methods such as timelines.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine primary and secondary sources to determine their origin and purpose</li> <li>examine different viewpoints on actions, events, sources, issues and phenomena from the past and present</li> <li>interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and infer relationships.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate evidence to draw conclusions</li> <li>work in teams to generate responses to identified issues and challenges</li> <li>use criteria to make decisions and judgements, and consider advantages and disadvantages for a preferred option</li> <li>reflect on learnings to propose a personal or team action to address an identified issue or challenge and predict probable effects of said action.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate digital and non-digital source materials, digital and non-digital representations and discipline-specific terms and conventions.</li> </ul>

Knowledge and understanding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>Who am I, where do I live and who came before me?</li> </ul> <p><b>Family</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> who their family are, where they were born and raised, and how they are related.</li> </ul> <p><b>Respecting the past</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> how past events of personal importance are observed with family and friends</li> <li>dot point removed</li> </ul> <p><b>Communicating family history</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> family stories and how they are communicated through photographs, artefacts, books, oral histories, digital media and museums.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>What events, activities and places do I care about? Why?</li> </ul> <p><b>Different families</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> how some family structures and roles have changed or remained the same over time.</li> </ul> <p><b>Past, present and future change</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> how the past, present and future are signified by terms indicating time, dates and changes that may have personal significance, like birthdays, celebrations and seasons.</li> </ul> <p><b>Comparing generations in families</b></p> <ul style="list-style-type: none"> <li><b>compare</b> their daily lives and lifestyles with the childhoods of their parents, grandparents, elders and older generational family members.</li> </ul>	<p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>What does my place tell me about the past and present?</li> </ul> <p><b>Learning about the past from history</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the history of a significant person, building, site or environment in the local community and what it reveals about the past.</li> <li>Dot point removed</li> </ul> <p><b>Importance of preserving significant local sites</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the importance today of a historical site of cultural or spiritual significance in the local area and why it should be preserved.</li> </ul> <p><b>Technology affects people's lives</b></p> <ul style="list-style-type: none"> <li><b>explore</b> how changing technologies have affected people's lives at home and in the ways they worked, travelled, communicated and played in the past.</li> </ul>	<p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>What events do different people and groups celebrate and commemorate and what does this tell us about our communities?</li> </ul> <p><b>Country and our first nation peoples</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the importance of country/place to Aboriginal and Torres Strait Islander Peoples who belong to the local area.</li> </ul> <p><b>Our local community</b></p> <ul style="list-style-type: none"> <li><b>explore</b> how community is a product of the diversity of the people who live within it, shaping its character by continuing or changing its features.</li> </ul> <p><b>Australian celebrations and commemorations</b></p> <ul style="list-style-type: none"> <li><b>explore</b> important commemorations and national calendar events in Australia. For example, Australia Day, ANZAC Day, National Reconciliation Week, National Sorry Day and NAIDOC Week.</li> <li><b>explore</b> the significance of symbols and emblems to different Australian communities, possibly examining flags, logos and coats of arms.</li> </ul> <p><b>Global celebrations and commemorations</b></p> <ul style="list-style-type: none"> <li><b>examine</b> celebrations and commemorations unique to other cultures around the world.