The Australian
Curriculum

Subjects	F–6/7 HASS
Year levels	Foundation Year, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6 and Year 7
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acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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The Australian Curriculum
Humanities and Social Sciences

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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Humanities and Social Sciences

Overview

Introduction

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Key ideas

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

Who we are, who came before us, and traditions and values that have shaped societies

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

How societies and economies operate and how they are changing over time

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

The ways people, places, ideas and events are perceived and connected

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

How people exercise their responsibilities, participate in society and make informed decisions

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Click on a segment of the diagram to access subject- or sub-strand-specific illustrations.
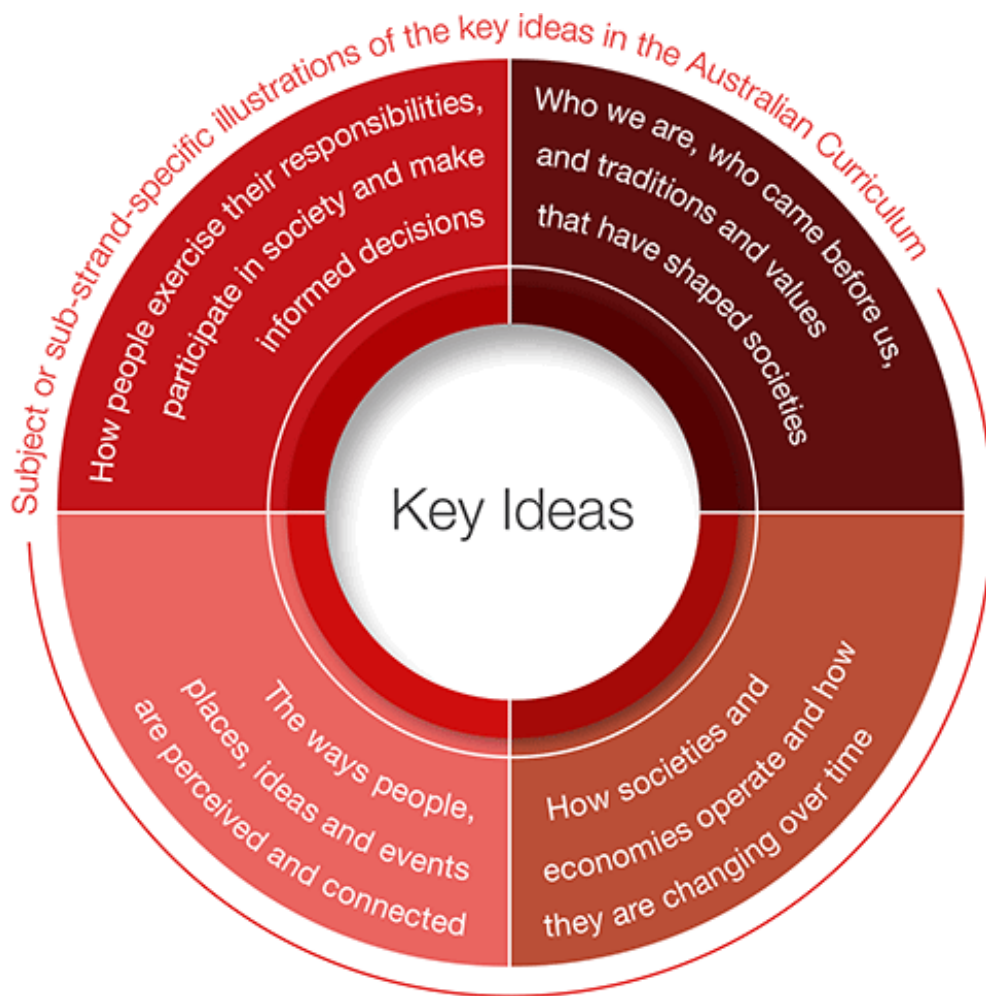
Figure 1: Subject or sub-strand-specific illustrations of the key ideas in the Humanities and Social Sciences curriculum

Who we are, who came before us, and traditions and values that have shaped societies

History

- Family, local and Australian history; and celebrations and commemoration
- The longevity of Aboriginal and Torres Strait Islander Peoples' histories and cultures
- The legacy of Ancient Greece and Ancient Rome

Geography

- The influence of culture on the organisation of places, and their representations
- Aboriginal and Torres Strait Islander Peoples' special connections to Country/Place
- The role of people's environmental worldviews in shaping societies

Civics and Citizenship

- The influence of social media in shaping identities and attitudes to diversity
- The shared values of Australian Citizenship
- The values that underpin Australia's system of government (including British and American influences and a Christian heritage)

Economics and Business

- The contribution of work to people's sense of identity
- The 'market system' as a defining feature of Australia's economy
- Influences on consumer and financial choices

How societies and economics operate and how they are changing over time

History

- The social structure of ancient societies and their legacy
- The impact of the significant periods on societies (Industrial Revolution, Renaissance, Scientific Revolution, Enlightenment, British imperialism, nationalism and globalisation)
- The development of democracy in Australia

Geography

- The human alteration of environments
- The role of government and non-government organisations in improving human wellbeing and planning for sustainable futures
- Migration and the increasing concentration of people in urban areas

Civics and Citizenship

- The operation of the three levels of government and Australia's legal system in Australia
- The development of self-government in Australia
- How governments respond to social and economic change

Economics and Business

- The influence of government on the ways markets operate in Australia
- The shifting importance of different sectors in the Australian economy
- How societies use limited resources for changing needs and wants now and in the future

The ways people, places, ideas and events are perceived and connected

History

- Different perspectives on the arrival of the First Fleet and the colonial presence
- The causes of and relationship between events such as World War I, World War II and the Cold War
- Global influences on Australian culture

Geography

- People's perceptions of places and how these influence their connections to different places
- How human and natural systems are connected and interdependent
- How places in Australia are connected to other places across the world

Civics and Citizenship

- How groups within society perceive each other and relate to one another
- The influence of global connectedness and mobility on Australian identity
- Australian's rights and responsibilities towards each other and Australia's international obligations

Economics and Business

- The performance of the Australian economy and how this is perceived by different groups
- How participants in the global economy are interdependent
- Different ways that entrepreneurs and businesses succeed

How people exercise their responsibilities, participate in society and make informed decisions

History

- The development of rights in Australia for women, children, Aboriginal and Torres Strait islander Peoples and other groups
- The participation of people in human rights and environmental campaigns in Australia
- The contributions and achievements of individuals and groups to Australia's development

Geography

- Strategies used to enhance the liveability of places
- World views about sustainability and environments and how they are expressed
- The management and planning of Australia's urban future

Civics and Citizenship

- The role of the electoral and representative systems of government
- The participation of groups in civic life, such as social, cultural, political and religious groups
- The importance of active and informed citizenship in decision-making and the use of democratic processes

Economics and Business

- The responsibilities of employers and employees in the workplace
- How individuals and businesses plan to achieve short- and long-term financial objectives
- The concept of opportunity cost as a means of making informed decisions about alternative uses of resources

Structure

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

Table 1: Humanities and Social Sciences in the Years F-10 curriculum

Foundation – Year 2	Years 3–4	Years 5–6/7	Years 7–10

History	Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History
Geography				Geography
Civics and Citizenship	N/A			Civics and Citizenship
Economics and Business	N/A	N/A		Economics and Business

PDF documents

Resources and support materials for the Australian Curriculum: Humanities and Social Sciences are available as PDF documents.

F-10 HASS Key ideas - Subject sub-strand illustrations

The Australian Curriculum
Humanities and Social Sciences - F–6/7 HASS

Overview

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Aims

The F–6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.

Structure

The Australian Curriculum: Humanities and Social Sciences may be implemented as a combined F–6 program or as an F–7 program. The F–6/7 curriculum is organised into two interrelated strands: knowledge and understanding and inquiry and skills.

Knowledge and understanding strand

The F–6/7 Humanities and Social Sciences curriculum encompasses knowledge and understanding from the four sub-strands of history, geography, civics and citizenship, and economics and business. The curriculum includes the sub-strands of history and geography in Foundation Year to Year 2, and introduces the sub-strand of civics and citizenship in Year 3, and the sub-strand of economics and business in Year 5.

Table 1: Organisation of sub-strands in the Australian Curriculum: Humanities and Social Sciences (F-6/7)

Foundation – Year 2	Years 3–4	Years 5–6/7
Geography	Geography	Geography
History	History	History
N/A	Civics and Citizenship	Civics and Citizenship
N/A	N/A	Economics and Business

Concepts of disciplinary thinking

Each of the four sub-strands in the Humanities and Social Sciences has its own way of thinking. The Australian Curriculum: Humanities and Social Sciences focuses on developing students' ability to apply concepts of disciplinary thinking. The concepts of disciplinary thinking for each of the sub-strands are outlined below:

History: sources, continuity and change, cause and effect, significance, perspectives, empathy and contestability (View the concepts for developing historical thinking)

Geography: place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations (View the concepts for developing geographical thinking)

Civics and citizenship: government and democracy, laws and citizens, and citizenship, diversity and identity

Economics and business: Resource allocation and making choices, the business environment, and consumer and financial literacy

Concepts of interdisciplinary thinking

Drawing on these concepts of disciplinary thinking, the Australian Curriculum identifies seven concepts that underpin Humanities and Social Sciences understanding: significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts are outlined below.

Significance

The importance of something such as an issue, event, development, person, place, process, interaction or system over time and place

Continuity and change

Aspects of society, such as institutions, ideas, values and problems, that have stayed the same and changed over time (some point in the past and the present) or in the past (two points in the past)

Cause and effect

The long- and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development

Place and space

The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)

Interconnections

The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other

Roles, rights and responsibilities

The roles, rights and responsibilities of social, economic, civic and environmental participation, including those of individuals, communities and institutions

Perspectives and action

The ways in which different individuals and/or groups view something such as a past or present issue, idea, event, development, person, place, process or interaction and how these views influence their actions

Students' understanding of disciplinary and interdisciplinary concepts can be strengthened as they are experienced in an integrated way across sub-strands and other learning areas and through different topics or contexts.

Click on a segment of the diagram at Figure 1 below to access illustrations of how the concepts apply to each sub-strand.
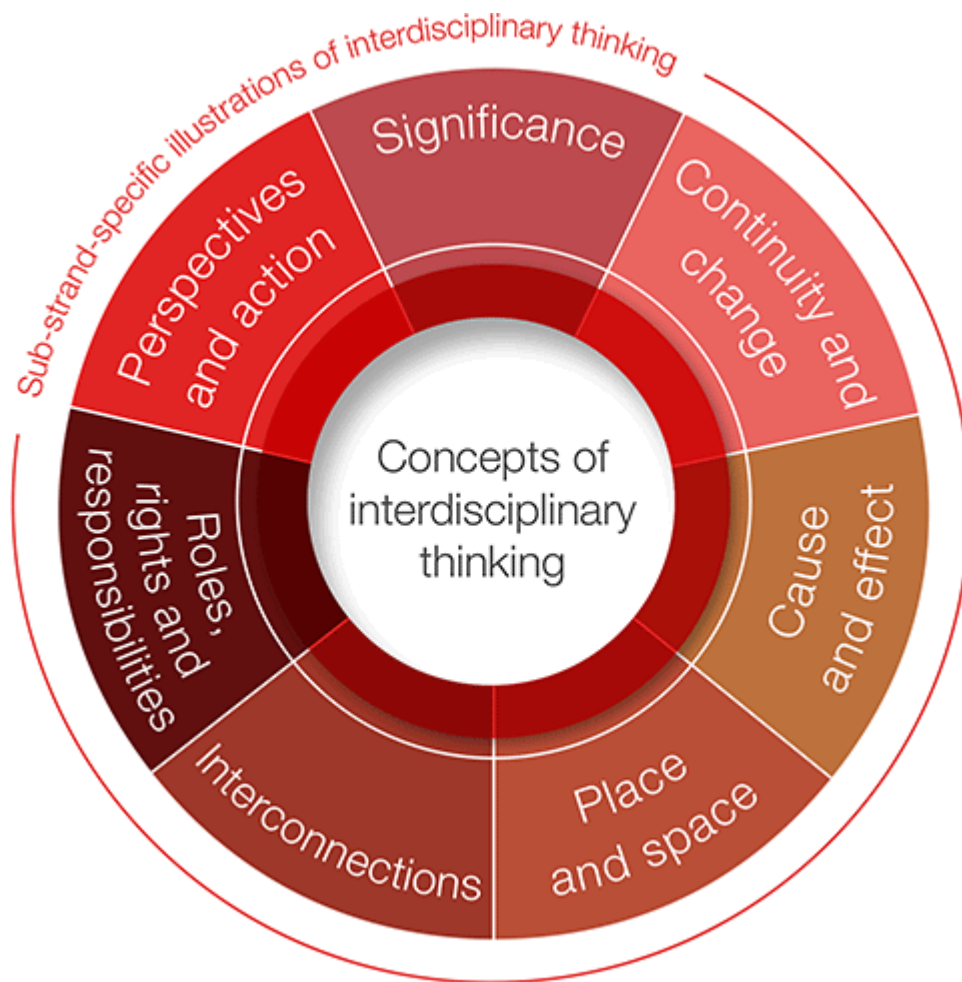
Figure 1: Sub-strand-specific illustrations of concepts of interdisciplinary thinking

Although some concepts are related to only one sub-strand, or more obviously related to some sub-strands than others, many apply to more than one sub-strand. For example, the concept of interconnections is drawn from interconnection in geography but also relates to social systems and structures in civics and citizenship and resource systems in economics and business. Similarly, the concept of significance is drawn from history, but can also apply to geography, civics and citizenship, and economics and business. The concepts are also interrelated; for example, it is often difficult to consider significance independent of perspectives, or cause and effect independent of change.

