



HASS Term 2	Year 3 (Unit 3.6) Exploring Climates	Year 4 (Unit 4.2) Exploring Africa and South America	Year 5 (Unit 5.2) Exploring America	Year 6 (Unit 6.2) Exploring Asia
<b>Inquiry and Skills</b>	<p>Pose questions to investigate people, events, places and issues (<b>ACHASSI052</b>);</p> <p>Locate and collect information and data from different sources, including observations (<b>ACHASSI053</b>);</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 (<b>ACHASSI054</b>);</p> <p>Sequence information about people's lives and events (<b>ACHASSI055</b>);</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (<b>ACHASSI057</b>);</p> <p>Draw simple conclusions based on analysis of information and data (<b>ACHASSI058</b>);</p> <p>Interact with others with respect to share points of view (<b>ACHASSI059</b>);</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (<b>ACHASSI060</b>);</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (<b>ACHASSI061</b>);</p>	<p>Pose questions to investigate people, events, places and issues (<b>ACHASSI073</b>);</p> <p>Locate and collect information and data from different sources, including observations (<b>ACHASSI074</b>);</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 (<b>ACHASSI075</b>);</p> <p>Sequence information about people's lives and events (<b>ACHASSI076</b>);</p> <p>Examine information to identify different points of view and distinguish facts from opinions (<b>ACHASSI077</b>);</p> <p>Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (<b>ACHASSI078</b>);</p> <p>Draw simple conclusions based on analysis of information and data (<b>ACHASSI079</b>);</p> <p>Interact with others with respect to share points of view (<b>ACHASSI080</b>);</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (<b>ACHASSI081</b>);</p> <p>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (<b>ACHASSI082</b>);</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (<b>ACHASSI094</b>);</p> <p>Locate and collect relevant information and data from primary and secondary sources (<b>ACHASSI095</b>);</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (<b>ACHASSI096</b>);</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (<b>ACHASSI097</b>);</p> <p>Examine primary and secondary sources to determine their origin and purpose (<b>ACHASSI098</b>);</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (<b>ACHASSI099</b>);</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 (<b>ACHASSI100</b>);</p> <p>Evaluate evidence to draw conclusions (<b>ACHASSI101</b>);</p> <p>Work in groups to generate responses to issues and challenges (<b>ACHASSI102</b>);</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (<b>ACHASSI103</b>);</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (<b>ACHASSI105</b>);</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (<b>ACHASSI104</b>);</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (<b>ACHASSI122</b>);</p> <p>Locate and collect relevant information and data from primary and secondary sources (<b>ACHASSI123</b>);</p> <p>Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (<b>ACHASSI124</b>);</p> <p>Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (<b>ACHASSI125</b>);</p> <p>Examine primary and secondary sources to determine their origin and purpose (<b>ACHASSI126</b>);</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (<b>ACHASSI127</b>);</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 (<b>ACHASSI128</b>);</p> <p>Evaluate evidence to draw conclusions (<b>ACHASSI129</b>);</p> <p>Work in groups to generate responses to issues and challenges (<b>ACHASSI130</b>);</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (<b>ACHASSI131</b>);</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (<b>ACHASSI132</b>);</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (<b>ACHASSI133</b>);</p>

History	Year 3 (Unit 3.6) Exploring Climates	Year 4 (Unit 4.2) Exploring Africa and South America	Year 5 (Unit 5.2) Exploring America	Year 6 (Unit 6.2) Exploring Asia
<b>Knowledge and Understanding</b>	The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area ( <b>ACHASSK062</b> );	The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 ( <b>ACHASSK106</b> )	<i>background information is provided in this unit to develop themes in subsequent units.</i>





	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>	other societies and any impacts <b>(ACHASSK084)</b>		
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Geography	Year 3 (Unit 3.6) Exploring Climates	Year 4 (Unit 4.2) Exploring Africa and South America	Year 5 (Unit 5.2) Exploring America	Year 6 (Unit 6.2) Exploring Asia
<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 <b>(ACHASSK066)</b> The location of Australia's neighbouring countries and the diverse characteristics of their places <b>(ACHASSK067)</b> 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>	The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia <b>(ACHASSK087)</b> ; The importance of environments, including natural vegetation, to animals and people <b>(ACHASSK088)</b> ; The use and management of natural resources and waste, and the different views on how to do this sustainably <b>(ACHASSK090)</b>	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 <b>(ACHASSK111)</b> ; The environmental and human influences on the location and characteristics of a place and the management of spaces within them <b>(ACHASSK113)</b> ;	The geographical diversity of the Asia region and the location of its major countries in relation to Australia <b>(ACHASSK138)</b> ; Differences in the economic, demographic and social characteristics of countries across the world <b>(ACHASSK139)</b> ; The world's cultural diversity, including that of its indigenous peoples <b>(ACHASSK140)</b>

Civics and Citizenship	Year 3 (Unit 3.6) Exploring Climates	Year 4 (Unit 4.2) Exploring Africa and South America	Year 5 (Unit 5.2) Exploring America	Year 6 (Unit 6.2) Exploring Asia
<b>Knowledge and Understanding</b>	Why people participate within communities and how students can actively participate and contribute <b>(ACHASSK072)</b>	<i>not covered in this unit</i>	Why regulations and laws are enforced and the personnel involved <b>(ACHASSK117)</b> How people with shared beliefs and values work together to achieve a civic goal <b>(ACHASSK118)</b>	The obligations citizens may consider they have beyond their own national borders as active and informed global citizens <b>(ACHASSK148)</b>

Economics and Business	Year 3 (Unit 3.6) Exploring Climates	Year 4 (Unit 4.2) Exploring Africa and South America	Year 5 (Unit 5.2) Exploring America	Year 6 (Unit 6.2) Exploring Asia
<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 <b>(ACHASSK119)</b> ; Types of resources (natural, human, capital) 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>	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs <b>(ACHASSK149)</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>





Science	Year 3 (Unit 3.6) Exploring Climates	Year 4 (Unit 4.2) Exploring Africa and South America	Year 5 (Unit 5.2) Exploring America	Year 6 (Unit 6.1) Exploring Asia
<b>Understanding</b>	A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046); Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	Living things have life cycles (ACSSU072); Living things depend on each other and the environment to survive (ACSSU073); Natural and processed materials have a range of physical properties that can influence their use (ACSSU074); Earth's surface changes over time as a result of natural processes and human activity (ACSSU075); Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)	Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)
<b>Science as a Human Endeavour</b>	Science involves making predictions and describing patterns and relationships (ACSHE050); Science knowledge helps people to understand the effect of their actions (ACSHE051)	Science involves making predictions and describing patterns and relationships (ACSHE061); Science knowledge helps people to understand the effect of their actions (ACSHE062)	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081); Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098); Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)
<b>Science Inquiry Skills</b>	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS053); With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS054); Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS055); Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057); Compare results with predictions, suggesting possible reasons for findings (AC SIS215); Reflect on investigations, including whether a test was fair or not (AC SIS058); Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060)	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS064); With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS065); Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (AC SIS066); Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS068); Compare results with predictions, suggesting possible reasons for findings (AC SIS216); Reflect on investigations, including whether a test was fair or not (AC SIS069); Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)	With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231); Compare data with predictions and use as evidence in developing explanations (AC SIS218); Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093)	With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS232); Compare data with predictions and use as evidence in developing explanations (AC SIS221); Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS110); Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS107); Reflect on and suggest improvements to scientific investigations (AC SIS108)