</li> <li><b>consider</b> why Australia shares some celebrations as part of a global community, including New Year, Diwali, Easter, Ramadan, the Asian Moon Festival, Hanukkah, Christmas Day and celebrations that connect with the diversity of students.</li> </ul>	<p><b>Key Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>What were the short and long-term effects of European settlement on the local environment and Indigenous land and water management practices?</li> </ul> <p><b>Australia's first peoples diversity and long connection to country</b></p> <ul style="list-style-type: none"> <li><b>examine</b> the diversity of language groups and communities of Aboriginal and Torres Strait Islander Peoples across Australia, and their long and continuous connection to Country/place (land, sea, waterways and skies).</li> </ul> <p><b>Exploration of Australia up to the late 18th century</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the journey(s) of at least one word navigator, explorer or trader up to the late 18th century, including their contacts with other societies and any impacts.</li> </ul> <p><b>First Fleet stories</b></p> <ul style="list-style-type: none"> <li><b>explore</b> stories of the First Fleet, including reasons for the journey, who travelled to Australia and their experiences following arrival.</li> <li>Dot point removed</li> </ul> <p><b>Australia's First peoples connections with new arrivals</b></p> <ul style="list-style-type: none"> <li><b>examine</b> the nature of contact between Aboriginal and Torres Strait Islander Peoples and others, like trade with the Macassan Trepang fishermen, and the first European settlers.</li> <li><b>explore</b> the effects of European settlement and contact on people and the environment.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How have individuals and groups in the past and present contributed to the development of Australia?</li> </ul> <p><b>Establishing Australia as a British colony</b></p> <ul style="list-style-type: none"> <li><b>explore</b> 18th century political, economic and social conditions in England and the loss of established colonies abroad (USA), which shaped British policy to establish penal colonies in Australia.</li> </ul> <p><b>Australian lifestyle and environment change</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the nature of convict or colonial presence and how the British settlement changed the Australian environment with the application of familiar European farming and permanent settlement systems.</li> <li><b>Investigate</b> how convict or colonial presence influenced and changed aspects of daily life for the inhabitants, including Aboriginal and Torres Strait Islander Peoples.</li> </ul> <p><b>Significant events</b></p> <ul style="list-style-type: none"> <li><b>explore</b> how the colony of South Australia was shaped by a significant development or event.</li> </ul> <p><b>Migration to South Australia</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the range of reasons people migrated to the colony of South Australia as a free settlement in the 19th century. Consider free settlement, religious persecution, farming, entrepreneurship and mining</li> <li><b>explore</b> in detail the journey, immediate and long-term experiences, and contributions of a particular migrant group. For example, German, Chinese, Cornish within the colony.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How have key figures, events and values shaped Australian society, its system of government and citizenship?</li> </ul> <p><b>Australia's federation and constitution</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> how in 1901, international fears, forces and issues drove 6 separate self-governed British colonies to become a federation with a constitution.</li> <li><b>investigate</b> key individuals who were catalysts and agents of change before and during the move to federation. <b>Consider</b> events and ideas that eventuated from the change.</li> <li><b>explore</b> whether the perspectives and wellbeing of all Australians were considered in the move to federation.</li> </ul> <p><b>Different perspectives with Australia's democracy and citizenship</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the positive and negative experiences of people in Australia with regard to democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women and children.</li> </ul> <p><b>Migrant stories since federation</b></p> <ul style="list-style-type: none"> <li><b>explore</b> stories of groups of people who migrated to Australia since federation with reasons for migration. Include a focus study on one Asian country.</li> </ul> <p><b>Contributions to post-federation Australia</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the contributions made by individuals and groups to the development of Australian society, since federation.</li> </ul>