View the sequence of interdisciplinary thinking for the F–6/7 Humanities and Social Sciences.

Inquiry and skills strand

The Humanities and Social Sciences sub-strands include a range of skills that are represented broadly as questioning, researching, analysing, evaluating and reflecting, and communicating. Students apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

The inquiry skills in the Humanities and Social Sciences curriculum require explicit teaching, with the type of questions asked, the information, evidence and/or data gathered, and the analysis applied varying according to the sub-strand context.

Questioning

Students develop questions about events, people, places, ideas, developments, issues and/or phenomena – before, during and after stages of inquiry – to guide their investigations, satisfy curiosity and revisit findings.

Researching

Students identify and collect information, evidence and/or data from primary and secondary sources, including observations. They organise, sequence, sort and categorise them in a range of discipline-appropriate formats.

Analysing

Students explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations. Students also identify the purpose and intent of sources and determine their accuracy and reliability.

Evaluating and reflecting

Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgements. They work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions.

Communicating

Students present ideas, findings, viewpoints, explanations, predictions, decisions, judgements and/or conclusions in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology.

Click on a segment of the diagram at Figure 2 below to access sub-strand-specific illustrations.
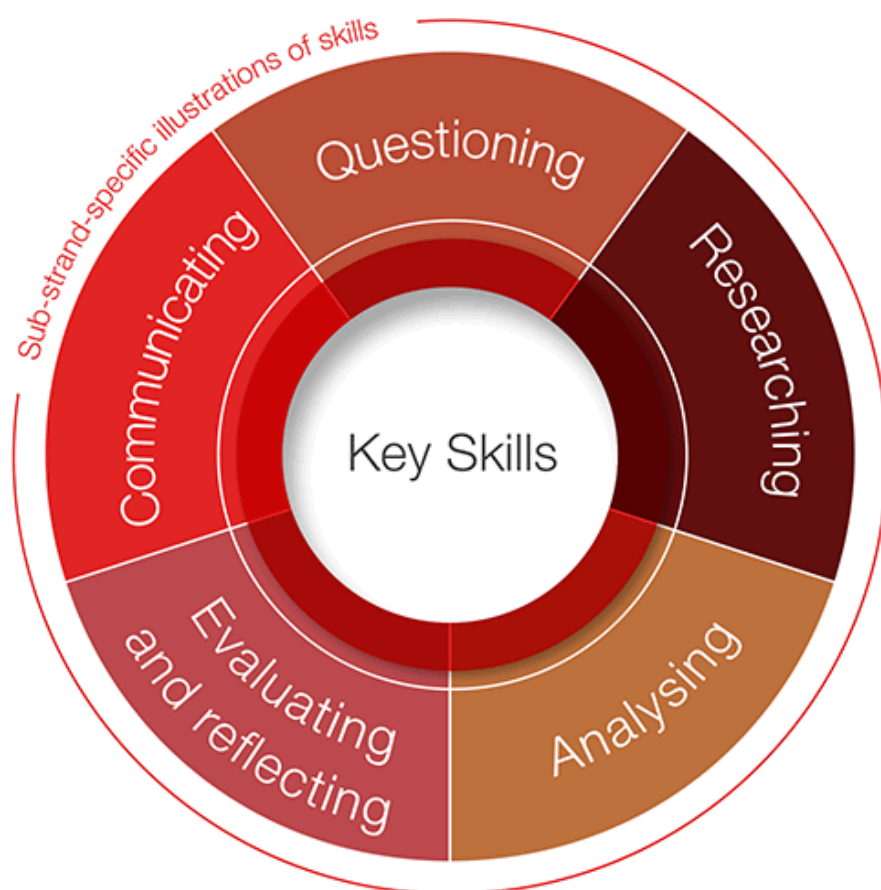
Figure 2: Sub-strand-specific illustrations of skills

The inquiry and skills strand has common content descriptions for Foundation Year – Year 2 and then for each band of schooling (Years 3–4, Years 5–6 and Year 7), yet with elaborations specific to each year to support the changing content of the knowledge and understanding strand.

Relationship between the strands

The two strands should be integrated in the development of a teaching and learning program. The knowledge and understanding strand, through the four sub-strands, is developed year by year and provides the contexts through which particular skills are developed.

Year level descriptions

Two year level descriptions are provided for each year level:

- A description for the subject at each year level: these descriptions give an overview of learning for the year level across the sub-strands and identify connections between the sub-strands.
- A description for each sub-strand: these descriptions provide the focus of study at each year level for that sub-strand. The descriptions identify the key concepts or ideas that are the focus for understanding and articulate how students' knowledge and understanding in each sub-strand will be developed.

Key inquiry questions

Two sets of inquiry questions are provided for each year level:

- Subject inquiry questions provide guidance on how learning in two or more sub-strands might be connected.

- Sub-strand inquiry questions provide a framework for developing students' knowledge and understanding, and inquiry and skills, in the sub-strand.

Both sets of inquiry questions are intended as suggestions for teachers. Teachers can choose to use the inquiry questions that are appropriate for their students, or they may adapt these or develop their own to suit their local context.

Achievement standards

The achievement standards describe expected learning at each year level. Each achievement standard describes the depth of conceptual understanding and the sophistication of skills expected of students.

There are two types of achievement standards offered in the F–6/7 Humanities and Social Sciences curriculum:

- An achievement standard at each year level for the F-6/7 Humanities and Social Sciences subject. This achievement standard provides a holistic statement of expected learning across the sub-strands.
- An achievement standard at each year level for each of the knowledge and understanding sub-strands.

The 'understanding' paragraph in the subject achievement standard (Humanities and Social Sciences achievement standard) is organised by sub-strand. The concepts of disciplinary thinking that students are expected to develop are identified in both the subject achievement standard (Humanities and Social Sciences achievement standard) and the sub-strand-specific achievement standards (history, geography, civics and citizenship, economics and business). For example, concepts of historical thinking that students are expected to learn are articulated in both the subject achievement standard and the history sub-strand achievement standard.

The concepts of disciplinary thinking are introduced to the achievement standards at different year levels, reflecting a progression of increasing breadth and depth of expected learning. For example, in history, the concepts of continuity and change, perspectives, empathy and significance are introduced in Foundation Year. Cause and effect is introduced to achievement standards in Year 2, sources in Year 3, and contestability in Year 7.

Although the achievement standards articulate the concepts of disciplinary thinking, the concepts of interdisciplinary thinking are also evident and can be used by teachers when they plan.

View the Sequence of Achievement for F–6/7 Humanities and Social Sciences.

Questioning

History

- Pose questions before, during and after an inquiry about the past and how the past relates to the present
- Develop questions that help identify the concepts of historical thinking (for example, sources)
- Develop questions to guide the stages of a historical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, open-ended questions for interviews, critical questions about source reliability, questions that follow cultural protocols)

Geography

- Pose questions before, during and after an inquiry about geographical phenomena and contemporary geographical challenges
- Develop questions that help identify the concepts of geographical thinking (for example, place)
- Develop questions to guide the stages of a geographical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)

- Create questions appropriate to their purpose (for example, closed questions for surveys, questions that follow cultural protocols)

Civics and Citizenship

- Pose questions before, during and after an inquiry about civics and citizenship issues
- Develop questions that help identify the concepts of civics and citizenship (for example, democracy)
- Develop questions to guide the stages of an inquiry about civics and citizenship, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions for self-reflection)

Economics and Business

- Pose questions before, during and after an inquiry about economic or business issues or events
- Develop questions that help identify the concepts of economics and business (for example, consumer choices)
- Develop questions to guide the stages of an inquiry about economics and business, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)
- Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions that consider ethical choices)

Researching

History

- Identify and locate primary (sources from the time) and secondary sources to support a historical inquiry
- Collect information, evidence and/or data using methods most suited to an historical inquiry (for example, interview, observation, digital search tools)
- Record, arrange and sort information about the past and how it relates to the present in a range of forms (for example, concept map, object display, table)
- Order information about lives, events developments and phenomena over time using sequences, timelines and oral recounting

Geography

- Identify and locate primary sources (for example, interviews, navigation journal, stories from Country/Place, field sketches) and secondary sources (for example, maps, diagrams) to support a geographical inquiry
- Use representations of place (for example, map, globe, model, picture) to gather geographical information
- Collect information and/or data using qualitative methods (for example, observation) and quantitative methods (for example, Google Earth, digital image search) suited to the geographical inquiry
- Record, organise and represent geographical information and/or data in appropriate forms (for example, map, scattergram, model, diagram)

Civics and Citizenship

- Identify and locate primary sources (for example, survey, interview, photograph) and secondary sources (for example, electoral data, news article, diagram, report) to answer questions about civics and citizenship
- Collect information and/or data using a range of methods (for example, interview, photograph, survey data) suited to civics and citizenship questions
- Record and represent civics and citizenship information and/or data in appropriate forms (for example, diagram, graph, table)

Economics and Business

- Identify and collect information and/or data using qualitative methods (for example, photograph, survey) and quantitative methods (for example, statistical data, advertisement) to explore economic and business processes and phenomena
- Categorise and arrange data for useful interpretation (for example, spreadsheet and database fields)
- Record and represent economic and business information and/or data in appropriate forms (for example, spreadsheet, model, graph, flowchart)

Analysing

History

- Apply relevant concepts of historical thinking (for example, cause and effect) when interpreting information, evidence and/or data about people, events and phenomena over time
- Identify and compare aspects of the past and present as represented in a range of sources, including facts and opinions, and different historical interpretations, points of view and perspectives
- Critique sources for their origin, purpose, reliability and usefulness to support a historical inquiry
- Identify patterns and trends and infer cause-effect and temporal relationships about people, events and phenomena of the past and present

Geography

- Apply relevant geographical concepts (for example, change) when interpreting information, evidence and/or data in a geographical inquiry
- Identify and compare information, evidence and/or data about places (for example, features of places; elements of environments; perceptions, points of view and perspectives about places)
- Analyse information and data in maps, charts, graphs, diagrams and tables to identify patterns, trends and anomalies and infer relationships
- Interpret information and/or data (for example, map, diagram, picture, report) to identify elements and processes in simple systems and to infer connections

Civics and Citizenship

- Apply relevant concepts of civics and citizenship (for example, identity) when interpreting information, evidence and/or data in an inquiry
- Identify and compare aspects of civics and citizenship as represented in a range of sources, including facts and opinions, points of view and perspectives
- Critique sources for their origin, purpose, reliability and usefulness when investigating civics and citizenship issues and phenomena
- Interpret civic information and/or data (for example, media report, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships

Economics and Business

- Apply relevant concepts of economics and business (for example, resource allocation) when interpreting information, evidence and/or data in an inquiry
- Identify and compare aspects of economics and business as represented in a range of sources, including persuasive language, points of view and perspectives
- Critique sources for their origin, purpose, reliability and usefulness when examining economics and business issues and phenomena
- Interpret economics and business information and/or data (for example, media reports, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships

Evaluating

History

- Apply relevant concepts of historical thinking (for example, significance) when proposing explanations, evaluations and conclusions about the past and how it relates to the present
- Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence
- Listen to, share with and engage with others to generate responses to issues and challenges about historical phenomena, people and events
- Reflect on learning about the past to predict possible changes and continuities, consider effects of proposed actions, and imagine preferred futures

Geography

- Apply relevant concepts of geographical thinking (for example, interconnections) when proposing explanations, evaluations and conclusions about places, environments and people's connections to them
- Evaluate the usefulness of sources in a geographical inquiry and support conclusions with data and/or evidence
- Listen to, share with and engage with others to generate responses to geographical issues and challenges
- Reflect on learning to predict the possible impact of a geographical event, issue, phenomenon and/or proposed action on people and places, and imagine preferred futures

