

Year 6 Exploring Asia Unit 6.2 Curriculum Mapping

This curriculum mapping refers to version 8 of the National Curriculum.

Unit 6.2 addresses the following aspects of the Humanities And Social Sciences (HASS) curriculum:

Curriculum Strands	Inquiry and Skills	Knowledge and Understanding
History	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122);	<i>background information is provided in this unit to develop themes in subsequent units.</i>
Geography	Locate and collect relevant information and data from primary and secondary sources (ACHASSI123); Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124); Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125);	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); The world's cultural diversity, including that of its indigenous peoples (ACHASSK140);
Civics and Citizenship	Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)	The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)
Economics and Business	Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127); Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128); Evaluate evidence to draw conclusions (ACHASSI129); Work in groups to generate responses to issues and challenges (ACHASSI130); Use criteria to make decisions and judgements and consider advantages and disadvantages	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149); The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150); The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)



	<p>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>	
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Science Curriculum

Built into Unit 6.2 is the potential to cover strands in the Science Curriculum. Some core Science strands are embedded within the main sections of Unit 6.2. The following table indicates which Science Curriculum strands are addressed within Unit 6.2.

Science Understanding	Science as a Human Endeavour	Science Inquiry Skills
The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE098)	With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS232)
	Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)	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)

