



HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

Scope and sequence F–6

Copyright statement

The copyright material published in this work is subject to the *Copyright Act 1968* (Cth) and is owned by ACARA or, where indicated, by a party other than ACARA.

This material is consultation material only and has not been endorsed by Australia's nine education ministers.

You may view, download, display, print, reproduce (such as by making photocopies) and distribute these materials in unaltered form only for your personal, non-commercial educational purposes or for the non-commercial educational purposes of your organisation, provided that you make others aware it can only be used for these purposes and attribute ACARA as the source. For attribution details, refer to clause 5 of the Copyright and Terms of Use published on the Australian Curriculum website – www.australiancurriculum.edu.au/copyright-and-terms-of-use.

ACARA does not endorse any product that uses the Australian Curriculum Review consultation material or make any representations as to the quality of such products. Any product that uses this material should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA.

FOUNDATION TO YEAR 6

Humanities and Social Sciences (HASS)	Foundation	Year 1	Year 2
	Achievement standard		
Strand	Sub-strand	Content description	
Knowledge and understanding	History	who the people in their family are, where they were born and raised, and how they are related (AC9HSFK01)	differences in family structures and roles today, and how these demonstrate continuity and change over time (AC9HS1K01)
		how they, their family and friends celebrate and/or commemorate past events that have significance for them (AC9HSFK02)	continuity and change between significant aspects of daily lives and life during their parents' and grandparents' childhoods, including education, work and play (AC9HS1K02)
		how the stories of their families and the past show continuity and change (AC9HSFK03)	
	Geography	the familiar features of places people belong to, and why some places are special and how they can be looked after (AC9HSFK04)	the natural, managed and constructed features of places, their location, how they change and how they can be cared for (AC9HS1K03)
		the importance of Country/Place to First Nations Australians and the First Nations Australians' Country/Place on which the school is located (AC9HSFK05)	the weather and seasons of places and the ways in which different cultural groups, particularly groups within First Nations People of Australia and the First Nations People of the Torres Strait, describe them (AC9HS1K04)
			the way the world is represented spatially in geographic divisions and the location of Australia in relation to these divisions (AC9HS2K03)
			the idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (AC9HS2K04)

		activities in the local place and reasons for their location (AC9HS1K05)	the interconnection of First Nations People of Australia to a local Country/Place (AC9HS2K05)
			the influence of purpose, distance and accessibility on the frequency with which people visit places (AC9HS2K06)
Strand	Sub-strand	Content description <i>Students learn to:</i>	
Skills	Questioning and researching	pose questions about familiar objects, people, places and events (AC9HSFS01)	pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)
		sort and record information and data, including the representation of time with pictorial timelines and the recognition of locations on pictorial maps or models (AC9HSFS02)	collect information and data from observations and identify information and data from sources provided (AC9HS2S02)
			sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)
			sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)
Interpreting, analysing and evaluating information and data		interpret, discuss and share points of view on information and data related to significant events and special places (AC9HSFS03)	interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)
			explore points of view related to objects, people, places and events (AC9HS2S06)
Concluding and decision-making		draw conclusions in response to questions and evidence (AC9HSFS04)	draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)
			propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)
Communicating		present stories, information and findings in oral, graphic or written forms using terms to denote the passing of time and to describe location (AC9HSFS05)	present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)

