



HASS Term 1	Year 3 (Unit 3.5) Australia Then And Now	Year 4 (Unit 4.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia	Year 5 (Unit 5.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia and the Americas	Year 6 (Unit 6.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia, Asia and the Americas
<b>Inquiry and Skills</b>	<p>Pose questions to investigate people, events, places and issues (ACHASSI052);</p> <p>Locate and collect information and data from different sources, including observations (ACHASSI053);</p> <p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054);</p> <p>Sequence information about people's lives and events (ACHASSI055)</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057);</p> <p>Draw simple conclusions based on analysis of information and data (ACHASSI058);</p> <p>Interact with others with respect to share points of view (ACHASSI059);</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)</p>	<p>Locate and collect information and data from different sources, including observations (ACHASSI074);</p> <p>Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075);</p> <p>Sequence information about people's lives and events (ACHASSI076);</p> <p>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077);</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078);</p> <p>Draw simple conclusions based on analysis of information and data (ACHASSI079);</p> <p>Interact with others with respect to share points of view (ACHASSI080);</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)</p>	<p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI095);</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096);</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097);</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099);</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100);</p> <p>Evaluate evidence to draw conclusions (ACHASSI101);</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102);</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103);</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)</p>	<p>Locate and collect relevant information and data from primary and secondary sources (ACHASSI123);</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124);</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125);</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127);</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128);</p> <p>Evaluate evidence to draw conclusions (ACHASSI129);</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI130);</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131);</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)</p>

History	Year 3 (Unit 3.5) Australia Then And Now	Year 4 (Unit 4.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia	Year 5 (Unit 5.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia and the Americas	Year 6 (Unit 6.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia, Asia and the Americas
<b>Knowledge and Understanding</b>	<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062);</p> <p>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063);</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064);</p> <p>Celebrations and commemorations in places</p>	<p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)</p>	<p><i>background information is provided in this unit to develop themes in subsequent units.</i></p>	<p>Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134) – <i>partly addressed, some key ideas introduced;</i></p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) – <i>partly addressed, some key ideas introduced;</i></p>





	around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)			
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Geography	Year 3 (Unit 3.5) Australia Then And Now	Year 4 (Unit 4.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia	Year 5 (Unit 5.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia and the Americas	Year 6 (Unit 6.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia, Asia and the Americas
<b>Knowledge and Understanding</b>	The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066) – <i>partly addressed in this unit</i> ; The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)	The importance of environments, including natural vegetation, to animals and people (ACHASSK088); The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089); The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090) – <i>this item is introduced in this unit, to be covered in later units</i>	The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111); The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112); The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113); The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)	The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138); The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)

Civics and Citizenship	Year 3 (Unit 3.5) Australia Then And Now	Year 4 (Unit 4.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia	Year 5 (Unit 5.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia and the Americas	Year 6 (Unit 6.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia, Asia and the Americas
<b>Knowledge and Understanding</b>	The importance of making decisions democratically (ACHASSK070); Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071); Why people participate within communities and how students can actively participate and contribute (ACHASSK072)	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)	The key values that underpin Australia's democracy (ACHASSK115); The key features of the electoral process in Australia (ACHASSK116)	The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)

Economics and Business	Year 3 (Unit 3.5) Australia Then And Now	Year 4 (Unit 4.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia	Year 5 (Unit 5.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia and the Americas	Year 6 (Unit 6.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia, Asia and the Americas
<b>Knowledge and Understanding</b>	N/A	N/A	The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119); Types of resources (natural, human, capital)	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149);





			and the ways societies use them to satisfy the needs and wants of present and future generations ( <b>ACHASSK120</b> ); Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices ( <b>ACHASSK121</b> )	The effect that consumer and financial decisions can have on the individual, the broader community and the environment ( <b>ACHASSK150</b> ); The reasons businesses exist and the different ways they provide goods and services ( <b>ACHASSK151</b> )
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Science	Year 3 (Unit 3.5) Australia Then And Now	Year 4 (Unit 4.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia	Year 5 (Unit 5.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia and the Americas	Year 6 (Unit 6.1) Ancient Explorers – Ice Age Travellers – the settlement of Australia, Asia and the Americas
<b>Understanding</b>	A change of state between solid and liquid can be caused by adding or removing heat ( <b>ACSSU046</b> ); Earth's rotation on its axis causes regular changes, including night and day ( <b>ACSSU048</b> )	Living things depend on each other and the environment to survive ( <b>ACSSU073</b> ); Natural and processed materials have a range of physical properties that can influence their use ( <b>ACSSU074</b> ); Earth's surface changes over time as a result of natural processes and human activity ( <b>ACSSU075</b> )	Living things have structural features and adaptations that help them to survive in their environment ( <b>ACSSU043</b> ); Solids, liquids and gases have different observable properties and behave in different ways ( <b>ACSSU077</b> ); The Earth is part of a system of planets orbiting around a star (the sun) ( <b>ACSSU078</b> ); Light from a source forms shadows and can be absorbed, reflected and refracted ( <b>ACSSU080</b> )	The growth and survival of living things are affected by physical conditions of their environment ( <b>ACSSU094</b> ); Changes to materials can be reversible or irreversible ( <b>ACSSU095</b> ); Sudden geological changes and extreme weather events can affect Earth's surface ( <b>ACSSU096</b> )
<b>Science as a Human Endeavour</b>	Science involves making predictions and describing patterns and relationships ( <b>ACSHE050</b> )	Science knowledge helps people to understand the effect of their actions ( <b>ACSHE062</b> )	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ( <b>ACSHE081</b> ); Scientific knowledge is used to solve problems and inform personal and community decisions ( <b>ACSHE083</b> )	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions ( <b>ACSHE098</b> ); Scientific knowledge is used to solve problems and inform personal and community decisions ( <b>ACSHE100</b> )
<b>Science Inquiry Skills</b>	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ( <b>AC SIS053</b> ); With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ( <b>AC SIS054</b> ); Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ( <b>AC SIS055</b> ); Compare results with predictions, suggesting possible reasons for findings ( <b>AC SIS215</b> ); Reflect on investigations, including whether a test was fair or not ( <b>AC SIS058</b> ); Represent and communicate observations, ideas and findings using formal and informal representations ( <b>AC SIS060</b> )	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ( <b>AC SIS064</b> ); With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ( <b>AC SIS065</b> ); Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately ( <b>AC SIS066</b> ); Compare results with predictions, suggesting possible reasons for findings ( <b>AC SIS216</b> ); Reflect on investigations, including whether a test was fair or not ( <b>AC SIS069</b> ); Represent and communicate observations, ideas and findings using formal and informal representations ( <b>AC SIS071</b> )	With guidance, pose clarifying questions and make predictions about scientific investigations ( <b>AC SIS231</b> ); Compare data with predictions and use as evidence in developing explanations ( <b>AC SIS218</b> ); Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ( <b>AC SIS093</b> )	With guidance, pose clarifying questions and make predictions about scientific investigations ( <b>AC SIS232</b> ); Compare data with predictions and use as evidence in developing explanations ( <b>AC SIS221</b> ); Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts ( <b>AC SIS110</b> ); Reflect on and suggest improvements to scientific investigations ( <b>AC SIS108</b> )