					<p><b>Significant South Australians</b></p> <ul style="list-style-type: none"><li>• <b>investigate</b> the role that a significant individual or group played in shaping the colony of South Australia. For example, consider explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, including significant Aboriginal South Australians.</li></ul>	
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## Geography achievement standard

Geography						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> features of familiar places and why some are special to people</li> <li>• <b>recognise</b> that places can be represented on maps and a globe.</li> </ul>	<p>By the end of year 1, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> and <b>describe</b> natural, managed and constructed features of local places, and identify where features of places are located</li> <li>• <b>recognise</b> that people describe features of places differently</li> <li>• <b>identify</b> changes in features</li> <li>• <b>describe</b> how to care for places.</li> </ul>	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> features that define places</li> <li>• <b>recognise</b> that places can be described at different scales</li> <li>• <b>recognise</b> that the world can be divided into major geographical divisions</li> <li>• <b>describe</b> how different places are connected to each other, and factors that influence these connections</li> <li>• <b>explain</b> why places are important to people, and why they have meaning for them.</li> </ul>	<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> the location of Australia’s states and territories, selected Aboriginal Countries, neighbours including Pacific Island nations, and countries relevant to students</li> <li>• <b>describe</b> geographical features of different local places, including similarities and differences</li> <li>• <b>identify</b> connections between the people and features of these countries and places, recognising that people have different perceptions of places.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> the location of selected countries using compass directions</li> <li>• <b>describe</b> geographical characteristics of different local places, including similarities and differences</li> <li>• <b>identify</b> connections between these countries, places and people, recognising that people have different perceptions of places.</li> </ul>	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> the location of selected countries in relative terms</li> <li>• <b>explain</b> geographical characteristics of local and national places in different locations</li> <li>• <b>identify</b> and <b>describe</b> the interconnections between people and the human and environmental characteristics of places, and between components of environments</li> <li>• <b>identify</b> factors that influence these relationships</li> <li>• <b>describe</b> how relationships change place and affect people</li> <li>• <b>identify</b> and <b>describe</b> different possible responses to a geographical challenge.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> the location of places in selected countries in absolute and relative terms using longitude and latitude, and locate a place relative to other landmarks</li> <li>• <b>describe</b> and <b>explain</b> diverse geographical characteristics ranging from local to global places, in different locations</li> <li>• <b>describe</b> the interconnections between people in different places</li> <li>• <b>identify</b> factors that influence these interconnections</li> <li>• <b>describe</b> how relationships change places and affect people</li> <li>• <b>identify</b> and <b>compare</b> different possible responses to a geographical challenge.</li> </ul>
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> <li>• <b>observe</b> and <b>represent</b> place features and their location on pictorial maps and models</li> <li>• <b>share</b> and <b>compare</b> observations from a range of texts</li> <li>• <b>use</b> everyday language to <b>describe</b> direction and location</li> <li>• <b>reflect</b> and make suggestions around caring for familiar places. For example, a bedroom or local park.</li> </ul>	<p>By the end of year 1, students:</p> <ul style="list-style-type: none"> <li>• <b>respond</b> to questions about familiar and unfamiliar places by locating and interpreting information from a provided source</li> <li>• <b>represent</b> place and feature location on labelled maps</li> <li>• <b>present</b> findings in a range of texts using everyday language for direction and location</li> <li>• <b>reflect</b> on learnings to suggest ways to care for places.</li> </ul>	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> questions about familiar and unfamiliar places for an inquiry</li> <li>• <b>answer</b> those questions by locating information from observations and provided sources</li> <li>• <b>represent</b> data and place location and features in tables, plans and on labelled maps</li> <li>• <b>interpret</b> geographical information to draw conclusions</li> <li>• <b>present</b> findings in a range of texts using simple, geographical terms to describe place direction and location</li> <li>• <b>reflect</b> on learning to suggest action in response to the findings of an inquiry.</li> </ul>	<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> geographical questions for an inquiry</li> <li>• <b>gather</b> information from different sources to answer these questions</li> <li>• <b>record</b> data in tables and simple graphs</li> <li>• <b>record</b> the location and features of countries and places on labelled maps that use cartographic conventions of a legend, title and north point</li> <li>• <b>use</b> simple grid references and cardinal compass points to describe location and features of countries and places</li> <li>• <b>interpret</b> geographical data and information to identify and describe distributions, and draw conclusions</li> <li>• <b>present</b> findings in a range of texts (historical recounts and descriptions), using subject-specific language</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> geographical questions to investigate an inquiry</li> <li>• <b>gather</b> information and data from different sources to answer these questions, and distinguish between fact and opinion</li> <li>• <b>record</b> data, locations and features of countries and places using simple graphic forms, including large-scale maps that use the cartographic conventions of a scale, legend, title and north point</li> <li>• <b>use</b> grid references and compass directions to describe location and features of countries and places</li> <li>• <b>interpret</b> geographical data and information to identify and describe distributions and draw conclusions.</li> </ul>	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>develop</b> appropriate geographical questions to investigate an inquiry</li> <li>• <b>gather</b> and <b>organise</b> data and information from different sources to answer inquiry questions</li> <li>• <b>record</b> data, locations, features and characteristics of countries and places using graphic forms, including large-scale and small-scale maps that use the cartographic conventions of a border, scale, legend, title and north point</li> <li>• <b>describe</b> the location, features and characteristics of countries and places using compass direction and distance</li> <li>• <b>interpret</b> maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>develop</b> appropriate geographical questions to frame an inquiry</li> <li>• <b>gather</b> and <b>organise</b> data and information from different sources to answer inquiry questions</li> <li>• <b>record</b> data and the locations, features and characteristics of countries and places using graphic forms, including large-scale and small-scale maps that use the cartographic conventions of a border, source, scale, legend, title and north point</li> <li>• <b>describe</b> the location, features and characteristics of countries and places using compass direction and distance</li> <li>• <b>interpret</b> maps, geographical data and other information to identify, describe and compare spatial distributions, and simple patterns and trends to infer</li> </ul>

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> <li>• <b>reflect</b> on learnings to suggest individual action in response to a geographical inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>present</b> findings in a range of texts (historical recounts and descriptions), using geographical-specific terminology</li> <li>• <b>reflect</b> on their learning to propose individual action and potential effects of said action, in response to a geographical inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>present</b> findings and ideas in a range of communication forms using geographical-specific terminology</li> <li>• <b>propose</b> action in response to a geographical challenge and identify possible effects of said action.</li> </ul>	<p>relationships and draw conclusions</p> <ul style="list-style-type: none"> <li>• <b>present</b> findings and ideas in a range of communication forms using geographical-specific terminology</li> <li>• <b>propose</b> action in response to a geographical challenge and identify possible effects of said action.</li> </ul>

