



HASS Term 3	Foundation / Prep (Unit F.3) Children Long Ago	Year 1 (Unit 1.3) Families Through Time	Year 2 (Unit 2.3) Daily Life in the Past	Year 3 (Unit 3.3) Brisbane Through Time
Inquiry and Skills	<p>Pose questions about past and present objects, people, places and events (ACHASSI001);</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI002);</p> <p>Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003);</p> <p>Sequence familiar objects and events (ACHASSI004);</p> <p>Explore a point of view (ACHASSI005);</p> <p>Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006);</p> <p>Interpret data and information displayed in pictures and texts and on maps (ACHASSI007);</p> <p>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008);</p> <p>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 (ACHASSI010)</p>	<p>Pose questions about past and present objects, people, places and events (ACHASSI018);</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI019);</p> <p>Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020);</p> <p>Sequence familiar objects and events (ACHASSI021);</p> <p>Explore a point of view (ACHASSI022);</p> <p>Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023);</p> <p>Interpret data and information displayed in pictures and texts and on maps (ACHASSI024);</p> <p>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025);</p> <p>Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026);</p> <p>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 (ACHASSI027)</p>	<p>Pose questions about past and present objects, people, places and events (ACHASSI034);</p> <p>Collect data and information from observations and identify information and data from sources provided (ACHASSI035);</p> <p>Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036);</p> <p>Sequence familiar objects and events (ACHASSI037);</p> <p>Explore a point of view (ACHASSI038);</p> <p>Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039);</p> <p>Interpret data and information displayed in pictures and texts and on maps (ACHASSI040);</p> <p>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041);</p> <p>Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042);</p> <p>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 (ACHASSI043)</p>	<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>Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056);</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>

History	Foundation / Prep (Unit F.3) Children Long Ago	Year 1 (Unit 1.3) Families Through Time	Year 2 (Unit 2.3) Daily Life in the Past	Year 3 (Unit 3.3) Brisbane Through Time
Knowledge and Understanding	<p>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)</p>	<p>How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029);</p> <p>Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)</p>	<p>How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)</p>	<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>

Geography	Foundation / Prep (Unit F.3) Children Long Ago	Year 1 (Unit 1.3) Families Through Time	Year 2 (Unit 2.3) Daily Life in the Past	Year 3 (Unit 3.3) Brisbane Through Time
Knowledge and	The representation of the location of places and	The natural, managed and constructed features	The idea that places are parts of Earth's surface	The similarities and differences between places





Understanding	their features on simple maps and models (ACHASSK014); The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)	of places, their location, how they change and how they can be cared for (ACHASSK031)	that have been named by people, and how places can be defined at a variety of scales (ACHASSK048); The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)	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 (ACHASSK069)
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Civics and Citizenship	Foundation / Prep (Unit F.3) Children Long Ago	Year 1 (Unit 1.3) Our Landscape	Year 2 (Unit 2.3) Daily Life in the Past	Year 3 (Unit 3.3) Brisbane Through Time
Knowledge and Understanding	N/A	N/A	N/A	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)

Science	Foundation / Prep (Unit F.3) Children Long Ago	Year 1 (Unit 1.3) Families Through Time	Year 2 (Unit 2.3) Daily Life in the Past	Year 3 (Unit 3.3) Brisbane Through Time
Understanding	Living things have basic needs, including food and water (ACSSU002); Objects are made of materials that have observable properties (ACSSU003); Daily and seasonal changes in our environment affect everyday life (ACSSU004); The way objects move depends on a variety of factors, including their size and shape (ACSSU005)	Living things live in different places where their needs are met (ACSSU211); Everyday materials can be physically changed in a variety of ways (ACSSU018)	Living things grow, change and have offspring similar themselves (ACSSU030); Different materials can be combined for a particular purpose (ACSSU031); Earth's resources are used in a variety of ways (ACSSU032); A push or a pull affects how an object moves or changes shape (ACSSU033)	Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044);
Science as a Human Endeavour	Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)	Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE021); People use science in their daily lives, including when caring for their environment and living things (ACSHE022)	Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE034); People use science in their daily lives, including when caring for their environment and living things (ACSHE035)	Science involves making predictions and describing patterns and relationships (ACSHE050); Science knowledge helps people to understand the effect of their actions (ACSHE051)
Science Inquiry Skills	Pose and respond to questions about familiar objects and events (ACIS014); Participate in guided investigations and make observations using the senses (ACIS011); Engage in discussions about observations and represent ideas (ACIS233); Share observations and ideas (ACIS012)	Pose and respond to questions, and make predictions about familiar objects and events (ACIS024); Participate in guided investigations to explore and answer questions (ACIS025); Use informal measurements to collect and record observations, using digital technologies as appropriate (ACIS026); Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions (ACIS027); Compare observations with those of others (ACIS213); Represent and communicate observations and	Pose and respond to questions, and make predictions about familiar objects and events (ACIS037); Participate in guided investigations to explore and answer questions (ACIS038); Use informal measurements to collect and record observations, using digital technologies as appropriate (ACIS039); Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACIS040); Compare observations with those of others (ACIS041); Represent and communicate observations and	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (ACIS053); With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (ACIS054); Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately (ACIS055); Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACIS057);





		<p>ideas in a variety of ways (AC SIS029)</p>	<p>ideas in a variety of ways (AC SIS042)</p>	<p>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)</p>
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