Humanities and Social Sciences (HASS)	Achievement standard		
	Year 3	Year 4	
Strand	Sub-strand	Content description <i>Students learn about:</i>	
Knowledge and understanding	History	By the end of Year 3, students describe the contributions of individuals, the causes and effects of continuity and change in their community, and how significant celebrations, commemorations and symbols contribute to identity and diversity. They identify the interconnections between people and places with diverse characteristics, how places are represented, and the nature and distribution of climate types. Students explain how citizens contribute to their community, the role of rules and the importance of making decisions democratically. Students pose questions that consider identified disciplinary concepts and locate and collect information and data from sources to answer these questions. They record and represent information and data in different formats, including sequencing information in chronological order on annotated timelines and creating labelled maps. They examine, interpret, analyse and evaluate information and data to identify a point of view, describe distributions and draw conclusions. They propose actions in response to an issue or challenge. Students communicate ideas, findings and conclusions in oral, visual and written forms using discipline-specific conventions and terms.	By the end of Year 4, students identify the causes, effects and significance of events on continuity and change to places and the lives, experiences and practices of people. Students describe relative location, the diverse characteristics of spaces, the interconnections between people and places and their influence on resource usage. Students identify different views and the roles of local government and citizens on sustainability issues. They recognize the importance of laws in society and factors that shape a person's identity and belonging. Students develop questions for investigation that consider identified disciplinary concepts and locate and collect information and data from different sources to answer these questions. They sort, record and represent information and data in different formats, including sequencing information with reference to key dates on annotated timelines and creating large-scale maps. They examine, interpret, analyse and evaluate information and data to distinguish between facts and opinions, detect points of view, describe distributions and patterns and draw conclusions. They propose actions in response to an issue or challenge that consider points of view and possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.
		how the community has changed and remained the same over time, the causes and effects of those changes, and how people of diverse backgrounds have contributed (AC9HS3K01)	the diversity of Nations within both the First Peoples of Australia and the First Nations Peoples of the Torres Strait region of Australia and their respective social organisation structures and continuous connections with Country/Place (AC9HS4K01)
		the importance to identity and diversity of significant days and weeks celebrated or commemorated in Australia, including Australia Day, ANZAC Day and National Sorry Day, and those from around the world that are observed by a range of people in Australia (AC9HS3K02)	the significance of trade to First Nations People of Australia, including trade with groups outside Australia (AC9HS4K02)
		the importance of symbols and emblems to identity and diversity (AC9HS3K03)	the causes for the establishment of the first British colony in Australia in 1788 (AC9HS4K03)
			the significant events and experiences of groups and individuals on the journey of the First Fleet and following their arrival (AC9HS4K04)
	Geography		the effects of contact with other people on First Nations People of Australia and Places, following the arrival of the First Fleet and how this was perceived by the First Nations Australians as an invasion (AC9HS4K05)
		the ways in which different First Nations Peoples of Australia are interconnected with Country/Place (AC9HS3K04)	the location of a range of countries in South America and Africa in relation to Australia and the main characteristics of spaces on those continents (AC9HS4K06)

	Civics and citizenship	<p>the importance of making decisions democratically (AC9HS3K08)</p> <p>who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed (AC9HS3K09)</p> <p>why people participate as citizens within communities and how students can actively participate and contribute (AC9HS3K10)</p>	<p>the roles of local government and local citizens, including those related to sustainable choices around resources in areas such as waste management, land use and environmental protection of local places (AC9HS4K08)</p> <p>the differences between 'rules' and 'laws', why laws are important and how they affect the lives of people (AC9HS4K09)</p> <p>the diversity of cultural, religious and/or social groups to which they and others in the community belong and their importance to identity (AC9HS4K10)</p>
Strand	Sub-strand	<p>Content description</p> <p><i>Students learn to:</i></p>	
	Questioning and researching	<p>pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)</p> <p>locate and collect information and data from a range of sources (AC9HS4S02)</p> <p>record, sort and represent information and data, including that related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)</p> <p>sequence information about people's lives and events using discipline-appropriate conventions (AC9HS4S04)</p>	
Skills	Interpreting, analysing and evaluating information and data	<p>examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)</p> <p>interpret information and data displayed in different formats to identify and describe distributions and patterns (AC9HS4S06)</p> <p>analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)</p>	
	Concluding and decision-making	<p>develop evidence-based conclusions (AC9HS4S08)</p> <p>propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)</p>	
	Communicating	<p>present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)</p>	