## Geography scope and sequence

Inquiry and skills		
Reception to year 2	Year 3 to 4	Year 5 to 6
<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions about past and present objects, people, places and events.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>collect data and information from observations and identify data and information from sources supplied</li> <li>sort and record data and information, including location, in tables and on plans and labelled maps</li> <li>sequence familiar objects and events in time order.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>explore a point of view</li> <li>compare past and present objects to share how places have changed over time</li> <li>interpret data and information found in pictures and texts and on maps.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on discussions, observations and information found in pictures, texts and maps</li> <li>reflect on learning to propose how to care for significant or important places and sites.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use oral, graphic and written forms to present narratives (stories), information (facts), and findings (discoveries or learnings). Use simple terms to denote the passing of time, and to describe direction and location.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions to investigate people, events, places and issues incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather information and data from different sources, including observations and Aboriginal perspectives</li> <li>record data, location and characteristics of countries and places using different formats, including simple graphs, tables and maps that use the cartographic conventions of a legend, title and north point</li> <li>sequence information about people's lives and events.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine information to identify different points of view and distinguish facts from opinions</li> <li>interpret data and information displayed in different formats to identify and describe distributions and simple patterns.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on evidence from analysis of information and data</li> <li>interact with others with respect to sharing points of view.</li> <li>reflect on learnings to propose actions to address an identified issue or challenge</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use discipline-specific terms, present your ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>develop appropriate questions to guide a HASS inquiry about people, events, places, developments, systems and challenges incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather relevant information and data for their own inquiry using primary and secondary sources to</li> <li>record data in formats including tables, graphs and large and small-scale maps using discipline-specific language</li> <li>sequence information about people's lives, events, developments and phenomena, using methods such as timelines.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine primary and secondary sources to determine their origin and purpose.</li> <li>examine different viewpoints on actions, events, sources, issues and phenomena from the past and present</li> <li>interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and infer relationships.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate evidence to draw conclusions</li> <li>work in teams to generate responses to identified issues and challenges</li> <li>use criteria to make decisions and judgements, and consider advantages and disadvantages for a preferred option</li> <li>reflect on learnings to propose a personal or team action to address an identified issue or challenge and predict probable effects of said action.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate digital and non-digital source materials, digital and non-digital representations and discipline-specific terms and conventions.</li> </ul>

Strand: Knowledge and understanding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>Why are some places and events special and how do we know?</li> </ul> <p><b>School-related story maps</b></p> <ul style="list-style-type: none"> <li><b>Represent</b> the location of places and their features using story on simple maps and models.</li> </ul> <p><b>Where people live</b></p> <ul style="list-style-type: none"> <li><b>describe</b> features of places where people live and belong, and why they are important them.</li> </ul> <p><b>School and country</b></p> <ul style="list-style-type: none"> <li><b>acknowledge and know</b> the Aboriginal or Torres Strait Islander Country/Place on which the school is located and why it is important to Aboriginal and Torres Strait Islander Peoples.</li> </ul> <p><b>Why some places can be special to people</b></p> <ul style="list-style-type: none"> <li><b>know</b> why some places are special to individuals and groups of people, and how they can be looked after.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How has family life and the place we live in changed over time?</li> </ul> <p><b>Our local environment – past and present</b></p> <ul style="list-style-type: none"> <li><b>identify</b> and <b>describe</b> features of places which are:                             <ul style="list-style-type: none"> <li>natural (hills, rivers and mountains)</li> <li>managed (gardens, farms and sports grounds)</li> <li>constructed (roads, homes and buildings)</li> </ul> </li> <li><b>describe</b> their location, how they change and how they can be cared for</li> </ul> <p><b>Weather and seasons described differently</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them.</li> </ul> <p><b>Local place activities and reasons for location</b></p> <ul style="list-style-type: none"> <li><b>explore</b> how local places have reasons for their location. For example, schools with classrooms and offices, jetties, bakeries, other shops, or farms</li> <li><b>explore</b> activities in local place.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How are people connected to their place and other places, past or present?</li> </ul> <p><b>Australia on the world map</b></p> <ul style="list-style-type: none"> <li><b>recognise</b> that Australia is a country, and that its location in the world can be described with reference to terms like continents, oceans, directions, near and far.