Civics and Citizenship

- Apply relevant civics and citizenship concepts (for example, government) when proposing explanations, evaluations and conclusions in an inquiry
- Evaluate the usefulness of sources in an inquiry of civics or citizenship issues and phenomena and support conclusions with data and/or evidence
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue
- Reflect on learning to consider multiple perspectives and ambiguities associated with a civics or citizenship issue, predict possible effects of a proposed action, and imagine preferred futures

Economics and Business

- Apply relevant economics and business concepts (for example, opportunity-cost) when proposing explanations, evaluations and conclusions in an inquiry
- Evaluate the usefulness of sources in an economics and business inquiry and support conclusions with data and/or evidence
- Listen to, share with and engage with others to generate responses to economics and business challenges
- Reflect on learning to make decisions and recommend a course of action using cost-benefit analysis and criteria, and predict the potential consequences of the proposed action

Communicating

History

- Compose appropriate text types (for example, narrative recount and account, report, argument, biography) to convey findings, conclusions and understandings of a historical inquiry
- Select appropriate representations to suit and enhance their communication (for example, timeline, photograph, picture) in digital and non-digital modes
- Use accurate historical terms and concepts

Geography

- Compose appropriate text types (for example, description, report, argument) to convey findings, conclusions and understandings of a geographical inquiry

- Select appropriate representations to suit and enhance their communication (for example, map, diagram, field sketch) in digital and non-digital modes
- Use accurate geographical terms and concepts

Civics and Citizenship

- Compose appropriate text types (for example, report, argument, explanation) to convey findings, conclusions and understandings from a civics and citizenship inquiry
- Select appropriate representations to suit and enhance their communication (for example, chart, diagram, photograph, audio file) in digital and non-digital modes
- Use accurate civics and citizenship terms and concepts

Economics and Business

- Compose appropriate text types (for example, report, memo, plan, budget, argument, explanation) to convey findings, conclusions and understandings from an economics and business inquiry
- Select appropriate representations to suit and enhance their communication (for example, flowchart, diagram, categorised list) in digital and non-digital modes
- Use accurate economic and business terms and concepts

Significance

The importance of something such as an issue, event, development, person, place, process, interaction or system over time and place

History

- The significance to society, particularly to Australian society, of places, events, ideas, phenomena and the contributions and achievements of people
- The legacy of past societies in present social, political, intellectual and economic life; the historical, cultural and spiritual value of the remains of the past; and what should be preserved and why
- How diverse groups celebrate and commemorate events and the significance of Country/Place to Aboriginal and Torres Strait Islander Peoples

Geography

- The significance of where things are located on the surface of the earth, and how they have been defined, named and given meaning by people in relation to security, identity, sense of belonging, wellbeing and opportunities
- The importance of the environment, its systems and processes, to the wellbeing of human and other life, and the significance of sustainable development for preferred futures
- The ways places are arranged and environments modified to enable liveability and important human activity

Civics and Citizenship

- The role of key values that underpin Australia's democracy, and the importance of rules and laws to Australia's social, environmental and economic stability and development
- The importance of cultural, religious and social groups to individual and group identity and belonging

Economics and Business

- The importance of business in providing goods, services and work, and of enterprising thinking and behaviours in responding to economic challenges in sustainable ways
- The value of information in making consumer and financial decisions

Continuity and change

Aspects of society, such as institutions, ideas, values and problems, that have stayed the same and changed over time (some point in the past and the present) or in the past (two points in the past)

History

- How human experiences, for example, family life, technology, colonisation, settlement, migration and citizenship, have differed and/or stayed the same over time
- How social, political, environmental and economic ideas, values and challenges have changed or remained the same over time, and the different ways people and institutions have responded to them
- Possible social and technological changes and continuities in the future

Geography

- Cyclical continuities and changes in natural systems in different places and over different time frames (for example, seasons), and how people perceive and represent environmental continuities and changes in diverse ways
- Modifications to environments as humans interact with the resources and processes within them, and ways that humans manage sustainability and change in natural and constructed environments
- How current processes of change can be used to predict change in the future and influence views of preferred sustainable futures

Civics and Citizenship

- Ways the Australian government and legal system maintain a stable democracy and a cohesive society and manage social, economic and environmental change
- How individuals and groups respond to change in a diverse society and generate social and political change at local and other levels

Economics and Business

- The variables which influence people's consumer and financial decisions
- Economic challenges in a changing world and changing ways people can respond

Cause and effect

The long-term and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development

History

- Reasons for social, political, environmental and economic events and developments over short and long time frames, and the effects on individuals, groups and societies
- How events, developments and ideas (for example, technology, exploration, citizenship, natural disasters) have shaped the daily lives of diverse people
- How the past and present might influence the future and how knowledge of the past and present can influence plans for possible and preferred futures

Geography

- How factors of culture, values, population, economy and technology affect how people perceive, adapt to and use similar environments in different ways
- How cause-effect relationships cross scales from the local to the global and the global to the local, such as the effect of local rubbish on far away marine ecosystems

- How human characteristics of a place (for example, economy, culture) are influenced by its environmental characteristics and resources; and how environmental characteristics of a place are influenced by human actions and environmental processes, over short to long time periods and at different scales

Civics and Citizenship

- The reasons for rules and laws, and the consequences for individuals, society and places when rules and laws are followed and not followed
- How the groups we belong to shape our values and identity, and how these influence our perceptions of other individuals and groups, and they of us

Economics and Business

- Influences on consumer decisions, the effects of these decisions on individuals, the community and the environment, and ways alternative choices can be evaluated
- Effects of economic challenges in a changing world, particularly the use and allocation of limited resources, and strategies that are used to manage possible effects in the present and future

Place and space

The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)

History

- How places and the social and economic activities within them have changed and remained the same over time, including Australia's colonial and modern era
- Remains of the past and places of cultural or spiritual significance, such as buildings and commemoration sites, and what they reveal about the past
- The places and cultures of the world from where Australians of the past and present have immigrated, and how they influenced the places where they settled

Geography

- How places are described according to size, location, shape, boundaries, features and environmental and human characteristics, which can be tangible (such as landforms or people) or intangible (such as culture or scenic quality)
- How spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes
- The individual characteristics of places and how they form spatial distributions such as population density, urban patterns and road networks

Civics and Citizenship

- The services, facilities and laws at local, state and national levels, provided by Australian governments, to create a cohesive, stable and sustainable democracy and society
- How the values and beliefs of different groups and cultures are influenced by their location, and democratic ways that groups solve problems about the use and care for their place

Economics and Business

- The distribution of resources, services and industries locally, in Australia and beyond
- How industries influence the development of a place, such as work sites, roads, ports, shops and residential spaces

Interconnections

The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other

History

- Connections between significant and ordinary people, events, developments, phenomena and places through time
- How chains of events and developments over short and long timeframes are related through multiple causes and effects
- How places and peoples have been connected through human endeavour and cultural exchange over time, and what tangible and intangible remains of the past are evident in the present

Geography

- The variety of ways that places, and the people and organisations in them, are connected and how the nature of these connections are changing with communication and transport technology
- Environmental systems such as the water cycle and human systems such as cities, and how they are interconnected within and across systems, through flows of matter, energy, information and actions
- Factors that impact on the capacity of environmental systems to sustain human life and wellbeing

Civics and Citizenship

- Australia's Anglo-Celtic heritage, including the Westminster system, and its connection to key features and processes of Australia's government and legal systems
- How people are connected to each other through group belonging and community participation

Economics and Business

- How the provision of goods and services to satisfy consumers' needs and wants connects industries, businesses and workers, locally and globally
- The interrelationship between work, income, personal satisfaction and other factors (for example, resource consumption, community prosperity)

Roles, rights and responsibilities

The roles, rights and responsibilities of social, economic, civic and environmental participation, including those of individuals, communities and institutions

History

- The role and contribution of a range of individuals, groups and government to the development of society, economy and democracy in Australia and other places
- The experiences of citizenship and democratic rights in Australia and the struggle for these by some groups, including Aboriginal and Torres Strait Islander Peoples

Geography

- The custodial responsibility of Aboriginal and Torres Strait Islander Peoples' to Country/Place
- The role of humans in altering places or environments and the lives of people associated there, and the rights and responsibilities of people and government in managing the effects of such change

Civics and Citizenship

- The rights and responsibilities of Australian citizens at local to national levels, and the obligations citizens may have beyond their national border
- The roles, rights and responsibilities of electors and representatives in a democracy

Economics and Business

- The responsibility consumers and producers have for each other
- Types of work, and the rights and responsibilities of people in the workplace

Perspectives and action

The ways in which different individuals and/or groups view something such as a past or present issue, idea, event, development, person, place, process or interaction and how these views influence their actions

History

- Different values, attitudes, actions and practices of individuals and societies in the past, and how they are viewed in the present
- How representations of people from a range of groups in the past show social, cultural and emotional factors of the time and place
- Different and sometimes opposing perspectives about a person, event, development or phenomena of the past, and how these could create debate or conflict then or now

Geography

- The diversity of perceptions, experiences and feelings people have for places at scales from the local to global, and how people convey value of places through representations, actions and ways of caring
- How people's connections and proximity to other people and places affects their awareness and opinions
- The diverse views on how progress towards sustainability should be achieved, and the worldviews that inform these views such as stewardship

Civics and Citizenship

- How cultural, social and religious groups, and other groups with shared beliefs and values, work together to achieve civic goals
- The skills and democratic values that enable active and informed citizenship

Economics and Business

- The ways different groups, including Aboriginal and Torres Strait Islander peoples, value and use resources differently
- The personal, social, cultural and other factors that influence consumer choices of individuals and groups

PDF documents

Resources and support materials for the Australian Curriculum: Humanities and Social Sciences F-6/7 are available as PDF documents.

F-6/7 HASS - Combined Sequence of Content

F-6/7 HASS - Combined Sequence of Achievement

F-6/7 History - Sequence of Achievement

F-6/7 Geography - Sequence of Achievement

F-6/7 Civics and Citizenship - Sequence of Achievement

F-6/7 Economics and Business - Sequence of Achievement

F-6/7 HASS - Concepts for developing historical thinking

F-6/7 HASS - Concepts for developing geographical thinking

F-6/7 HASS - Key skills - sub-strand illustrations

Foundation Year

My personal world

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship.

The content provides opportunities for students to begin to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, place and space** and **perspectives.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands*:* knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

Foundation Year Content Descriptions

Inquiry and skills

Questioning	Elaborations

Pose questions about past and present objects, people, places and events (ACHASSI001)	• posing questions about family and places having explored sources relating to their own life (for example, sources such as family interviews, photographs, stories, film, classmates' paintings, excursions to places)
	• inquiring about the lives, places and events of family members and inquiring about their own history (for example, asking the questions 'How old was I?' 'Where was I?' and 'What was I doing?' in response to family photographs)
	• posing questions about artefacts of the past (for example, 'Is it old or new?', 'What was it used for?') and representations of places (for example, 'Where is this place?', 'What does this show?' and 'What is that?')
	• asking questions about the place they are in after being encouraged to observe it using different senses

Researching	Elaborations
Collect data and information from observations and identify information and data from sources provided (ACHASSI002)	• exploring sources (for example, pictures, photographs, story books, artefacts, excursions to places, family interviews) to gain information about the past
	• listening to stories from oral, audiovisual and other sources to find information about family, friends, celebrations, places and Aboriginal and Torres Strait Islander cultures
	• observing the features of a special place (for example, their bedroom, under a tree) or local place (such as a beach, farm or ceremony site) and recording these observations
Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)	• displaying sources related to an investigation (for example, historical sources such as pictures, photographs, family mementoes and geographic sources such as items collected in the field, sketches of observations, measurements)
	• contributing information to shared records of places, families and friends (for example, adding personal details to murals, concept maps, tally charts and pictorial tables)
	• illustrating on a pictorial map, or by making a model, the location of their home in relation to school or other features of the local area
	• creating representations to show the location of features of familiar places (for example, making a map and illustrating it with pictures; using objects to create bird's eye view models)

Sequence familiar objects and events (ACHASSI004)	● ordering images and objects (for example, photographs, drawings or artefacts) to show a sequence of significant personal events or milestones (such as age when beginning to walk and talk, at the birth of a sibling, when moving house, when new teeth appear, on the first day at school) ● drawing story maps of events described in story books or in stories told by a storyteller

Analysing	**Elaborations**
Explore a point of view (ACHASSI005)	● comparing aspects of the childhood of parents, grandparents, elders or a familiar older person, with similar aspects of childhood today (for example, the favourite games of a familiar older person with those of self and class friends) ● identifying places in the playground or local area that they like or places they like to avoid, and talking about the reasons for their feelings
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)	● talking about differences between objects from the past and those of the present using comparative language (for example, 'This toy is older', 'My new computer game is more fun than the old one', 'This tree is older than …') ● distinguishing between older and newer, using such clues as the condition of the object, the width of a tree, the height of a person ● identifying natural and constructed features of a place that have changed over time and those that have remained relatively unchanged
Interpret data and information displayed in pictures and texts and on maps (ACHASSI007)	● talking about the relevance of information to a task (for example, how to find treasure on a treasure map, why a class timetable is helpful, how a weather map can help us decide what clothes to wear) ● sorting pictures of places and people using criteria such as old/new, younger/older, same/different, outside/inside, safe/not safe, special/not special

Evaluating and reflecting	**Elaborations**
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)	● suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important ● identifying how a story connects with an aspect of their family history (for example, how a story book shows how and where their grandparents or a familiar older person once lived)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)	• talking about what has been learnt about a place or site of significance to themselves or others and if they would like it to stay the same in the future
	• describing or drawing special places, telling what they have learnt that makes them special and suggesting how to behave when there

Communicating	**Elaborations**
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)	• describing events they have experienced and/or different places they have visited, using different modes of communication, (for example, orally, through objects, pictures and drawings, role-play and photographs)
	• reporting family history by presenting information in talk, drawings and play and by creating imaginative responses
	• using simple terms to denote the passage of time (for example, 'then', 'now', 'yesterday', 'today', 'tomorrow') when talking about their experiences
	• using appropriate terms to describe the direction and location of a place (for example, 'near and far', 'above and below', 'beside and opposite')

Knowledge and Understanding

History	**Elaborations**

Concepts for developing understanding

The content in the history sub-strand in this year gives students opportunities to develop historical understanding through key concepts including **continuity and change, perspectives**, **empathy** and **significance.** Through studies of their family, familiar people and their own history, students look at evidence of the past, exposing them to an early understanding that the past is different from the present (continuity and change). They come to understand why some events are important in their own and others' lives (significance), and how different people commemorate events that are important to them (empathy, perspectives).

