



Chapel Hill State School

HASS Curriculum and Assessment Yearly Overview 2023

YEAR 5



Curriculum Intent

Year Level Description

Australian communities – their past, present and possible futures The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia’s development, and on the relationship between humans and their environment. Students’ geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia’s colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia’s democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others’ financial, economic, environmental and social responsibilities and decision-making, past, present and future.

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 four sub-strands: history, geography, civics and citizenship and economics and business. 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 with 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.

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, 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 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 6

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia’s democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Year 5		HASS Curriculum and Assessment Overview			Chapel Hill State School
Term 1	Term 2		Term 3	Term 4	
Unit 1	Unit 2	Unit 4	Unit 3	Unit 5	
<p>People and the Environment</p> <p>Inquiry questions: <i>How do people and environments influence one another?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> the characteristics of places in Europe and North America and the location of their major countries in relation to Australia the human and environmental factors that influence the characteristics of places and the interconnections between people and environments the impact of human actions on the environmental characteristics of places in two countries in Europe and North America how to complete maps using cartographic conventions? the language used to describe the relative location of places at a national scale <p>how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.</p>	<p>Managing Australian Communities</p> <p>Inquiry questions: <i>How are people and environments managed in Australian communities?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> how places are affected by the interconnection between people, places and environments the influence of people on the human characteristics of places, including how the use of space within a place is organised how laws impact on the lives of people in the present the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management environmental challenges in the form of natural hazards ways in which people respond to a geographical challenge and the possible effects of actions. 	<p>Participating in Australian Communities</p> <p>Inquiry questions: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor representative democracy and voting processes in Australia how laws impacted on the lives of people in the past. 	<p>Communities in Colonial Australia (1800's)</p> <p>Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> key events related to the development of British colonies in Australia after 1800 the economic, political and social reasons for colonial developments in Australia after 1800 aspects of daily life for different groups of people during the colonial period in Australia the effects that colonisation had on the lives of Aboriginal peoples and on the environment significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration <p>the significance of individuals and groups in shaping the colonies, especially through inland exploration</p>	<p>Australian Communities of the Future</p> <p>Inquiry questions: <i>What is the relationship between environments and my role as a consumer?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> a familiar personal or community economics or business issue they may experience in their everyday life how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used how different types of resources are used by societies to satisfy needs and wants of present and future generations <p>how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.</p>	
Assessment					
<p><i>Assessment task</i> <i>Educational Research Project (ERP)</i> To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain the characteristics of places in different locations at local to national scales identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions present ideas, findings and conclusions in a range of communication forms and using discipline specific terms and appropriate conventions. 	<p><i>Assessment task</i> To identify how legal and environmental issues in Australian communities can be managed.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the roles of different people in Australia's legal system identify the effects of these interconnections on the characteristics of places and environments locate and collect data and information from a range of sources to answer inquiry questions. interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships independently propose action, describing the possible effects of their proposed action present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. 	<p><i>Assessment task</i> To investigate democratic values and processes in the school community.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify the importance of values and processes to Australia's democracy describe different views on how to respond to an issue or challenge identify different viewpoints generate alternative responses to an issue or challenge reflect on their learning to independently propose action, describing the possible effects of their proposed action present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions 	<p><i>Assessment task</i> <i>Educational Research Project (ERP)</i> To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe the significance of people and events/developments in bringing about change identify the causes and effects of change on particular communities describe aspects of the past that have remained the same describe the experiences of different people in the past examine sources to determine their purpose and to identify different viewpoints sequence information about events and the lives of individuals in chronological order using timelines <p>present ideas, findings and conclusions in a range of communication forms using discipline specific terms and appropriate conventions.</p>	<p><i>Assessment task</i> <i>Educational Research Project (ERP)</i> To explain how people in communities make decisions about the use of resources to meet their needs and wants.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise that choices need to be made when allocating resources. describe factors that influence their choices as consumers identify strategies that can be used to inform these choices present ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. 	

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