</li> </ul> <p><b>Local place names have features and scale</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the idea that place names can change over time, depending on their location, scale, features and connection to local culture.</li> <li>know that scale can refer to suburb, town, district, state, territory or country.</li> <li>Dot point removed</li> </ul> <p><b>Aboriginal Peoples’ special connections to Country</b></p> <ul style="list-style-type: none"> <li><b>recognise</b> that Aboriginal Peoples, in many ways, maintain special connections to particular Countries</li> </ul> <p><b>People have connections with places within and beyond Australia</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the connections of people in Australia to others across the country, and world.</li> </ul> <p><b>People visit places in and beyond Australia</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the influence of purpose, distance and accessibility on the frequency with which people visit places.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How do symbols, events, individuals and places in my community make it unique?</li> </ul> <p><b>Australia’s geographical representation</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the representation of Australia as states and territories, and as Countries/Places of Aboriginal and Torres Strait Islander Peoples</li> <li><b>explore</b> major urban and regional places in Australia – both natural (like deserts, mountains, rivers), and human (like cultural and sporting centres).</li> </ul> <p><b>Australia’s neighbours</b></p> <ul style="list-style-type: none"> <li><b>locate</b> Australia’s neighbouring countries and <b>examine</b> the diverse characteristics of their places. Consider the Pacific Island nations of:                             <ul style="list-style-type: none"> <li>Fiji</li> <li>New Caledonia</li> <li>Solomon Islands and Vanuatu</li> <li>New Zealand</li> <li>Papua New Guinea</li> <li>Timor-Leste</li> <li>Indonesia</li> <li>countries relevant to students.</li> </ul> </li> </ul> <p><b>A comparison of world climates</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the main climate types around the world and their similarities and differences for different locations. Include hot, equatorial, tropical, arid, semi-arid, temperate, Mediterranean and polar climates.</li> </ul> <p><b>Other geographical considerations for place</b></p> <ul style="list-style-type: none"> <li><b>examine</b> similarities and differences between places in terms of the type of settlement, demographic characteristics and the lives of the people who live there, and the people’s perceptions of</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>What is the significance of the environment and what are different views on how it can be used and sustained, past and present?</li> </ul> <p><b>Geography of Africa and South America in relation to Australia</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the main geographical features of the continents of Africa and South America, and location of major countries in relation to Australia</li> <li><b>use</b> geographical tools such as a globe, digital and print maps and atlases to <b>compare</b> features including climates, environments, cities and landscape.</li> </ul> <p><b>Importance of environments to people and animals</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the importance of environments such as natural vegetation to animals and people, and their roles in sustaining the environment. Include savannah, grasslands, forests, woodlands and deserts</li> <li>dot points removed</li> </ul> <p><b>Aboriginal and Torres Strait Islander custodianship and environmental sustainability</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability.</li> </ul> <p><b>Environmental Sustainability</b></p> <ul style="list-style-type: none"> <li><b>explore</b> different views about sustainably using and managing our resources and waste, and how to do this sustainably.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>What is the relationship between environments and my roles as a consumer and citizen?</li> </ul> <p><b>Environmental impact of people in Europe and North America</b></p> <ul style="list-style-type: none"> <li><b>examine</b> the influences of people on environmental characteristics of places in Europe and North America, and the location of major countries in relation to Australia. Use geographical tools including a globe, digital and print maps and atlases.</li> </ul> <p><b>Human influence on Australian place</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the influences of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.</li> </ul> <p><b>Sustainable human and environmental influences on place location</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the influences of the environment and people on the location and characteristics of place and the management of spaces within them.</li> </ul> <p><b>Impact of bushfire or floods on environments and communities</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the impact of bushfires or floods on environments and communities, and how people can respond.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</li> </ul> <p><b>Geographical diversity of the Asian region in relation to Australia</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> and describe the geographical diversity of 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"> <li>population size and density</li> <li>health and life expectancy</li> <li>per capita income</li> <li>exports and imports</li> <li>diversity of environments and settlement types</li> <li>energy consumption.</li> </ul> </li> </ul> <p><b>All world countries are different</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> a selection of world countries that have differences in their economic, demographic and social characteristics. Include Australia and at least one Asian country (see above for considerations)</li> </ul> <p><b>Our world’s cultural diversity</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the world’s cultural diversity, including that of its indigenous peoples</li> <li><b>compare</b> different First Nation people like Maori of Aotearoa New Zealand, and Orang Asli of Malaysia and Indonesia</li> <li><b>explore</b> the United Nations Declaration on the Rights of Indigenous Peoples</li> <li>dot point removed</li> </ul> <p><b>Australia’s world connections and how these change over time</b></p> <ul style="list-style-type: none"> <li><b>explore</b> Australia’s traditional and contemporary connections</li> </ul>

