



Chapel Hill State School

HASS Curriculum and Assessment Overview 2024

YEAR 1



Curriculum Intent

Year Level Description

How my world is different from the past and can change in the future

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; place and space; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

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

- How has family life and the place we live in changed over time?
- What events, activities and places do I care about? Why?

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.

YEAR 2

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Year 1		HASS Curriculum and Assessment Overview		Chapel Hill State School	
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
Unit 1			Unit 2		
<p>My changing life</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> How has my family and daily life changed over time? <p>In this unit, students:</p> <ul style="list-style-type: none"> explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance share stories about the past. 			<p>My changing world</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> What are the features of my local places and how have they changed? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops recognise that the features of places can be natural, managed or constructed identify and describe the natural, constructed and managed features of places examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places represent local places using pictorial maps and describe local places using the language of direction and location respond to questions to find out about the features of places, the activities that occur in places and the care of places collect and record geographical data and information, such as observations and interviews to investigate a local place reflect on learning to respond to questions about how features of places can be cared for. <p>(Linked with U3 Earth Science)</p>		
Assessment					
<p><i>Assessment task</i></p> <p>To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> identify and describe important changes in their own lives sequence personal changes and family events in order compare aspects of daily life in the recent past to the present respond to questions about the recent past and present use everyday terms denoting the passing of time relate a story about the past. 			<p><i>Assessment task</i></p> <p>To investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it. The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> describe the features of familiar places and identify changes to the features of places recognise that people describe the features of places differently respond to questions about places collect and interpret data and information from observations and sources provided represent the location of different places and their features on labelled maps and describe direction and location reflect on their learning to suggest ways to care for places. 		
Collection of Work, Marking Guide			Collection of Work, Marking Guide		
Achievement Standard – Elements Assessed					
<p>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.</p> <p>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.</p>			<p>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.</p> <p>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.</p>		

Content descriptions for Year 1 Humanities and Social Sciences

Review for balance and coverage of content descriptions

Knowledge and Understanding	Unit	
	1	2
How my world is different from the past and can change in the future		
Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)	✓	
How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)	✓	
Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	✓	
The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)		✓
The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)		✓
Activities in the local place and reasons for their location (ACHASSK033)		✓
Inquiry and Skills	Unit	
	1	2
Questioning		
Pose questions about past and present objects, people, places and events (ACHASSI018)	✓	✓
Researching		
Collect data and information from observations and identify information and data from sources provided (ACHASSI019)	✓	✓
Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020)	✓	✓
Sequence familiar objects and events (ACHASSI021)	✓	
Analysing		
Explore a point of view (ACHASSI022)	✓	✓
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)	✓	✓
Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)	✓	✓
Evaluating and reflecting		
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025)	✓	✓
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)		✓
Communicating		
Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027)	✓	✓

The Three Dimensions of the Australian Curriculum

The three-dimensional design of the Foundation – Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas.

- [Literacy](#)
- [Numeracy](#)
- [ICT Capability](#)
- [Critical and Creative Thinking](#)
- [Personal and Social Capability](#)
- [Intercultural Understanding](#)
- [Ethical Understanding](#)

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of individuals and Australia as a whole. In the Australian Curriculum, these have become priorities that give students the tools and language to engage with and better understand their world at a range of levels. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas.

Cross-curriculum priorities are only addressed through learning areas and do not constitute curriculum on their own, as they do not exist outside of learning areas. Instead, the priorities are identified wherever they are developed or have been applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

- [Aboriginal and Torres Strait Islander Histories and Cultures](#)
- [Asia and Australia's Engagement with Asia](#)
- [Sustainability](#)

Learning area content that draws on cross-curriculum priorities and the general capabilities at the same time can provide very rich learning experiences for students

In Year 1, there are opportunities to engage with the following general capabilities and cross-curriculum priorities:

Unit 1	Unit 2
Opportunities to engage with: 	Opportunities to engage with:

KEY		
General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking		Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability

Disclaimer: Please use this Curriculum Map as a guide. Due to circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment