



HASS Term 2	Foundation / Prep (Unit F.2) Where We Live	Year 1 (Unit 1.2) Our Landscape	Year 2 (Unit 2.2) Our Local Landscape	Year 3 (Unit 3.2) Our Changing Community
<b>Inquiry and Skills</b>	<p>Pose questions about past and present objects, people, places and events (<b>ACHASSI001</b>); Collect data and information from observations and identify information and data from sources provided (<b>ACHASSI002</b>); Sort and record information and data, including location, in tables and on plans and labelled maps (<b>ACHASSI003</b>); Sequence familiar objects and events (<b>ACHASSI004</b>); Explore a point of view (<b>ACHASSI005</b>); Interpret data and information displayed in pictures and texts and on maps (<b>ACHASSI007</b>); Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (<b>ACHASSI008</b>); Reflect on learning to propose how to care for places and sites that are important or significant (<b>ACHASSI009</b>); 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 (<b>ACHASSI010</b>)</p>	<p>Pose questions about past and present objects, people, places and events (<b>ACHASSI018</b>); Collect data and information from observations and identify information and data from sources provided (<b>ACHASSI019</b>); Sort and record information and data, including location, in tables and on plans and labelled maps (<b>ACHASSI020</b>); Sequence familiar objects and events (<b>ACHASSI021</b>); Explore a point of view (<b>ACHASSI022</b>); Compare objects from the past with those from the present and consider how places have changed over time (<b>ACHASSI023</b>); Interpret data and information displayed in pictures and texts and on maps (<b>ACHASSI024</b>); Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (<b>ACHASSI025</b>); Reflect on learning to propose how to care for places and sites that are important or significant (<b>ACHASSI026</b>); 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 (<b>ACHASSI027</b>)</p>	<p>Pose questions to investigate people, events, places and issues (<b>ACHASSI034</b>); Collect data and information from observations and identify information and data from sources provided (<b>ACHASSI035</b>); Sort and record information and data, including location, in tables and on plans and labelled maps (<b>ACHASSI036</b>); Sequence familiar objects and events (<b>ACHASSI037</b>); Explore a point of view (<b>ACHASSI038</b>); Compare objects from the past with those from the present and consider how places have changed over time (<b>ACHASSI039</b>); Interpret data and information displayed in pictures and texts and on maps (<b>ACHASSI040</b>); Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (<b>ACHASSI041</b>); Reflect on learning to propose how to care for places and sites that are important or significant (<b>ACHASSI042</b>); 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 (<b>ACHASSI043</b>)</p>	<p>Pose questions to investigate people, events, places and issues (<b>ACHASSI052</b>); Locate and collect information and data from different sources, including observations (<b>ACHASSI053</b>); 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 (<b>ACHASSI054</b>); Sequence information about people's lives and events (<b>ACHASSI055</b>); Examine information to identify different points of view and distinguish facts from opinions (<b>ACHASSI056</b>); Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (<b>ACHASSI057</b>); Draw simple conclusions based on analysis of information and data (<b>ACHASSI058</b>); Interact with others with respect to share points of view (<b>ACHASSI059</b>); Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (<b>ACHASSI060</b>); Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (<b>ACHASSI061</b>)</p>

History	Foundation / Prep (Unit F.2) Where We Live	Year 1 (Unit 1.2) Our Landscape	Year 2 (Unit 2.2) Our Local Landscape	Year 3 (Unit 3.2) Our Changing Community
<b>Knowledge and Understanding</b>	<p>Who the people in their family are, where they were born and raised and how they are related to each other (<b>ACHASSK011</b>)</p>	<p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (<b>ACHASSK030</b>)</p>	<p>The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (<b>ACHASSK044</b>); The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved(<b>ACHASSK045</b>); How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (<b>ACHASSK046</b>)</p>	<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (<b>ACHASSK062</b>); 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 (<b>ACHASSK063</b>)</p>

Geography	Foundation / Prep (Unit F.2) Where We Live	Year 1 (Unit 1.2) Our Landscape	Year 2 (Unit 2.2) Our Local Landscape	Year 3 (Unit 3.2) Our Changing Community
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<b>Knowledge and Understanding</b>	The representation of the location of places and their features on simple maps and models ( <b>ACHASSK014</b> ); The places people live in and belong to, their familiar features and why they are important to people ( <b>ACHASSK015</b> ); The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples ( <b>ACHASSK016</b> ); The reasons why some places are special to people, and how they can be looked after ( <b>ACHASSK017</b> )	The natural, managed and constructed features of places, their location, how they change and how they can be cared for ( <b>ACHASSK031</b> ); Activities in the local place and reasons for their location ( <b>ACHASSK033</b> )	The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales ( <b>ACHASSK048</b> ); The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place ( <b>ACHASSK049</b> ); The connections of people in Australia to people in other places in Australia and across the world ( <b>ACHASSK050</b> ); The influence of purpose, distance and accessibility on the frequency with which people visit places ( <b>ACHASSK051</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 ( <b>ACHASSK066</b> ) – <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 ( <b>ACHASSK068</b> ); The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places ( <b>ACHASSK069</b> )
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<b>Civics and Citizenship</b>	<b>Foundation / Prep (Unit F.2) Where We Live</b>	<b>Year 1 (Unit 1.2) Our Landscape</b>	<b>Year 2 (Unit 2.2) Our Local Landscape</b>	<b>Year 3 (Unit 3.2) Our Changing Community</b>
<b>Knowledge and Understanding</b>	N/A	N/A	N/A	The importance of making decisions democratically ( <b>ACHASSK070</b> ); Who makes rules, why rules are important and the consequences of rules not being followed ( <b>ACHASSK071</b> ); Why people participate within communities and how students can actively participate and contribute ( <b>ACHASSK072</b> )

<b>Science</b>	<b>Foundation / Prep (Unit F.2) Where We Live</b>	<b>Year 1 (Unit 1.2) Our Landscape</b>	<b>Year 2 (Unit 2.2) Our Local Landscape</b>	<b>Year 3 (Unit 3.2) Our Changing Community</b>
<b>Understanding</b>	Living things have basic needs, including food and water ( <b>ACSSU002</b> ); Objects are made of materials that have observable properties ( <b>ACSSU003</b> )	Living things have a variety of external features ( <b>ACSSU017</b> ); Living things live in different places where their needs are met ( <b>ACSSU211</b> ); Light and sound are produced by a range of sources and can be sensed ( <b>ACSSU020</b> )	Living things grow, change and have offspring similar themselves ( <b>ACSSU030</b> ); Different materials can be combined for a particular purpose ( <b>ACSSU031</b> ); Earth's resources are used in a variety of ways ( <b>ACSSU032</b> )	Living things can be grouped on the basis of observable features and can be distinguished from non-living things ( <b>ACSSU044</b> ); Heat can be produced in many ways and can move from one object to another ( <b>ACSSU049</b> )
<b>Science as a Human Endeavour</b>	Science involves observing, asking questions about, and describing changes in, objects and events ( <b>ACSHE013</b> )	Science involves observing, asking questions about, and describing changes in, objects and events ( <b>ACSHE021</b> ); People use science in their daily lives, including when caring for their environment and living things ( <b>ACSHE022</b> )	Science involves observing, asking questions about, and describing changes in, objects and events ( <b>ACSHE034</b> ); People use science in their daily lives, including when caring for their environment and living things ( <b>ACSHE035</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>ACSHE051</b> )
<b>Science Inquiry Skills</b>	Pose and respond to questions about familiar objects and events ( <b>ACIS014</b> ); Participate in guided investigations and make observations using the senses ( <b>ACIS011</b> ); Engage in discussions about observations and represent ideas ( <b>ACIS233</b> ); Share observations and ideas ( <b>ACIS012</b> )	Pose and respond to questions, and make predictions about familiar objects and events ( <b>ACIS024</b> ); Participate in guided investigations to explore and answer questions ( <b>ACIS025</b> ); Use informal measurements to collect and record observations, using digital technologies as appropriate ( <b>ACIS026</b> );	Pose and respond to questions, and make predictions about familiar objects and events ( <b>ACIS037</b> ); Participate in guided investigations to explore and answer questions ( <b>ACIS038</b> ); Use informal measurements to collect and record observations, using digital technologies as appropriate ( <b>ACIS039</b> );	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge ( <b>ACIS053</b> ); With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment ( <b>ACIS054</b> );





		<p>Compare observations with those of others <b>(AC SIS213)</b>;                  Represent and communicate observations and ideas in a variety of ways <b>(AC SIS029)</b></p>	<p>Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions <b>(AC SIS040)</b>                  Compare observations with those of others <b>(AC SIS041)</b>;                  Represent and communicate observations and ideas in a variety of ways <b>(AC SIS042)</b></p>	<p>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>;                  Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends <b>(AC SIS057)</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></p>
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