Strand: Knowledge and understanding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>these places. Include places of significance, such as a:</p> <ul style="list-style-type: none"> <li>○ sacred site</li> <li>○ national park</li> <li>○ world heritage site.</li> </ul> <p><b>Specify settlement type, such as:</b></p> <ul style="list-style-type: none"> <li>○ isolated dwellings</li> <li>○ villages</li> <li>○ towns</li> <li>○ regional centres</li> <li>○ large cities.</li> </ul>			<p>with other countries and how these cause changes to and for people and places. Focus on connections between Australia and countries in the Asia and Pacific region. Consider migration, trade, tourism, education, defence, cultural influences, government and non- government aid.</p>

## Civics and citizenship achievement standard

Civics and citizenship						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> some rules in their local community and <b>explain</b> why they are needed</li> <li>• <b>describe</b> what ‘making rules democratically’ means, and <b>explain</b> why it is important</li> <li>• <b>describe</b> what makes a person an active citizen in the community.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>describe</b> what laws and rules are, and how they are different</li> <li>• <b>identify</b> structures and decisions that support their local community</li> <li>• <b>recognise</b> why laws are important for our society</li> <li>• <b>recognise</b> that we all have a personal identity</li> <li>• <b>describe</b> factors that shape a person’s identity and sense of belonging.</li> </ul>	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>identify</b> the importance of values and processes to Australia’s democracy</li> <li>• <b>describe</b> the roles of different people in Australia’s legal system</li> <li>• <b>identify</b> various ways people can participate effectively in groups to achieve shared goals</li> <li>• <b>describe</b> aspects of the past that have remained unchanged</li> <li>• <b>describe</b> different views on how to respond to a current issue or challenge.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>explain</b> the role and importance of people, institutions and processes to Australia’s democracy and legal system</li> <li>• <b>describe</b> the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.</li> </ul>
			<p>By the end of year 3, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> simple civics and citizenship questions about the community in which they live</li> <li>• <b>collect</b> information from sources to answer these questions</li> <li>• <b>identify</b> different points of view and draw simple conclusions from that information</li> <li>• <b>choose</b> an issue, <b>share</b> different points of view, and <b>reflect</b> on team participation</li> <li>• <b>present</b> ideas and conclusions orally, visually and in writing, using civics and citizenship-specific language.</li> </ul>	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> <li>• <b>pose</b> questions about their local community</li> <li>• <b>gather</b> information from different sources to answer these questions</li> <li>• <b>examine</b> information to distinguish between facts and opinions</li> <li>• <b>share</b> different points of view, respecting the views of others and identify the groups with whom they belong</li> <li>• <b>present</b> ideas and conclusions orally, visually and in writing, using civics and citizenship-specific language.</li> </ul>	<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>develop</b> questions when researching for a civics and citizenship inquiry about the society in which they live</li> <li>• <b>gather</b> information from a range of sources to answer inquiry questions</li> <li>• <b>analyse</b> sources to determine their purpose and identify different viewpoints</li> <li>• <b>interpret</b> information to suggest conclusions based on evidence</li> <li>• <b>identify</b> possible solutions to an issue as part of a plan for action and reflect on working together</li> <li>• <b>present</b> ideas, conclusions and viewpoints orally, visually and in writing, using civics and citizenship-specific terms and concepts.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>develop</b> questions to frame a civics and citizenship inquiry for living at an address in a state electorate</li> <li>• <b>gather</b> information from a range of sources to answer these inquiry questions</li> <li>• <b>analyse</b> sources to determine their origin and purpose, and describe different perspectives</li> <li>• <b>evaluate</b> information to draw conclusions based on evidence</li> <li>• <b>identify</b> different points of view and present solutions to an issue, as part of a plan for action</li> <li>• <b>reflect</b> on their learning to identify the ways they can participate as citizens in the school or elsewhere</li> <li>• <b>present</b> ideas, findings, conclusions and viewpoints orally, visually and in writing, using civics and citizenship-specific terms and concepts.</li> </ul>

## Civics and Citizenship scope and sequence

Inquiry and skills		
Reception to year 2	Year 3 to 4	Year 5 to 6
<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions about past and present objects, people, places and events.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>collect data and information from observations and identify data and information from sources supplied</li> <li>sort and record data and information, including location, in tables and on plans and labelled maps</li> <li>sequence familiar objects and events in time order.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>explore a point of view</li> <li>compare past and present objects to share how places have changed over time</li> <li>interpret data and information found in pictures and texts and on maps.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on discussions, observations and information found in pictures, texts and maps</li> <li>reflect on learning to propose how to care for significant or important places and sites.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use oral, graphic and written forms to present narratives (stories), information (facts), and findings (discoveries or learnings). Use simple terms to denote the passing of time, and to describe direction and location.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions to investigate people, events, places and issues incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather information and data from different sources, including observations and Aboriginal perspectives</li> <li>record data, location and characteristics of countries and places using different formats, including simple graphs, tables and maps that use the cartographic conventions of a legend, title and north point</li> <li>sequence information about people’s lives and events.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine information to identify different points of view and distinguish facts from opinions</li> <li>interpret data and information displayed in different formats to identify and describe distributions and simple patterns.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on evidence from analysis of information and data</li> <li>interact with others with respect to sharing points of view</li> <li>reflect on learnings to propose actions to address an identified issue or challenge.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use discipline-specific terms, present your ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>develop appropriate questions to guide a HASS inquiry about people, events, places, developments, systems and challenges incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather relevant information and data for their own inquiry using primary and secondary sources to</li> <li>record data in formats including tables, graphs and large and small-scale maps using discipline-specific language</li> <li>sequence information about people’s lives, events, developments and phenomena, using methods such as timelines.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine primary and secondary sources to determine their origin and purpose</li> <li>examine different viewpoints on actions, events, sources, issues and phenomena from the past and present</li> <li>interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and infer relationships.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate evidence to draw conclusions</li> <li>work in teams to generate responses to identified issues and challenges</li> <li>use criteria to make decisions and judgements, and consider advantages and disadvantages for a preferred option</li> <li>reflect on learnings to propose a personal or team action to address an identified issue or challenge and predict probable effects of said action.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate digital and non-digital source materials, digital and non-digital representations and discipline-specific terms and conventions.</li> </ul>

