



# Chapel Hill State School

## HASS Curriculum and Assessment Overview 2024

### YEAR 4



#### Curriculum Intent

#### *Year Level Description*

#### How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; 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 have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

#### Achievement Standards

#### *Spiral Progression and Alignment*

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

#### YEAR 3

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places.

They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

#### YEAR 4

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

#### YEAR 5

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Year 4		HASS Curriculum and Assessment Overview		Chapel Hill State School	
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
Unit 2 & Unit 1			Unit 1		
<b>Geography - Sustainable Use of Place (Unit 2)</b>  <i>Inquiry Question: How can people use environments more sustainably?</i>  In this unit, students will: <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa and South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>• examine the interconnections and the importance between people, animals and the environment</li> <li>• recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>• investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>• propose actions for caring for the environment and meeting the needs of people</li> </ul> (Linked to U2 Maths – mapping)			<b>History - Early Exploration and Settlement</b>  <i>Inquiry questions: What were the short-term and long-term effects of European settlement?</i>  In this unit, students will: <ul style="list-style-type: none"> <li>• make connections between world history events between 1400s and the 1800s, and the history of Australia, including reasons for the colonisation of Australia by the British</li> <li>• investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people</li> <li>• analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment</li> <li>• draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius</li> </ul> (Linked to U4 English and U3 Drama)		
<b>Civics and Citizenship (Unit 1)</b> <ul style="list-style-type: none"> <li>• explore the diversity of different groups within their local community</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong</li> </ul>			<b>Civics and Citizenship</b> <ul style="list-style-type: none"> <li>• examine the purpose of laws and distinguish between rules and laws</li> </ul>		
<b>Assessment</b>					
<b>Assessment task</b>  <b>Using Places Sustainably (Unit 2)</b> Investigate the interconnections and diverse characteristics of the environment, interpret data, describe simple patterns and identify different views to respond to a challenge. <ul style="list-style-type: none"> <li>• pose questions and locate information and data from different sources, including observations, to answer questions</li> <li>• sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions</li> <li>• interpret data and information to identify and describe distributions and simple patterns and draw conclusions</li> <li>• describe and compare the diverse characteristics of different places at local and national scales</li> <li>• identify interconnections between components of the environment and between people and the environment</li> <li>• identify structures that support waste management in their local community</li> <li>• identify different views on how to respond to an issue or challenge and propose action in response</li> </ul>			<b>Assessment task</b>  <b>Explain Aspects of Life in Australia before, during and after European Settlement - Part A &amp; B</b> <ul style="list-style-type: none"> <li>• explain how and why life changed in the past</li> <li>• identify aspects of the past that have remained the same</li> <li>• describe the experiences of a group in the past</li> <li>• locate information from different sources to answer questions</li> <li>• sequence information about events and the life of individual in chronological order with reference to key dates</li> <li>• recognise the significance of events in bringing about change</li> <li>• present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</li> </ul>		
<b>ERP - Profile of Me and a Friend (Unit 1 Part D)</b> <ul style="list-style-type: none"> <li>• Investigate and explain factors that shape a person's identity and sense of belonging in society.</li> </ul>			<b>Rules and Laws (Part C)</b> <ul style="list-style-type: none"> <li>• recognise the importance of laws in society</li> <li>• examine information to distinguish between facts and opinions and detect points of view</li> <li>• present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</li> </ul>		
<b>Achievement Standard – Elements Assessed</b>					
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**Disclaimer:** Please use this Curriculum Map as a guide. Due to professional judgement or circumstances beyond our control, it may be necessary to make changes to the published timetabling, delivery or instrument of an assessment.