Inquiry Questions

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)	• identifying and naming the different members of a family (for example, mother, father, step-parent, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating concept maps of their family with pictures or photographs to show the relationship between family members
	• finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map

How they, their family and friends commemorate past events that are important to them (ACHASSK012)	making a calendar of commemorative events that students, their family and friends celebrate (for example, birthdays, religious festivals such as Easter, Ramadan, Buddha's Birthday, Feast of Passover; family reunions and community commemorations such as NAIDOC week and Anzac Day) and discussing why they are important
	recognising 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to recognise that the Country/Place and traditional custodians of the land, sea, waterways and sky are acknowledged
How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)	engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander Peoples and recognising that the past is communicated through stories passed down from generation to generation
	sharing the story of an object from their family's past (for example, a photograph, old toy, statue, medal, artwork, jewellery, stories), describing its importance to the family and creating a class museum
	recognising that stories of the past may differ depending on who is telling them (for example, listening to stories about the same event related by two different people such as a mother and a grandmother)
	using images, students' stories and stories from other places to explore what families have in common (for example, people who provide for their needs and wants, love, safety, rituals, celebrations, rules, change such as new babies and dying)

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides ways of developing students' understanding of **place, space** and **environment**. Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

The representation of the location of places and their features on simple maps and models (ACHASSK014)	• creating story maps or models to represent the location of the places and features they pass on their way to school
	• identifying the ways Aboriginal and Torres Strait Islander Peoples represent the location of Country/Place and their features (for example, by inscriptions on stone, stories, sand drawings, paintings, song, music and dance)
	• describing how the globe is a representation of the world and locating Australia and other places on a globe
The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)	• identifying the places they live in and belong to (for example, a neighbourhood, suburb, town or rural locality)
	• describing the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from, imaginary places in stories, or places featured on television)
	• identifying how places provide people with their basic needs (for example, water, food and shelter) and why they should be looked after for the future
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 (ACHASSK016)	• identifying and using the name of the local Aboriginal or Torres Strait Islander language group
	• identifying how and why the words 'Country/Place' are used by Aboriginal and Torres Strait Islander Peoples for the places to which they belong
	• inviting members of the traditional owner group to talk about Country/Place and places of cultural and historical significance to the Aboriginal or Torres Strait Islander community in the local neighbourhood, suburb, town or rural area
	• identifying local Aboriginal and/or Torres Strait Islander landmarks in the local area
The reasons why some places are special to people, and how they can be looked after (ACHASSK017)	• identifying places they consider to be 'special' (for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance) and explaining why the place is special to them
	• describing the features of places that are special to them based on what they see, hear, smell and feel
	• discussing different ways they could contribute to caring for special places including those that are unique

Foundation Year Achievement Standard

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Foundation Year Sub-strand-specific Achievement Standards

History

By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.

Geography

By the end of Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people.

Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share and compare observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.

Year 1

How my world is different from the past and can change in the future

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; place and space; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by **inquiry questions**. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How has family life and the place we live in changed over time?
- What events, activities and places do I care about? Why?

Year 1 Content Descriptions

Inquiry and skills	
Questioning	**Elaborations**

Pose questions about past and present objects, people, places and events (ACHASSI018) 📄 🅒	- posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather - asking questions before, during and after listening to stories about people and places and about their past and present - preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value - collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions
Researching	**Elaborations**
Collect data and information from observations and identify information and data from sources provided (ACHASSI019) 📄 ➕ 🅒	- exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films) - gathering evidence of change in a local place (for example, by comparing current observations of a place with photographs of it taken in the past) - using geographical tools (for example, photographs taken from the air, Google Earth or digital image searches) to locate and identify the different features of places and how they have changed over time, including places with largely natural features and those with largely constructed features 🌿 - gathering information about the weather and seasons from the media, their own observations and from stories (for example, Aboriginal and Torres Strait Islander stories) 🖐

Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020)	- creating and sharing concept maps to show personal understanding of their world (for example, a web of family relationships and connections, or a mental map of their place and its important features or spaces)
	- making artefact and photo displays to show the features of a place (for example, collections of natural and constructed things from the environment) or to show the passing of time (for example, collections of things used when growing older, toys used by different generations) and labelling the display with simple captions
	- recording data about the location of places and their features on maps and/or plans (for example, labelling the location of their home and daily route to school on a map of the local area, drawing a plan of their classroom and labelling its activity spaces)
	- developing a pictorial table to categorise information (for example, matching clothes with seasons, activities with the weather, features and places, places with the work done)
Sequence familiar objects and events (ACHASSI021)	- using visual representations such as a 'days of the week' chart, a class timetable or a calendar to sequence events or tasks
	- describing what they see as they move from one point to another (for example, going from home to school, from the classroom to the library)
Analysing	**Elaborations**
Explore a point of view (ACHASSI022)	- comparing students' daily lives and those of their parents, grandparents, elders or familiar older person, and representing the similarities and differences in graphic form (for example, in a Venn diagram or Y-chart)
	- sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations) and explaining why they are favoured

Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023)	• identifying similarities and differences between activities over time by comparing objects of the past with those currently used (for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books)
	• using comparative language when describing family life over time and/or comparing features of places, such as 'smaller than', 'bigger than', 'closer', 'further', 'not as big as', 'younger/older than', 'more rainy days', 'fewer/less', 'hottest/coldest', 'sunnier', 'windier than'
	• exploring Aboriginal and Torres Strait Islander stories, traditional and contemporary, about places and the past and how places have changed
	• categorising objects, drawings or images by their features and explaining their reasoning, for example, categorising the features of a local place into natural (native forest), constructed (street of houses) and managed (windbreak of trees)
Interpret data and information displayed in pictures and texts and on maps (ACHASSI024)	• finding the meaning of unfamiliar vocabulary relating to the past (for example, games such as jacks/knuckles and elastics; technology tools such as floppy discs or USBs, record player, cassette player)
	• using information gained from sources (for example, stories, photographs, fieldwork observations, satellite images, rock art) to answer 'when', 'where', 'what', 'how' and 'why' questions
	• finding a hidden item using a map or plan that shows its location

Evaluating and reflecting	Elaborations

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025)	• using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from geographic pictures) to make conclusions about change over time and place (for example, how occupations and/or technologies have changed; how places and behaviours change because of the seasons)
	• making conclusions after collecting and recording information about events over time (for example, a birthday chart that shows most class members are the same age; stories and pictures which confirm continuity of events over time, such as the local show) or about types of homes and locations where class members live (for example, an illustrated map showing that some students live in town, some live on a farm, some live in a unit, or some live in a house)
	• imagining what the future may hold based on what they know of the past and present (for example, envisioning what the town they live in might look like in the near future by comparing photographs of the past with their observation of the present) or envisaging how an environment might change due to human activity (such as when a new planting of street trees grow)
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026)	• recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated
	• describing features of a space or place (such as a chicken coop, a play area, their bedroom, the reading corner, the beach) that is important to them and explaining what they could do to care for it
	• discussing how their behaviours reflect what they have learnt about caring for important places and significant sites (for example, taking care around school wildlife, turning off taps and lights, following etiquettes in special sites)
	• imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future
Communicating	**Elaborations**

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)	• creating shared texts (for example, pictorial charts, calendars, lists, recounts, wall murals/collages, big books) to record observations or report findings
	• retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs
	• using terms to denote the sequence of time (for example, 'then', 'now', 'yesterday', 'today', 'past', 'present', 'later on', 'before I was born', 'in the future' and 'generations')
	• explaining to classmates where places are, and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location (for example, terms such as 'beside', 'forward', 'up', 'down', 'by', 'near', 'further', 'close to', 'before', 'after', 'here', 'there', 'at')

Knowledge and Understanding

| **History** | **Elaborations** |

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, perspectives, empathy** and **significance**. The content for this year focuses on similarities and differences in family life over recent time (continuity and change, perspectives) and how people may have lived differently in the past (empathy). Students' understanding is further developed as they consider dates and changes that have personal significance (significance). As students continue to explore the past and the present, they begin to speculate about the future (continuity and change).

Inquiry Questions

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)	• considering a range of family structures (for example, nuclear families, one-child families, large families, single parent families, extended families, blended (step) families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages
	• comparing families in the present with those from the recent past (the families of parents, grandparents or familiar older person) in terms of their size and structure (for example, the different types of family such as nuclear, single parent, blended)
	• examining and commenting on the roles of family members over time (for example, listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example, work at home, work outside the home, child care, gender roles, children's responsibilities, pocket money)

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)	• predicting, using knowledge of the past and present (for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons) and ordering these references to time in sequence using terms such as 'before', 'after', 'next', 'then', 'a long time ago', and 'then and now'
	• exploring how cultures recognise significant events (for example, the Chinese describe a child as being one year old on the day he/she is born; some religious groups don't celebrate birthdays)
	• identifying dates and changes that have personal significance (for example, birth dates, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to students' cultural backgrounds
	• examining seasonal calendars of Aboriginal and Torres Strait Islander groups (for example, the Gagudju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three)
Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	• comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives have changed
	• comparing what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/consumer habits)

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place**, **space, environment** and **change.** Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures (place, environment). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)	• using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map
	• recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place
	• using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings)
	• describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care
The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032)	• describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of
	• comparing the Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four-seasons calendar derived from Europe
Activities in the local place and reasons for their location (ACHASSK033)	• identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational, farming, manufacturing, waste management activities), locating them on a pictorial map, and suggesting why they are located where they are
	• identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems (for example, rules, signs, waste collection truck routes) support these activities
	• exploring activities in the local rivers, lakes and coastal waters and identifying constructed features (for example, Aboriginal eel traps, jetties, shark nets, fish farms)
	• describing how they rearrange the space within the classroom for different activities (for example, reading time or a drama)

Year 1 Achievement Standard

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Year 1 Sub-strand-specific Achievement Standards

History

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same.

Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.