Strand: Knowledge and understanding						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How do people contribute to their communities, past and present?</li> </ul> <p><b>Making democratic decisions</b></p> <ul style="list-style-type: none"> <li><b>acknowledge</b> that making decisions as a class or school, having a say, a vote, and being fair are all examples of making decisions democratically.</li> </ul> <p><b>Making rules</b></p> <ul style="list-style-type: none"> <li><b>identify</b> who makes rules in different contexts. For example, in class, the library, during a game, or within a team or sports club</li> <li><b>discuss</b> why rules are important and what happens when rules are not followed.</li> </ul> <p><b>Being an active citizen</b></p> <ul style="list-style-type: none"> <li><b>identify</b> different community groups within the school, family or wider community, and determine ways for students to actively participate and contribute.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How have laws affected the lives of people, past and present?</li> </ul> <p><b>Local government and local councils</b></p> <ul style="list-style-type: none"> <li><b>explore</b> the role of local government and the decisions it makes on behalf of the community.</li> <li><b>consider</b> council elections and services, and the ways to connect with local government services.</li> </ul> <p><b>Laws and rules</b></p> <ul style="list-style-type: none"> <li><b>understand</b> the difference between 'rules', like sun safety in schools, and 'laws', like traffic speed in school zones</li> <li><b>discuss</b> why laws are important and how they can affect the lives of people, including the experiences of Aboriginal and Torres Strait Islander Peoples, like, environmental, native title and sacred site laws.</li> </ul> <p><b>Diversity in groups of people in the community</b></p> <ul style="list-style-type: none"> <li><b>acknowledge</b> that students and others in the community can belong to different cultural, religious and social groups</li> <li><b>investigate</b> diversity in the classroom or school by comparing different beliefs, traditions and symbols</li> <li>dot point removed.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How have people enacted their values and perceptions about their community, other people and places, past and present?</li> </ul> <p><b>Democratic key values</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> what democracy is and why its key values are important to all Australians.</li> </ul> <p><b>A mock election</b></p> <ul style="list-style-type: none"> <li><b>identify</b> what all elections need to have, to be authentic.</li> </ul> <p><b>Types of laws and their enforcement</b></p> <ul style="list-style-type: none"> <li><b>understand</b> there are different types of laws and regulations in our community</li> <li><b>acknowledge</b> that different law enforcers have different roles.</li> </ul> <p><b>Working together on a civic goal</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> how and why people with shared beliefs work together in their community as citizens to solve problems and support causes to achieve a goal.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How has Australia developed as a society with global connections, and what is my role as a global citizen?</li> </ul> <p><b>Australia is a democracy</b></p> <ul style="list-style-type: none"> <li><b>explore</b> Australia's democratic system as one based on an English model with three levels of government.</li> </ul> <p><b>Levels of government</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the roles and responsibilities associated with each level of government.</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the responsibilities of electors and elected representatives from all levels of government.</li> </ul> <p><b>Ideas becoming law</b></p> <ul style="list-style-type: none"> <li><b>understand</b> that ideas and issues from many sources are debated before becoming law.</li> </ul> <p><b>Australian citizenship</b></p> <ul style="list-style-type: none"> <li><b>consider</b> shared values and formal rights and responsibilities of Australian citizens.</li> </ul> <p><b>Being active, informed global citizens</b></p> <ul style="list-style-type: none"> <li><b>explore</b> obligations citizens may consider they have beyond their own national borders.</li> </ul>



## Economics and business achievement standard

Economics and business						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>distinguish</b> between needs and wants</li> <li>• <b>recognise</b> that people must make choices about when and if they can spend money, or use personal resources</li> <li>• <b>understand</b> what it means to be a consumer and provide examples</li> <li>• <b>describe</b> factors that influence their choices as a consumer</li> <li>• <b>identify</b> personal strategies for making informed consumer and financial decisions.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>recognise</b> why choices about the allocation of resources involves trade-offs</li> <li>• <b>explain</b> the importance of being informed when making consumer and financial decisions</li> <li>• <b>identify</b> the purpose of business is to offer value by providing goods and services to customers who pay by cash or other means</li> <li>• <b>recognise</b> different ways that businesses choose to provide goods and services.</li> </ul>
					<p>By the end of year 5, students:</p> <ul style="list-style-type: none"> <li>• <b>record</b> questions to investigate an economics or business issue, challenge, or event</li> <li>• <b>gather</b> data and information from a range of sources to answer these questions</li> <li>• <b>examine</b> sources to determine their purpose and suggest conclusions based on evidence</li> <li>• <b>interpret, sort and represent</b> data in different formats</li> <li>• <b>generate</b> alternative responses to an economics and business issue or challenge</li> <li>• <b>reflect</b> then propose action, describing possible effects of their decision</li> <li>• <b>apply</b> economics and business skills to solve everyday problems</li> <li>• <b>present</b> ideas, findings and conclusions to an audience including economic and business-specific terms, using a variety of communication forms.</li> </ul>	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> <li>• <b>develop</b> appropriate questions to investigate an economics or business issue, challenge, or event</li> <li>• <b>gather</b> useful data and information from sources to answer these inquiry questions</li> <li>• <b>examine</b> sources to determine their origin and purpose, and suggest and evaluate evidence to make conclusions</li> <li>• <b>collate and interpret</b> data in a range of formats using economic and business-specific conventions</li> <li>• <b>generate</b> alternative responses to an economic and business issue or challenge</li> <li>• <b>identify</b> the advantages and disadvantages of preferring one decision over another</li> <li>• <b>reflect</b> then <b>propose</b> action, describing possible effects of their decision</li> <li>• <b>apply</b> economic and business knowledge and skills to familiar problems</li> <li>• <b>present</b> ideas, findings, viewpoints and conclusions to an audience, including economic and business-specific terms, using a variety of communication forms.</li> </ul>

