



HASS Term 4	Year 3 (Unit 3.8) Celebrating Diversity	Year 4 (Unit 4.4) Shaping the Future – Diversity and Technology	Year 5 (Unit 5.4) Shaping Society – Working Together	Year 6 (Unit 6.4) We Are One, But We Are Many
Inquiry and Skills	<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>	<p>Pose questions to investigate people, events, places and issues (ACHASSI073);</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>Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094);</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 primary and secondary sources to determine their origin and purpose (ACHASSI098);</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>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 (ACHASSI105)</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122);</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 primary and secondary sources to determine their origin and purpose (ACHASSI126);</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> <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 (ACHASSI133)</p>

History	Year 3 (Unit 3.8) Celebrating Diversity	Year 4 (Unit 4.4) Shaping the Future – Diversity and Technology	Year 5 (Unit 5.4) Shaping Society – Working Together	Year 6 (Unit 6.3) Young Australia
Knowledge and Understanding	How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the	The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106);	Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134);





	<p>development and character of the local community (ACHASSK063); 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); Celebrations and commemorations in places 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)</p>	<p>Country/Place (land, sea, waterways and skies) (ACHASSK083); The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)</p>	<p>The impact of a significant development or event on an Australian colony (ACHASSK108); The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109); The role that a significant individual or group played in shaping a colony (ACHASSK110)</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); Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136) The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)</p>
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Geography	Year 3 (Unit 3.8) Celebrating Diversity	Year 4 (Unit 4.4) Shaping the Future – Diversity and Technology	Year 5 (Unit 5.4) Shaping Society – Working Together	Year 6 (Unit 6.3) Young Australia
Knowledge and Understanding	<p>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); The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067); The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068); 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 (ACHASSK069)</p>	<p>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)</p>	<p>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)</p>	<p>The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138); Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139); Australia's connections with other countries and how these change people and places (ACHASSK141)</p>

Civics and Citizenship	Year 3 (Unit 3.8) Celebrating Diversity	Year 4 (Unit 4.4) Shaping the Future – Diversity and Technology	Year 5 (Unit 5.4) Shaping Society – Working Together	Year 6 (Unit 6.3) Young Australia
Knowledge and Understanding	<p>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)</p>	<p>The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p>	<p>The key values that underpin Australia's democracy (ACHASSK115); The key features of the electoral process in Australia (ACHASSK116); How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)</p>	<p>The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143); The roles and responsibilities of Australia's three levels of government (ACHASSK144); The responsibilities of electors and representatives in Australia's democracy (ACHASSK145); Where ideas for new laws can come from and how they become law (ACHASSK146); The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147);</p>





				The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)
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Economics and Business	Year 3 (Unit 3.8) Celebrating Diversity	Year 4 (Unit 4.4) Shaping the Future – Diversity and Technology	Year 5 (Unit 5.4) Shaping Society – Working Together	Year 6 (Unit 6.3) Young Australia
Knowledge and Understanding	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) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)	The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

Science	Year 3 (Unit 3.8) Celebrating Diversity	Year 4 (Unit 4.4) Shaping the Future – Diversity and Technology	Year 5 (Unit 5.4) Shaping Society – Working Together	Year 6 (Unit 6.3) Young Australia
Understanding	Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044) ; Heat can be produced in many ways and can move from one object to another (ACSSU049)	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)	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)
Science as a Human Endeavour	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)
Science Inquiry Skills	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	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	With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231) ; Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086) ; Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS087) ; 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 SIS090) ; Compare data with predictions and use as	With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS232) ; Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103) ; Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS104) ; 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) ; Compare data with predictions and use as





	<p>test was fair or not (AC SIS058); Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS060)</p>	<p>test was fair or not (AC SIS069); Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)</p>	<p>evidence in developing explanations (AC SIS218); Reflect on and suggest improvements to scientific investigations (AC SIS091); Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS093)</p>	<p>evidence in developing explanations (AC SIS221); Reflect on and suggest improvements to scientific investigations (AC SIS108); Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS110)</p>
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