Geography

By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

Year 2

Our past and present connections to people and places

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, cause and effect, place and space, interconnections** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands*:* knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Year 2 Content Descriptions

Inquiry and skills	
Questioning	**Elaborations**

Pose questions about past and present objects, people, places and events (ACHASSI034)	- developing how, when, where, why questions at the start of and during an investigation and then revisiting the questions to check if they have been answered
	- developing inquiry questions about a historical site (for example, 'What does it look like now?', 'What condition is it in?', 'What was its purpose?', 'How might its use have changed?', 'How was it built/created?', 'Who built it?', 'How is it now used?', 'Why is it important?')
	- developing inquiry questions about places (for example, 'What are the features of the place?', 'How far away is it?', 'How easy is it to get to?', 'How am I connected to it?')
	- posing questions using the stems, 'How do I feel about …', 'What would it be like to …' and 'What effect …'

Researching	Elaborations
Collect data and information from observations and identify information and data from sources provided (ACHASSI035)	- identifying information in sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (satellite images, globes, diagrams, measurements, field photographs)
	- locating historical evidence of the local community's past (for example, place and street names that commemorate people, monuments, built and non-built historical landmarks, middens, remnants of native vegetation and old building remains)
	- surveying peers to discover how they are connected to people in other places in Australia and the world, or to find out how frequently they visit places and for what purpose
	- exploring Aboriginal and Torres Strait Islander Peoples' connections to Country/Place through oral histories Dreaming and Creation stories, dance, art and cultural representations
Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036)	- sorting and recording written or pictorial information or survey results in tables under headings such as 'then/now', 'past/present/future', 'places near/far', 'places visited', 'purpose', 'frequency', 'distance'
	- creating pictorial maps with annotations to show familiar local and/or historical sites, their features and location, and adding further information as extra sites are identified
	- locating the places they are connected to (such as through family, travel, friends), or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map
	- making a map or plan of significant places in the community, incorporating symbols to show location of objects or significant features

Sequence familiar objects and events (ACHASSI037)	• ordering key events in the history of the local community or in its development (for example, the history of the school; developmental stages of telecommunications technologies) • creating a timeline, slideshow or story to show how things develop sequentially (for example, seasonal change in plants, cycles of the weather, personal growth milestones)

Analysing	**Elaborations**
Explore a point of view (ACHASSI038)	• discussing why some places are considered special or significant by others (for example, by parents, Aboriginal or Torres Strait Islander Peoples, their grandparents or familiar elders their friends, returned soldiers, wildlife workers) • examining the points of view of older generations about changes over time (for example, changes to the natural or built environment, changes to daily living) • listening to different stories (for example, Dreaming and Creation stories) about reasons for the change of seasons or about how natural features of Earth were created
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)	• comparing places that differ over time or across location (for example, climate, natural environment, plants, animals, people's home) • identifying how objects and activities are similar or different depending on conditions in local and distant places (for example, clothes, transport, technology) • identifying features of a site that reveal its past (such as decorations and plaques on buildings) and suggesting clues that help understanding of its history (such as dates, ageing, building style) • examining a historical site (for example, a home, a school) to explore how technology has changed life over time (for example, how and where food was obtained and prepared, how people travelled, how people stayed warm or cool, how sewerage was managed, types of work, the roles of men, women, boys and girls)

Interpret data and information displayed in pictures and texts and on maps (ACHASSI040)	- interpreting distance on maps using terms such as 'metres', 'distant', 'close', 'local', 'many hours in a bus/car/plane', 'walking distance' to decide on the accessibility of different features and places - interpreting flowcharts and geographic and concept maps to explore system connections (for example, places members of their class are connected to, where some food comes from, how Aboriginal songlines connect places) - interpreting symbols and codes that provide information (for example, map legends) - explaining what intangible boundaries mean or why they exist (for example, the equator as a division on a globe, out-of-bounds areas shown on a plan of the school)
Evaluating and reflecting	**Elaborations**
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041)	- drawing conclusions about how traditional Aboriginal and Torres Strait Islander Peoples were able to overcome the constraints of distance (for example, trading goods and ideas across the continent and its islands) - making generalisations from data showing patterns and relationships (for example, the relationship between the distance of places and the frequency of visits to them; between rubbish in the school and eating areas; between marine animals and where human rubbish may go; between climate zones and clothing or housing) - discussing the history or value of places in the local community from an exploration of place names (for example, place names that are linked to Aboriginal and Torres Strait Islander Peoples, historical events, early settlers, and political, religious and social figures)
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)	- reflecting on their increasing knowledge of special places and natural systems in their local area and, whether their ideas about and behaviours have changed as a result of greater understanding - sharing with their teacher, other students and members of their family what they know and have learnt about connections with other places, and explaining the significance of these connections - using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it
Communicating	**Elaborations**

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)

- conveying information about the past and familiar places by representing ideas in written, spoken, pictorial or performance modes and by creating imaginative responses
- composing reports with multimedia to share findings (for example, findings of a comparison of past and present daily life, a report on how access to and use of a place has changed over time, or recommendations on a building of significance)
- describing a significant person from their community's past in a short report or biography or through a fictional journal based on facts
- using terms in speech and writing to denote the passing of time (for example, 'in the past', 'years ago', 'the olden days', 'in the future') and to describe direction and location (for example, north, south, opposite, near, far)

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy** and **significance**. Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider why they should be preserved (significance, cause and effect, perspectives). They examine the impact of technology of people's lives (continuity and change, cause and effect), and speculate about people's lives in the past to further develop their understanding that people lived differently in the past (continuity and change, perspectives, empathy).

Inquiry Questions

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

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 (ACHASSK044)

- using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community
- suggesting reasons for the location of a local landmark (for example, community building, landmark or war memorial) before searching for resources that provide an explanation
- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audiovisual material, digital sources, letters, photographs) and relating a story which these reveal about the past

The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)	• discussing why a particular site has heritage significance/cultural value for present generations (for example, it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)
	• identifying, in consultation with Aboriginal and Torres Strait Islander Peoples, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains)
	• identifying and designing a local historical tour of a building or site (for example, one related to a particular cultural group)
How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)	• examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example, changes to land, air and sea transport; the move from wood-fired stoves to gas/electrical appliances; the introduction of transistors, television, FM radio and digital technologies; how people shopped and what they liked to buy, changes in the nature of waste and how waste is managed)
	• identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood, and finding out where each was produced
	• examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example, Arrernte children learn to play string games so they can remember stories they have been told)
	• creating models of toys used by children who lived when electricity was not available
	• identifying some rules for children of past generations that do not apply in the present, and some rules of the present that did not exist in the past due to technological changes

Geography	Elaborations
Concepts for developing understanding	

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **interconnection**. Students develop a mental map of the world by learning the major geographical divisions on Earth (place, space, environment) and where they are located in relation to Australia (space). Students learn about the hierarchy of scale by which places are defined – from the personal scale of their home to the national scale of their country (scale). Students explore how distance and accessibility influence how often they visit places, and for what purpose (space, interconnection) and investigate their links with places locally and throughout the world (interconnection). They see how places have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection).

Inquiry Questions

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047)	- investigating the definition of a continent and the seven-continent and six-continent models - using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map - describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far
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 (ACHASSK048)	- examining the names of features and places in the local area, the meaning of these names and why they were chosen - investigating the names and meanings given to local features and places by the local Aboriginal or Torres Strait Islander Peoples - describing the scale of places, from the personal (home), the local (their suburb, town or district), the regional (state) to the national (country)

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)	- explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement) - discussing how some people are connected to one Country (for example, because it is "mother's" Country or "father's" Country) - describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources
The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)	- examining the ways people are connected to other places (for example, through relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, or through environmental practices such as where their waste ends up and its effect on people there) - exploring how their place may be connected to events that have happened in other places (for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia)
The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)	- investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons - suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern - investigating how people's connections with places are affected by transport and information and telecommunications technologies

Year 2 Achievement Standard

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Year 2 Sub-strand-specific Achievement Standards

History

By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Geography

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning.

Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

Year 3

Diverse communities and places and the contribution people make

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

Year 3 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Pose questions to investigate people, events, places and issues (ACHASSI052)	• posing relevant questions when investigating the contribution individuals and groups have made to the development of the local community ('Who?', 'What?', 'When?', 'Where?', 'Why?')
	• developing inquiring questions as they investigate (for example, 'Why there?' questions about location; 'What might happen?' questions about future consequences of natural processes or people's actions in places; and 'What ought to happen?' questions or other questions about ethical behaviour, sustainability and preferred futures)
	• asking key questions when investigating a topic (for example, questions such as 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?')
	• posing evaluation questions (for example, 'Is the process fair?', 'Could the process have been managed better?')

Researching	Elaborations
Locate and collect information and data from different sources, including observations (ACHASSI053)	• locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online)
	• collecting information in the field (for example, taking photographs, making sketches, taking water measurements or collecting natural objects to support the investigation of eocological health, settlement or demographic details of a place)
	• collecting data from maps, aerial photographs, satellite images or a digital application (for example, Google Earth) to identify, locate and describe different types of settlement
	• collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys
	• interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community)
	• acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries

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)	• using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment)
	• creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions, participation in community activities, number of local monuments)
	• placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements
	• constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point
Sequence information about people's lives and events (ACHASSI055)	• developing an annotated timeline (for example, a timeline of celebrations and commemorations)
	• creating visual representations of a sequence of events or happenings (for example, the stages involved in making decisions in a familiar context, such as a planning a class activity, the sequence of seasonal changes in different climates)
Analysing	**Elaborations**

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056)	• distinguishing fiction and non-fiction texts in relation to representation of places, environments and past events
	• identifying statements of fact and statements of opinion in class discussions
	• identifying differences in the meaning of celebrations when viewed from different perspectives that result in different actions (for example, the meaning of Australia Day for many Aboriginal and Torres Strait Islander Peoples when compared with its meaning for many other Australians)
	• exploring stories about places and people told by Aboriginal and Torres Strait Islander Peoples, and by people from other cultures including people from Asia and the Pacific region
	• sharing points of view and identifying different perspectives and actions relating to issues that affect themselves and their peers (for example, discussing class rules, the different responses to them by class members, different perceptions of the value of places and ecosystems in the local area, communicating across cultures)

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)	finding the meaning of acronyms/initialisms they encounter (for example, NAIDOC, ANZAC, NZ, USA, ACT)
	interpret data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy)
	identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns
	interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude
	using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia)
	discussing and comparing how Aboriginal and Torres Strait Islander Peoples may represent places and their features visually (for example, in paintings and sand drawings) and identify symbols and patterns

Evaluating and reflecting	Elaborations
Draw simple conclusions based on analysis of information and data (ACHASSI058)	explaining conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations)
	drawing conclusions about their community's heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment)
	examining the meaning of diversity using examples drawn from their community (such as celebrations and commemorations), drawn from other countries (such as environments, climate, lifestyle, settlement) and from the experiences of their peers (such as how they participate in their family and community)

Interact with others with respect to share points of view (ACHASSI059)	• sharing and listening to others' stories about their community and place (for example, Aboriginal or Torres Strait Islander oral histories of an area, park ranger recounts, speakers from commemorative organisations, personal experiences of celebrations)
	• understanding their roles, rights and responsibilities in group situations
	• respecting ways to ensure others' points of view are shared in group situations (for example, adhering to and defending strategies that enable turn-taking and eliminate talking over others)
	• valuing for and against arguments when making personal and group decisions
Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060)	• recalling what they know when contributing ideas to a group response to a community challenge (for example, planning how to celebrate a unrecognised cultural event; such as how local Aboriginal or Torres Strait Islander Peoples celebrate their Country/Place or how to retell a historical event from a silent or unfamiliar voice)
	• reflecting on anticipated effects of actions designed to protect and improve places that people perceive as important (for example, places of environmental value, cultural value or historic significance)
	• choosing and enacting roles for group work that recognise an awareness of members' knowledge and skills and customs
	• considering the findings of an inquiry when developing a plan of action to achieve a set goal (for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose)

Communicating	Elaborations

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)

- composing different types of texts to report findings of an investigation (for example, reporting on a historical investigation and its researched facts and findings by writing a biography about a noteworthy individual or group, a narrative account of a significant event, a report about a celebration, an explanation of the multicultural character of the community)

- arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing in their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I dis/agree that' to gain the support of others

- describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries (for example, New Zealand and Indonesia) using a globe or wall map

- selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, timelines, photographs and pictures

- using subject-appropriate terms when speaking, writing and illustrating, for example, historical terms (such as 'immigration', 'exploration', 'development', 'settlement', 'naming days of commemoration' and 'emblems'); geographical terms (such as 'climate', 'settlement', 'environment', 'natural' and 'constructed'); and civic terms (such as 'community', 'decision-making', 'participation')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect**, **perspectives, empathy** and **significance**. The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).

Inquiry Questions

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)	• liasing with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.) • listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to • discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky
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)	• exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day) • comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events/developments, places or ecosystems • identifying individuals and groups from the past of diverse backgrounds (for example, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful) • exploring how the contributions of individuals, groups and organisations are recognised (for example, parades, Australia Day Awards, monuments)

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)	- identifying and discussing the historical origins of an important Australian celebration or commemoration - generating a list of local, state and national symbols and emblems (for example, club emblems, school logos, flags, floral emblems, the Commonwealth Coat of Arms) and discussing their origins, use and significance - examining the symbolism of flags (for example, the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) and the roles, rights and responsibilities the community has when observing protocols around flag flying - recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day)
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)	- comparing the significance of national days in different countries, looking at why they developed and elements they have in common - exploring through secondary sources significant events of cultures or countries around the world, including national days, and discussing whether they are celebrations or commemorations - investigating the origins and significance of some international celebrations or commemorations (for example, the International Day of Peace) - investigating the origins and significance of celebrations important to particular cultural groups in Australia and in other places of the world

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place**, **space, environment** and **interconnection**. Students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics (place). They examine climate (environment) and the types of settlements (space) in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).