## Economics and business scope and sequence

Inquiry and skills		
Reception to year 2	Year 3 to 4	Year 5 to 6
<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions about past and present objects, people, places and events.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>collect data and information from observations and identify data and information from sources supplied</li> <li>sort and record data and information, including location, in tables and on plans and labelled maps</li> <li>sequence familiar objects and events in time order.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>explore a point of view</li> <li>compare past and present objects to share how places have changed over time</li> <li>interpret data and information found in pictures and texts and on maps.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on discussions, observations and information found in pictures, texts and maps</li> <li>reflect on learning to propose how to care for significant or important places and sites.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use oral, graphic and written forms to present narratives (stories), information (facts), and findings (discoveries or learnings). Use simple terms to denote the passing of time, and to describe direction and location.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>pose questions to investigate people, events, places and issues incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather information and data from different sources, including observations and Aboriginal perspectives</li> <li>record data, location and characteristics of countries and places using different formats, including simple graphs, tables and maps that use the cartographic conventions of a legend, title and north point</li> <li>sequence information about people’s lives and events.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine information to identify different points of view and distinguish facts from opinions</li> <li>interpret data and information displayed in different formats to identify and describe distributions and simple patterns.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>draw simple conclusions based on evidence from analysis of information and data</li> <li>interact with others with respect to sharing points of view.</li> <li>reflect on learnings to propose actions to address an identified issue or challenge</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>use discipline-specific terms, present your ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations.</li> </ul>	<p><b>Question</b></p> <ul style="list-style-type: none"> <li>develop appropriate questions to guide a HASS inquiry about people, events, places, developments, systems and challenges incorporating Aboriginal perspectives.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>gather relevant information and data for their own inquiry using primary and secondary sources to</li> <li>record data in formats including tables, graphs and large and small-scale maps using discipline-specific language</li> <li>sequence information about people’s lives, events, developments and phenomena, using methods such as timelines.</li> </ul> <p><b>Analyse</b></p> <ul style="list-style-type: none"> <li>examine primary and secondary sources to determine their origin and purpose.</li> <li>examine different viewpoints on actions, events, sources, issues and phenomena from the past and present</li> <li>interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and infer relationships.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>evaluate evidence to draw conclusions</li> <li>work in teams to generate responses to identified issues and challenges</li> <li>use criteria to make decisions and judgements, and consider advantages and disadvantages for a preferred option</li> <li>reflect on learnings to propose a personal or team action to address an identified issue or challenge and predict probable effects of said action.</li> </ul> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate digital and non-digital source materials, digital and non-digital representations and discipline-specific terms and conventions.</li> </ul>

Strand: Knowledge and understanding						
Sub-strand: Economics and business						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>How do people make informed decisions about the things they buy and use?</li> </ul> <p><b>Needs and wants, choices and resources</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the difference between needs and wants</li> <li><b>consider</b> how resources can be scarce to plentiful and why choices need to be made about how limited resources are used.</li> </ul> <p><b>Types of resources and their uses</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> natural, human and capital resource used by rural, urban, and traditional and contemporary Aboriginal people. Capital resources are physical resources like machinery, buildings and infrastructure</li> <li><b>explore</b> sustainable resources used to satisfy the needs and wants of present and future generations.</li> </ul> <p><b>Consumers make informed choices</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> 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</li> <li><b>research</b> different methods for making informed, personal consumer and financial choices.</li> </ul>	<p><b>Key Inquiry Question:</b></p> <ul style="list-style-type: none"> <li>What are the impacts of the consumer and financial decisions they make?</li> </ul> <p><b>Opportunity cost</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> what resources will need to be forfeited if A is chosen over B</li> <li><b>consider</b> trade-offs associated with making priorities then choices about the alternative use of resources.</li> </ul> <p><b>Effects of consumer and financial decisions</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> the impacts of consumer and financial decisions on individuals, family, the broader community and environment</li> <li><b>explore</b> individual and family decisions like buying new shoes and how this may mean waiting to buy a television</li> <li><b>consider</b> broader community decisions like buying meat at the supermarket and how this may result in the local butcher shop closing</li> <li><b>discuss</b> environmental decisions like choosing to use recyclable, non-plastic straws and how this may help to save native animals.</li> </ul> <p><b>Reasons businesses exists</b></p> <ul style="list-style-type: none"> <li><b>investigate</b> why businesses exist. For example, to produce goods and services, make a profit (or not), and to provide employment</li> <li><b>consider</b> different ways businesses provide goods and services. For example, via shopping centres, local markets, online, as small independent stores, or remote community stores.</li> </ul>