



Chapel Hill State School

HASS Curriculum and Assessment Overview 2024

PREP



Curriculum Intent

Year Level Description

My personal world

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live and to which they belong. The emphasis is on the students' own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and investigate sources, which may include stories from family members and from different cultures. They may also study places that are of similar size to their own place and that are familiar to them or that they are curious about. In this way they come to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, introducing the idea of active citizenship.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

Achievement Standards

Spiral Progression and Alignment

Developing the same concepts from one grade level to the next in increasing complexity and application.

PREP

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

YEAR 1

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Prep		HASS Curriculum and Assessment Overview		Chapel Hill State School	
Term 1	Term 2	Term 3	Term 4		
Unit 1		Unit 2			
<p>My family history</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> What is my history and how do I know? <p>In this unit, students:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. 	<p>My special places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> What are places like and what makes them special? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the personal scale, including places where they live or other places that are familiar to them understand that a 'place' has features and a boundary that can be represented on maps or globes recognise that what makes a 'place' special depends on how people view the place or use the place observe and represent the location and features of places using pictorial maps and models examine sources to identify ways that people care for special places describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. 				
Assessment					
<p>My family history</p> <p>To explore important events celebrated in their lives, and to identify how people and objects help them to remember.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify important events in their own lives, including an event that is commemorated by their family identify how they, their families and friends know about their past recognise how important family events are commemorated sequence familiar events in order respond to questions about their own past relate a story about an important event from their past. 	<p>My special places</p> <p>To identify, represent and describe the features of familiar places, and suggest ways to care for these places.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe features of familiar places recognise that places can be represented on maps and models observe the familiar features of places and represent these features and their locations on pictorial maps and models reflect on their learning to suggest ways to care for a familiar place share and compare their observations about a familiar place. 				
Achievement Standard – Elements Assessed					
<p>By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.</p> <p>Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.</p>	<p>By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.</p> <p>Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.</p>				