Inquiry Questions

- What are the main natural and human features of Australia?
- How and why are places similar and different?
- What would it be like to live in a neighbouring country?

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)	• using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name significant places such as the states, territories, major cities and regional centres in Australia
	• identifying and describing the major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map
	• comparing the boundaries of Aboriginal Countries with the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented
	• describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups
	• exploring how oral traditions of Aboriginal and Torres Strait Islander Peoples were used to map landscapes
The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)	• using a globe to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste and Indonesia and countries relevant to students, labelling them on a map, and identifying the direction of each country from Australia
	• describing the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics
The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)	• examining how weather contributes to a climate type
	• identifying the hot, temperate and polar zones of the world and the difference between climate and weather
	• identifying and locating examples of the main climatic types in Australia and the world (for example, equatorial, tropical arid, semi-arid, temperate and Mediterranean)
	• investigating and comparing what it would be like to live in a place with a different climate to their own place

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)

- exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories
- discussing why it is important to protect places that have special significance for people (for example, a wetland, a sacred site, a national park or a World Heritage site)
- exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities)
- investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country
- examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country, and inferring what it would be like to live in these places

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens** and **citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

Inquiry Questions

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

The importance of making decisions democratically (ACHASSK070)

- making a decision as a class by allowing everyone to have a say and a vote
- building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents)
- identifying places and situations in communities where decisions are made democratically

Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	• developing and justifying a set of fair rules and consequences for the class
	• identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed
	• considering why rules differ across contexts (for example, a library, the playground, in class, at home, in games and in cultural groups)
	• discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules
	• exploring cultural norms behind some rule-making (for example, removing shoes before entering places of cultural significance)
	• identifying who has the authority to make rules (for example, at school or in a sporting club)
Why people participate within communities and how students can actively participate and contribute (ACHASSK072)	• identifying groups in the local community or through a virtual community and exploring their purpose
	• exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat)
	• investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia)
	• exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)

Year 3 Achievement Standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Year 3 Sub-strand-specific Achievement Standards

History

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups.

Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.

Geography

By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighbouring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge.

Civics and citizenship

By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens.

Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.

Year 4

How people, places and environments interact, past and present

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

Year 4 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Pose questions to investigate people, events, places and issues (ACHASSI073)	asking questions before, during and after an investigation using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, how and why)
	• developing 'How do we know?' questions for evidence, 'What could be done?' questions about alternatives, and 'Is that right or fair?' questions about decisions past and present
	• generating a range of questions (for example, evaluation questions, reflecting questions) about contemporary issues reported in the media
	• discussing how an investigation about the past (for example, a shipwreck explored through a museum display, video or interactive website) is guided by questions at different stages, including 'Why is that important now?'

Researching	Elaborations
Locate and collect information and data from different sources, including observations (ACHASSI074)	• identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different
	• identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories
	• brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection)
	• using Google Earth or similar applications to collect geographical information (for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea)
	• exploring stories about the groups people belong to, for example, about cultural groups (such as groups that value Aboriginal, Torres Strait Islander or Asian heritage), from interest and community groups (such as recreational and volunteering organisations) and from gender or religious groups
	• acquiring geographical information about environments and resources from a range of sources, such as a knowledgeable Aboriginal community member or from schools in contrasting parts of Australia and/or other countries in the Southern Hemisphere

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)	• using graphic organisers to sort and record information (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, Y-charts, network diagrams) or to show simple relationships (for example, a food web in mangrove or Antarctic waters)
	• constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation; the loss of native species; the movement of peoples over time; the population of places over time; resource distribution in places that have been colonised; social, cultural and religious groups in Australia's society) using digital applications as appropriate
	• recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets
	• showing historical and geographic information on maps (for example, collaboratively creating a large class map of world exploration by projecting a world map on a mural, and completing it with relevant geographical and historical details including compass points, sea routes, legends, dates, pictorial details, annotations and captions)
	• annotating maps using the appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America
Sequence information about people's lives and events (ACHASSI076)	• creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence
	• using graphic organisers to show the sequential stages of a process (for example, a flowchart that shows the stages of local government decision-making; a consequence wheel that shows causes and effects; seasonal charts such as an Aboriginal representation describing environmental evidence)
	• recounting and sequencing events associated with a particular history (for example, developing an annotated map to describe the sea route of the First Fleet and the timing of its passage)

Analysing	Elaborations

Examine information to identify different points of view and distinguish facts from opinions (ACHASSI077)

- exploring different points of view about a familiar event (for example, Australia Day, National Sorry Day) or issue (for example, a school issue, an environmental issue)

- exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some Aboriginal and Torres Strait Islander people in the early colonial era)

- identifying differing viewpoints and considering their related ethical implications when discussing the past and present (for example, personal preference versus respecting the law such as personal freedom versus following the legal requirement to wear a bike helmet; different views over time about people's character such as convicts who stole food were sinful)

- exploring different viewpoints about the sustainable use of a place (for example, environmental management laws and Aboriginal and Torres Strait Islander Peoples' practices)

- sharing aspects of their cultural identity and considering how it might be similar and different to the cultural identity of others

- identifying stereotypes presented in texts and pictures, such as generalisations about gender roles, and talking about who is advantaged by stereotypes and who is disadvantaged

Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)	• decoding the meaning of symbols and emblems associated with Australian history, geography and civic life and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps
	• comparing information in sources to identify evidence of change (for example, Aboriginal, Dutch and French place names on Australia's west coast; past and present distribution of vegetation in North Africa that points to increasing desertification)
	• interpreting the data presented in picture, line, bar or column graphs to idenitify simple trends or distributions (for example, explaining survey results about types of waste produced in the school or how people in the community participate)
	• interpreting thematic maps and using Google Earth or similar applications to describe the characteristics of a continent or region or to identify the distribution of a particular characteristic (for example, languages of South America, equatorial rainforests, settlement along a major river valley in South America from its source to the sea)
	• comparing environments in places of similar climate and vegetation that are located on different continents (for example, sandy, icy and stony deserts of Australia, Africa, Antarctica and South America)

Evaluating and reflecting	Elaborations

Draw simple conclusions based on analysis of information and data (ACHASSI079)	• describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) and making inferences about similar risks today (for example, the risks of space and deep sea exploration, colonising other planets, adapting to life in a new environment)
	• explaining how seeking resources is connected to trade, world exploration, colonisation and environmental change
	• finding connections, in order to draw conclusions, from an analysis of sources (for example, relationships between plants and animals in an ecosystem; languages of countries and the nations which colonised them; shipwreck locations and natural features; local government services and how people benefit)
	• concluding from an analysis of historical records how laws, and the consequences of not following them, have changed over time (for example, contrasting penalties applied in eighteenth-century Britain and those applied in modern Australia)
	• using new knowledge to make an argument on a topic relevant to them and their community (for example, whether they agree with a school rule, a proposed change in the community, what the local government can do about an issue)
	• reflecting on how people of the past are represented in fiction and other sources, and critically examining stereotypes in their representations (for example, claims that women did not work, inferences that all Aboriginal and Torres Strait Islander Peoples are the same)
Interact with others with respect to share points of view (ACHASSI080)	• participating in role-plays and simple debates which allow for equal presentation of viewpoints
	• exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of Aboriginal People, convicts, guards, women and children on settling at Botany Bay) or the different views about a current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat)
	• participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bonos' hats)

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) 📄 🌐 👥	• reflecting on learning with the assistance of tools such as a KWL chart (what they know, what they want to know and what they have learned) when evaluating responses to an issue
	• forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue (for example, developing a futures scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials) 🌿
	• reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment at a local or global level (for example, pouring paints down the sink; using products sourced from cleared rainforests) and proposing awareness-raising strategies to reduce impacts on the environment 🌿
	• proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school; choosing products not made from endangered species such as elephants) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden; making socially responsible decisions) 🌿
Communicating	**Elaborations**
Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082) 📄 ⤢ 🌐	• composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports)
	• selecting appropriate representations to suit and enhance their communication, including graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
	• describing the relative location of different features in a place by distance and compass direction (for example, the distance from their home to the local waste management site, the route of a navigator)
	• using accurate and subject-appropriate terms when speaking, writing and illustrating, for example, using historical terms (such as 'exploration', 'navigation', 'trade', penal', 'transportation', 'contact', 'frontier conflict', 'colonisation'), using geographical terms (such as 'continents', 'countries', 'natural resources', 'vegetation', 'environments', 'ecosystems', 'sustainability', 'consumption', 'waste' and 'management') and using civic terms (such as 'local government', 'decision-making', 'services', 'roles', 'responsibilities', 'rules', 'laws' and 'belonging') 🌿

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect**, **perspectives, empathy** and **significance**. The Year 4 curriculum introduces world history and the movement of peoples. Students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place (sources, perspectives, significance) and their contact with other societies (change and continuity, perspectives, empathy). Through a study of navigation, exploration and/or trade (sources), students come to learn about Australia's early colonisation and develop understandings about contact between societies (continuity and change, cause and effect) and its effects on people and their environments (perspectives, empathy).

Inquiry Questions

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)	• mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records) • recognising that Australia has two indigenous cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples • studying early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country • investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity • exploring how Aboriginal Peoples exchanged ideas, technology and goods with each other and with Torres Strait Islander Peoples across vast distances • studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHASSK084)	• identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the European age of discovery **ᴀᴀ** • investigating what motivated countries to explore and colonise • examining the journey of one or more explorers (for example, Christopher Columbus, Vasco da Gama, Ferdinand Magellan), using navigation maps to reconstruct their journeys • examining the impact of European exploration or colonisation on ONE society • investigating networks of exchange and what was exchanged between different groups of people (for example, ideas, spices, food, slaves) • recognising that people from many continents have explored parts of the world (for example, Zheng He, Ibn Battuta) **ᴀᴀ**
Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)	• investigating reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported • investigating attitudes to the poor, the treatment of prisoners at that time, and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards • investigating daily life in the Botany Bay penal settlement and challenges experienced by the people there and how they were managed

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)

- investigating contact with Aboriginal and Torres Strait Islander Peoples before 1788 (for example, the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)

- comparing the European concept of land ownership, including terra nullius, with the Aboriginal and Torres Strait Islander Peoples' relationship with the land, sea, waterways and sky, and how this affected relations between the groups

- exploring early contact of Aboriginal people with the British including people (for example, Pemulwuy, Bennelong) and events of conciliation and resistance (such as the Black War)

- exploring the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples (dispossession; dislocation; and the loss of lives through conflict, disease, loss of food sources and medicines)

- considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects

- examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal Peoples' Country

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **sustainability**. The content focuses on understandings about sustainability – the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments that support humans and other living things (environment, interconnection). They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability), including the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place (interconnection, sustainability). Students' mental map of the world expands to South America and Africa and their main countries and characteristics (space, place, environment).

Inquiry Questions

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)	- using geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of Africa and South America and their relative locations - using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America - researching the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America - using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographic features, environments, cities)
The importance of environments, including natural vegetation, to animals and people (ACHASSK088)	- identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation - exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive - explaining how people's connections with their environment can also be aesthetic, emotional and spiritual - explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons) - exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)	• recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was across Australia, but concentrated in sustainable areas such as in the coastal and riverine areas of Australia
	• investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/Place (for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/Place)
	• investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands)
The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)	• identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)
	• exploring how some natural resources are used and managed in sustainable and non-sustainable ways
	• identifying renewable and non-renewable resources
	• investigating where a particular renewable natural resource comes from, how it is used and sustainable management strategies (for example, recycling paper or planting more trees)
	• exploring the work of groups and organisations which manage natural resources and/or waste

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

Inquiry Questions

- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?

The role of local government and the decisions it makes on behalf of the community (ACHASSK091)	- examining how local government is chosen and by whom
	- exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management)
	- describing how local government services impact on the lives of students
The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)	- distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school)
	- exploring the purpose of laws and recognising that laws apply to everyone in society
	- discussing examples of laws and why they are important to students' lives
	- investigating the impact of laws on Aboriginal and Torres Strait Islander Peoples (for example, environmental laws, native title laws and laws concerning sacred sites)
The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	- identifying diversity through the different social, cultural and religious groups students belong to
	- listing and comparing the different beliefs, traditions and symbols used by groups
	- recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions
	- describe real, virtual or vicarious experiences with other cultures and groups

Year 4 Achievement Standard

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Year 4 Sub-strand-specific Achievement Standards

History

By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.

Geography

By the end of Year 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge.

Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They record and represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action.

Civics and citizenship

By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging.

Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.

Year 5

Australian communities – their past, present and possible futures

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of Australia and the the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?

Year 5 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)	• asking questions before, during and after an investigation to frame and guide the stages of an inquiry
	• developing different types of questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours)
	• developing questions to guide the identification and location of useful sources for an investigation or project (for example, 'Is this source useful?', 'Who can help us do this project?', 'What rules/protocols must we follow when we do this inquiry/project?', 'What resources do we need to conduct this project?')
Researching	**Elaborations**
Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)	• finding information about the past in primary sources (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, remains of past industry, newspapers of the day, advertisements, rule lists, interview transcripts)
	• finding geographical information in primary sources (such as fieldwork and photographs) and secondary sources (such as maps, plans and reports in digital and non-digital form)
	• using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to collect information (for example, to identify the environmental characteristics of the major countries of Europe and North America)
	• conducting surveys to gather primary data and summarising the key points or particular points of view relating to an issue (for example, interviewing recipients of awards such as Order of Australia medals; surveying the views of conflicting parties in a planning or environmental dispute)
	• finding data and information that supports decision-making processes when investigating an economics or business issue including online, observation and print sources (for example, interviews, surveys, case studies)
	• finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and Torres Strait Islander communities, behaviours in sacred or significant sites, and considering sensitivities of people

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096)	• categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, scattergrams, decision-making matrixes and bibliography templates)
	• constructing maps, tables and graphs using appropriate digital applications and conventions (such as border, source, scale, legend, title and north point) to display data and information (for example, information about the movement of peoples over time in colonial Australia; the different climates of Europe and North America; population growth of Australian colonies; cultural and religious groups in Australia at different times; influences on consumer purchasing decisions)
	• deciding which recording methods and tools (for example, graphs, tables, field sketches, questionnaires, scattergrams, audio-recorders, video recorders, cameras, water or air quality testing kits, binoculars, clinometers, calculators) suit the data or information to be collected
	• mapping geographical data using spatial technologies (for example, the location of recent bushfires in Australia, or information they have collected through fieldwork)
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097)	• compiling an annotated timeline to show the key stages of a development (for example, significant events in the development of their community, their region or state)
	• creating flowcharts that show the stages of a process (for example, steps in an electoral process such as a class vote or a local council election; the sequence of safety procedures that can be used to mitigate the effects of bushfire or flood, the sequence of actions in a recycling system)
Analysing	**Elaborations**

Examine primary and secondary sources to determine their origin and purpose (ACHASSI098)	• inferring the nature, purpose and origin of artefacts to determine if they have evidence to offer an investigation of a time, place or process
	• identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development)
	• identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details)
	• analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how to vote cards, result records) to determine who created them and their purpose
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)	• analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the struggle for rights by emancipated convicts; the way migrants or refugees have been managed over time and their experiences; the motives of whalers and anti-whaling activists)
	• comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with Aboriginal perspectives; different representations of Ned Kelly in past and present publications)
	• analysing photographs to identify inferred messages (for example, how workers on a colonial banana plantation are positioned, dressed, posed and/or are absent, to reflect the status of different groups such as English managers, Chinese, Aboriginal and South Sea Islander workers, women and children)
	• exploring, through a facilitated role-play or a simulation game, the way different people experienced the same event (for example, the differing experiences and feelings of miners, Chinese workers, women, children, leaders and Aboriginal occupants during the Eureka Stockade; personal intercultural experiences; or people's differing perceptions of election speeches made by opposing candidates)

Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)	• interpreting data presented in a line, bar, column or pie graph (for example, data about bushfires or floods, election results, common influences on the purchases of class members) to identify the likelihood of an outcome or the probability of an event reoccurring
	• analysing visual and written sources to infer relationships (for example, examining photographs to see how people responded to droughts in enterprising ways; interpreting maps of Aboriginal and Torres Strait Islander trade routes to propose how ideas, technology and artefacts travelled across them; analysing a food web to reveal how plants, animals, water, air and people are connected)
	• making inferences using sources, such as graphs and thematic maps, that show distribution (for example, the number of electors in some state or federal electorates to discuss representation; the distribution of primary resource industries in Australia and their proximity to cities; the spread of the cane toad across Australia and its threat to environments)
	• interpreting graphs and tables of data collected from a survey to infer relationships or trends (for example, common influences on purchasing decisions of class members; the increase in social activism for social and environmental causes)
	• interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes (for example, a bushfire management plan)

Evaluating and reflecting	Elaborations

Evaluate evidence to draw conclusions (ACHASSI101)

- drawing conclusions about a community and/or the environment (for example, changing democratic values from past to present; patterns of human consumption and changes in environments)

- analysing information to reveal trends and changes (for example, changes over time in who could vote; changing purchasing trends; the rise in the use of energy drawn from alternative sources; the increase in online activism for social and environmental causes)

- exploring maps and sources showing Aboriginal and Torres Strait Islander language groups and Countries/Places, to explain the diversity of their cultures

- exploring past or present representations of people that differ from those commonly conveyed (for example, missing voices of minority groups such as youth, the unemployed, non-citizens, women, children, Aboriginal and/or Torres Strait Islander Peoples, migrants, South Sea Islanders)

- acknowledging ethical considerations of decisions they and others make or have made (for example, an election preference; reasons for purchasing an item; why laws are not followed by some people; the acceptance of children working in colonial times; stewardship of natural places)

- explaining enterprising initiatives that address challenges (for example, colonial solutions to challenges of preserving food and accessing resources; sustainable use of materials for housing past and present)

- forecasting probable futures for an issue (for example, how native fauna populations might change if n introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population) and proposing preferred futures that relate to the issue

Work in groups to generate responses to issues and challenges (ACHASSI102)	• undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes (for example, bush fire readiness plan, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue)
	• using communication technologies to exchange information and to facilitate the development of a collaborative response
	• participating in a relevant democratic process (for example, in class votes, mock parliament, school decision-making processes such as student councils)
	• discussing the priorities and ethics evident in past decisions (for example, in clearing of native vegetation for farming, in stealing food to survive)
	• applying enterprising and collaborative behaviours in a group activity (for example, working with others to make decisions about the best way to compare prices of products)
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)	• making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue, or a strategy for economic development)
	• evaluating the possible options that people could take to resolve challenges (for example, improving water quality, ensuring fairness, managing excess waste, budgeting choices)
	• reflecting on choices in relation to personal criteria and expressing reasoning that influenced decision-making (for example, why they participate in a civic activity, what influenced their purchase of an item)
	• using agreed criteria as the basis for an assessment of the advantages and disadvantages of choices (for example, for determining which actions are most likely to be effective to restore a damaged environment)
	• applying economics and business criteria to everyday problems to identify a response to the issue

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)	reflect on primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry (for example, sample size of survey, the date a secondary source was created and the views that prevailed at the time)
	posing self-reflection questions to influence personal and collective action (for example, 'What are the effects of my purchasing decisions?', 'Are needs and wants the same for everyone?', 'Why can't all needs and wants be satisfied?', 'How can I contribute to a sustainable environment?')
	identifying the effects of decisions about economics and business and/or civics and citizenship issues
	assessing possible options as actions that people could take to respond to a local issue they have investigated (for example, the redevelopment of a disused quarry in the local area)
	analysing successful solutions to problems and considering if problem-solving approaches can be applied to challenges relevant to their personal or school context

Communicating	Elaborations
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)	selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments)
	describing the relative location of places and their features in Australia and in selected countries of North America and Europe
	selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
	using accurate and subject-appropriate terms (for example, historical terms such as 'colonial', 'the gold era', 'migration', 'penal'; geographic terms such as 'characteristics', 'environmental', 'human', 'ecosystems', 'sustainable', 'settlement', 'management'; civics terms such as 'electoral process', 'democracy', 'legal system', 'shared beliefs'; and economic terms such as 'scarcity', 'choices', 'resources', 'businesses', 'consumers', 'needs and wants', 'goods and services')

Knowledge and Understanding

History	Elaborations

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (continuity and change, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)	• investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example, Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example, Western Australia, Victoria)
The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)	• investigating colonial life to discover what life was like at that time for different inhabitants (for example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives
	• mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
	• discussing challenges experienced by people in the colonial era and the enterprising or sustainable responses made to these challenges (wind energy, food preservation, communication, accessing water)
	• exploring how the colony was governed and how life changed when Governor Macquarie established the rule of law
	• investigating the impact of settlement on the local environment and its ecosystems (for example, comparing the present and past landscape and the flora and fauna of the local community)

The impact of a significant development or event on an Australian colony (ACHASSK108)	• investigating an event or development and explaining its economic, social and political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming) • creating 'what if' scenarios by constructing different outcomes for a key event (for example, 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?')
The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)	• identifying the reasons why people migrated to Australia in the 1800s (for example, as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) • investigating the experiences and contributions of a particular migrant group within a colony (for example, Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) • connecting (where appropriate) stories of migration to students' own family histories
The role that a significant individual or group played in shaping a colony (ACHASSK110)	• investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example, explorers, farmers, pastoralists, miners, inventors, writers, artists, humanitarians, religious and spiritual leaders, political activists, including women, children, and people of diverse cultures) • exploring the motivations and actions of an individual or group that shaped a colony

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection, change** and **sustainability**. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places (change, environment, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (space, place, environment).

Inquiry Questions

• How do people and environments influence one another?

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

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 (ACHASSK111)	- using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to identify the relative location of the major countries of Europe and North America and their environmental characteristics - using a printed or electronic atlas to identify the main characteristics of continents of Europe and North America - researching the changes made by people to a particular environment in a country in Europe and a country in North America
The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)	- identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management - exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)	• comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia
	• investigating the influence of landforms (for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges), on the development of settlements that are involved in food and fibre production
	• examining the effects of landforms (for example, valleys, hills, natural harbours and rivers) on the location and characteristics of their place and other places they know
	• exploring the extent of change in the local environment over time and the impact of change on ecosystems
	• exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact)
	• examining how the use of the space within their local place is organised through zoning
	• investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it
The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)	• mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
	• explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
	• researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity**. Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Inquiry Questions

• What is democracy in Australia and why is voting in a democracy important?

- Why do we have laws and regulations?
- How and why do people participate in groups to achieve shared goals?

The key values that underpin Australia's democracy (ACHASSK115)	- discussing the meaning of democracy - discussing the meaning and importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights) - considering how students apply democratic values in familiar contexts
The key features of the electoral process in Australia (ACHASSK116)	- exploring the secret ballot and compulsory voting as key features of Australia's democracy - recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair - clarifying who has the right to vote and stand for election in Australia
Why regulations and laws are enforced and the personnel involved (ACHASSK117)	- categorising the different types of laws and regulations in their community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer) - identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers)
How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	- discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups) - using social media to share and discuss ideas about how people can work together as local, regional and global citizens(for example, as communities for a local environmental issue or project) - examining Aboriginal and Torres Strait Islander organisations and the services they provide - discussing ways people resolve differences (for example, through negotiation and Reconciliation)

Economics and business	Elaborations

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of why decisions need to be made when allocating resources (resource allocation) for society's needs and wants, and the various factors that may influence them when making decisions (making choices). Methods that help with these decisions, particularly for consumer and financial decisions, are considered (consumer and financial literacy).

Inquiry Questions

- Why do I have to make choices as a consumer?
- What influences the decisions I make?
- What can I do to make informed decisions?

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)	• debating whether one person's need is another person's need or want • explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice • explaining reasons for differences in needs and wants for different groups
Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)	• categorising resources as natural (water, coal, wheat), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies) • brainstorming resources that a local community might use • identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community • listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future • exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways

Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

- identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions (for example, personal preferences, social trends, economic factors such as budgets and the amount of money available to spend; psychological factors such as advertising and peer pressure; cultural, environmental, legal and ethical factors)

- comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices (for example, the influence of television and internet advertising compared to email promotions)

- recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items

- exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future)

Year 5 Achievement Standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Year 5 Sub-strand-specific Achievement Standards

History

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past.

Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.

Geography

By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.

Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action.

Civics and citizenship

By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge.

Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.

Economics and business

By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed consumer and financial choices.

Students develop questions for an investigation about an economics or business issue or event. They locate and collect data and information from a range of sources to answer these questions. They examine sources to determine their purpose and suggest conclusions based on evidence. They interpret, sort and represent data in different formats. They generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision. Students apply economics and business skills to everyday problems. They present their ideas, findings and conclusions in a range of communication forms using economics and business terms.