Humanities and Social Sciences (HASS)	Year 5		Year 6
	Achievement standard		
	<p>By the end of Year 5, students describe continuity and change in the experiences of different groups, and the causes, effects and roles of people in significant events/developments. Students describe the characteristics of places in different locations at a range of scales and explain the interconnections between people, the human and environmental characteristics of places, and the management of spaces. Students identify the importance of values, processes, roles, responsibilities and civic action to Australia's democracy and citizenship. They consider the limited nature of resources in choices to meet needs and wants.</p> <p>Students develop questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from primary and secondary sources to answer those questions. They sort, record and represent data in different formats, including sequencing information in chronological order, creating timelines and creating maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to identify the purpose of sources and different viewpoints, to describe distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate alternative responses to an issue or challenge and propose actions that consider possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.</p>		<p>By the end of Year 6, students describe continuity and change in the experiences of people. They identify the roles of people in, and causes of, significant events/developments and their effects on society. Students describe, compare and explain the geographically diverse characteristics of different places at different scales, and the nature and effects of the interconnection of people, places, communities and environments. Students explain the importance of people, institutions, processes, rights, responsibilities and obligations to Australian democracy, legal systems and citizenship. Students identify the purpose of businesses, the choices businesses make, and how consumer and financial choices effect people and environments.</p> <p>Students develop appropriate questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from a range of primary and secondary sources to answer those questions. They organise and represent information and data in a range of formats, including sequencing information in chronological order and creating timelines and maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to determine the origin, purpose and points of view of sources, to describe and compare distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate and consider alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one action over others. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping and graphing, using discipline-specific conventions and terms.</p>
Strand	Sub-strand	<p>Content description <i>Students learn about:</i></p>	
Knowledge and understanding	History	<p>the economic, political and social causes for the establishment of a British colony in Australia after 1800 (AC9HS5K01)</p>	significant figures, events and ideas that led to Australia's Federation, Constitution and democratic system of government (AC9HS6K01)
		<p>the effects of colonial presence on the natural environment and the lives of First Nations Australians (AC9HS5K02)</p>	experiences of Australian democracy and citizenship and how they have changed, including the status and rights of First Nations People of Australia, migrants, women and children (AC9HS6K02)
		<p>the effects of important developments or events on an Australian colony, and the role of significant First Nations Australians and British arrivals in the developments or events (AC9HS5K03)</p>	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) (AC9HS6K03)
	Geography	<p>the location of a range of countries in Europe and North America in relation to Australia and the influence of people on the environmental characteristics of selected places on those continents (AC9HS5K04)</p>	the impact of bushfires or floods on places and communities and how people can respond (AC9HS6K04)
		<p>the influence of people, including First Nations People of Australia, on the environmental characteristics of Australian places (AC9HS5K05)</p>	the geographical diversity and location of places across the world including an Asian country (AC9HS6K05)
		<p>the environmental and human influences on the location and characteristics of a place, and the management of spaces within them (AC9HS5K06)</p>	Australia's interconnections with other countries and how these change people and places (AC9HS6K06)
	Civics and citizenship	<p>the key values and features of Australia's democracy, including the electoral process and the responsibilities of electors and elected representatives (AC9HS5K07)</p>	the key institutions of Australia's democratic system of government and how it is based on the Westminster system (AC9HS6K07)
		<p>the roles and responsibilities of the three levels of government in Australia's democracy (AC9HS5K08)</p>	the process for creating laws through Australia's democratic system of government and how regulations and laws are enforced and the personnel involved (AC9HS6K08)

	Economic and business	how citizens with shared beliefs and values work together to achieve a civic goal (AC9HS5K09)	the shared values of Australian citizenship, the formal rights and responsibilities of Australian citizens, and the obligations citizens may consider they have as active and informed global citizens (AC9HS6K09)
		types of resources (natural, human, capital) and how they satisfy needs and wants (AC9HS5K10)	the reasons businesses exist and the choices they make in providing goods and services (AC9HS6K10)
		the difference between needs and wants, and how choices to meet them need to consider limited resources (AC9HS5K11)	influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K11)
			the effect that consumer and financial choices can have on the individual and the broader community (AC9HS6K12)
Strand	Sub-strand	Content description <i>Students learn to:</i>	
	Questioning and researching	develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)	
		locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)	
		organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)	
		sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)	
	Interpreting, analysing and evaluating information and data	examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)	
		examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)	
		interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)	
		analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)	
	Concluding and decision-making	develop evidence-based conclusions (AC9HS6S09)	
		work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10)	
		propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11)	
	Communicating	present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12)	