Year 6

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

Year 6 Content Descriptions

Inquiry and skills	
Questioning	**Elaborations**

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	• generating appropriate questions before, during and after an investigation to frame and guide the stages of the inquiry
	• developing different types of research questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours, ethical questions regarding sensitivities and cultural protocols)
	• mind-mapping a concept to create research questions that reveal connections between economic, political, and/or environmental systems (for example, 'How does shipping connect Asia and Australia?', 'What is ship ballast?', 'How does ballast water in modern ships affect local waters?', 'Where in Australia has ballast water been an issue?', 'What are the economic and environmental impacts of ballast water?', 'What is Australia's role in managing world ballast water regulation?')
	• developing questions to guide the identification and location of useful sources for an inquiry or an enterprise project

Researching	Elaborations
Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)	• determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources) including using excursions and field trips (for example, a study trip to a wetlands, a visit to a war memorial, a cultural site, an Asian food festival, a courthouse, a town hall, a not-for-profit enterprise, a bank)
	• using a range of methods, including digital technologies, to gather relevant historical, geographical, social, economic and business data and information (for example, through online sources such as census data and databases, and/or interviews and surveys)
	• identifying key words to search for relevant information when using search tools, such as internet search engines and library catalogues and indexes and recognising that internet domain names 'com', 'edu', 'gov' are indicators of the provenance of a source
	• applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local Aboriginal/Torres Strait Islander communities, and conforming with respectful behaviours in sacred or significant sites
	• exchanging geographical information from schools in countries of the Asia region

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)	• categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, mapping software, decision-making matrixes, digital scattergrams, spreadsheets, and bibliography templates)
	• constructing tables and graphs with digital applications as appropriate to display or categorise data and information for analysis (for example, a table to show the similarities and differences in official languages and religions across a number of countries)
	• creating maps using spatial technologies and cartographic conventions as appropriate (including border, source, scale, legend, title and north point) to show information and data, including location (for example, a large-scale map to show the location of places and their features in Australia and countries of Asia; a flow map or small-scale map to show the connections Australia has with Asian countries such as shipping or migration)
	• explaining spatial representations (for example, describing how the representation of the spherical globe on flat paper produces distortions in maps)
Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)	• locating key events, ideas, movements and lives in a chronological sequence on timelines and flowcharts
	• developing flowcharts to show steps in a sequence (for example, the flow of goods and services, the passage of a bill through parliament)
	• selecting, recording and prioritising the key points made in relation to historical, geographical, civic and economic studies when interviewing people (for example, community or family members who migrated to Australia, war veterans, former refugees, members of parliament, leaders of community organisations, business operators, the experiences of Aboriginal and Torres Strait Islander Peoples, workers of diverse occupations in an industry)
Analysing	**Elaborations**

Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)	• identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of Aboriginal and Torres Strait Islander Peoples, the work of politicians, the beliefs of religious groups)
	• proposing reasons why stereotypes and over-generalisations are evident in sources and media of the past and discussing whether the underlying attitudes and values have changed or might have changed over time
	• checking the publishing details of a text to help clarify the publication's purpose, to identify potential bias in the content and assess its relevance, and to put information presented in an historical or geographical context
	• analysing sources to identify persuasive techniques such as modality (for example, 'would', 'could', 'may', 'might') and the use of the passive voice (for example, 'it is claimed that …') rather than the active voice ('The government claims that ...'), and considering reasons for these choices
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)	• surveying businesses in the local area to find out what influences their choices concerning the way they provide goods and services
	• analysing where points of view differ about global issues and exploring the reasons for different perspectives (for example, reasons for varying views on issues such as climate change, coal seam mining, or aid to a country of the Asia region; different world views of environmentalists)
	• discussing issues where there are, or were, a range of views and proposing reasons for different perspectives (for example, different opinions about the deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably)
	• exploring historic sources to identify the views of a range of stakeholders affected by Federation and citizenship rights (for example, women, children, men without property, or South Sea Islanders)
	• critiquing points of view about a sustainability issue (for example, considering producers' and consumers' views on the sustainable use of resources)

Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)

- analysing sources to identify the causes and effects of past events, developments and achievements (for example, the causes and effects of the struggles for democratic rights such as the Wave Hill walk-off, the Wik decision; of technological advancements such as the advent of television, the internet and the bionic ear; of health policies)

- using graphic organisers, maps and concept maps to identify patterns (for example, patterns of settlement in regional agricultural areas), trends (for example, changes in Australian immigration statistics) and cause-effect relationships (for example, relationships between war and the movement of refugees, the correlation of low income and poor health, the effects of consumer decisions on the individual, the broader community and on environmental sustainability)

- interpreting graphic representations and making inferences about patterns and/or distributions (for example, proposing the possible impacts of human activity from an analysis of food webs; reflecting on electoral representation after viewing a plan of the seats held in upper and lower houses of parliament)

- comparing spatial and statistical distributions in thematic maps, choropleth maps and tables to identify patterns and relationships (for example, patterns in per capita income of countries from the Asia region; the increasing cultural diversity of present day Australia; relationships between human settlement and the changing environment)

- identifying possible relationships by comparing places similar in one major characteristic but different in others (for example, by comparing places with similar climates but with different cultures as a means of identifying the relative influences of climate and culture)

Evaluating and reflecting	Elaborations

Evaluate evidence to draw conclusions (ACHASSI129)	• evaluating and connecting information from various sources to defend a position (for example, the responsibilities associated with Australian citizenship, the right to build in a place, why a person is considered significant)
	• contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future
	• proposing reasons why socially sustainable practices such as negotiation, arbitration and Reconciliation and cultural mediation resolve issues peacefully
	• drawing conclusions based on identified evidence (for example, using census data to construct arguments for and against migration; business council information to identify the ways different businesses provide goods and services to a community)
Work in groups to generate responses to issues and challenges (ACHASSI130)	• planning a project, campaign or enterprise around an identified challenge with specification of the sequence of tasks and activities, responsibilities and deadlines
	• participating collaboratively on committees, in an enterprise or a simulated parliament taking responsibility for respectful interactions with others
	• applying enterprising behaviours (for example, taking on a leadership role in a project, working with others to make decisions)
	• brainstorming solutions to an issue that is significant to a group and using negotiation to reach consensus on a preferred approach to resolving the issue
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)	• relating the decisions made by individuals and organisations to criteria used to evaluate options (for example, the criteria for Australian of the Year, for the award of the Order of Australia, for the selection of a school captain)
	• examining the trade-offs they might consider when developing criteria for evaluating choices (for example, considering the opportunity cost of choosing one leisure activity over another or considering the trade-offs involved when making a purchasing decision such as a phone)
	• applying economics and business knowledge and skills to everyday problems to identify advantages and disadvantages of a proposed response to the issue
	• determining a preferred option for action by identifying the advantages and disadvantages of different proposals, surveying people's views and opinions, analysing the data, and debating and voting on alternatives

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

- reflecting on what they have learnt in relation to an issue and identifying problems that might be experienced when taking action to address the issue
- collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes
- suggesting a course of action on a global issue that is significant to them and describing how different groups could respond
- reflecting on the civic activities that students can participate in and the benefits of active and informed citizenship, including the significance of understanding cultural diversity
- identifying the possible effects of decisions that have been made about an economic or business issue
- identfying intercultural experiences and how this may affect future cultural interactions

Communicating	Elaborations

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)

- composing information and expository texts, supported by evidence, to describe conclusions from their economic, civic, historical and geographical inquiries
- developing persuasive texts such as arguments for a debate, an essay or an opinion piece, citing sources to justify reasoning
- creating narrative accounts and recounts (for example, a digital multimedia story that records migrant experiences) based on information identified from a range of sources and referring to real characters and events
- describing the relative location of places and their features in Australia and in selected countries of the Asia region, when investigating and making connections
- selecting and applying appropriate media and strategies to suit and enhance their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes
- using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), geographical terms (such as 'relative location', 'scale', 'cultural diversity', 'inequality', 'interconnections'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government') and economics and business terms (such as 'opportunity cost', 'trade-offs', 'industry sectors')

Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance). Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

Inquiry Questions

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)	- studying Australia's path to Federation through an examination of key people (for example, Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example, the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies between 1898 and 1900)
	- comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government
	- identifying key elements of Australia's system of law and government and their origins (for example, the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers – legislature, executive, judiciary; the houses of parliament; how laws are made)

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)	- investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions - describing the significance of the 1962 right to vote federally and the 1967 referendum - investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example, Jack Patten or the Aborigines Progressive Association) - investigating the experiences of democracy and citizenship of women (for example, the suffragette movement, the bar on married women working, equal pay, the *Sex Discrimination Act 1984*) - investigating the experiences of democracy and citizenship of migrant groups (for example, White Australia Policy, internment camps during World War II, assimilation policies, anti-discrimination legislation, multiculturalism, Reconciliation, mandatory detention, pay and working conditions) - investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example, their food and shelter, protection, education and contacts with family)
Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)	- comparing push and pull factors that have contributed to people migrating to Australia (for example, economic migrants and political refugees) from a range of places - exploring individual narratives using primary sources (for example, letters, documents and historical objects), interviewing and recording an oral history, and presenting the journey and circumstances of arrival based on the sources (for example, through drama) - describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia - connecting stories of migration to students' own family histories (where appropriate)

The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)	• examining population data that show the places of birth of Australia's people at one or more points of time in the past and today
	• investigating the role of specific cultural groups in Australia's economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry)
	• considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the *Australian Dictionary of Biography* or the Australian Honours lists)
	• considering the contribution of groups and organisations in the development of Australia in the twentieth century (for example, the CSIRO, environmental action groups, farming cooperatives)

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **change**. Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

Inquiry Questions

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)	• using geographical tools (for example, a globe wall map or digital application such as Google Earth) to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East) **ΛΛ**
	• exploring the diversity of environments and types of settlement in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia and discussing any patterns **ΛΛ**
	• investigating the differences in the population size, density, life expectancy and per capita income between countries across the world
	• describing the location of places in countries of the Asia region in absolute terms using latitude and longitude **ΛΛ**
Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)	• researching the population size and density of a selection of countries around the world
	• investigating the relationship between per capita income, health (as measured by life expectancy) and energy consumption in a selection of countries around the world, including at least one country from the Asia region **ΛΛ**
	• comparing people's lives in places with different levels of income
The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)	• identifying examples of indigenous peoples who live in different regions in the world (for example, the Maori of Aotearoa New Zealand, the First Nations of North America and the Orang Asli of Malaysia and Indonesia), appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples **ΛΛ**
	• investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time
	• investigating the similarities and differences in official languages, religions and spiritual traditions between Australia and selected countries of the Asia region and other parts of the world **ΛΛ**
	• researching the proportion of the Australian population and of the population from their local area who were born in each world cultural region, using data from the Australian Bureau of Statistics and then comparing aspects of selected cultures

Australia's connections with other countries and how these change people and places (ACHASSK141)

- researching connections between Australia and countries in the Asia and Pacific regions (for example, in terms of migration, trade, tourism, aid, education, defence or cultural influences) and explaining the effects of at least one of these connections on their own place and another place in Australia

- exploring the provision of Australian government or non-government aid to a country in the Asia and Pacific region or elsewhere in the world and analysing its effects on places in that country

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity.** Students study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

Inquiry Questions

- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be an Australian citizen?

The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)

- explaining the role of the monarchy and its representatives in Australia including the Governor-General, and the parliaments and courts in Australia's system of government
- recognising the importance of the Westminster system and the Magna Carta in influencing Australia's parliamentary government
- investigating sites virtually or in situ associated with key democratic institutions to explore their roles, such as Parliament House in Canberra

The roles and responsibilities of Australia's three levels of government (ACHASSK144)	• clarifying the roles and responsibilities of the three levels of government (local, state/territory and federal)
	• identifying issues where federal and state parliaments both have the power to make laws; recognising that federal law will override the state law if federal and state laws conflict on these issues
	• identifying instances where there may be multiple levels of government involved (for example, in relation to the environment such as management of the Murray-Darling river system)
The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)	• considering the responsibilities of electors (for example, enrolling to vote, being informed and voting responsibly)
	• identifying the characteristics that would make for a 'good' representative at the local, state/territory or national level
Where ideas for new laws can come from and how they become law (ACHASSK146)	• investigating where ideas for new laws come from (for example, from party policy, perhaps announced during an election campaign; from suggestions by members and senators; from interest groups in the community)
	• exploring how bills are debated and scrutinised (for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees)
	• identifying the role of the Executive in relation to the development of policies and the introduction of bills, including the role of Cabinet in approving the drafting of a bill and the role of the public service in drafting and implementing legislation
The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)	• investigating how people become Australian citizens
	• discussing the Australian citizenship pledge and comparing it to the former oath of allegiance to the monarch to explore notions of allegiance
	• clarifying the formal rights and responsibilities of Australian citizenship and comparing these to the rights and responsibilities of non-citizens
	• exploring how laws protect human rights (for example, gender, disability, race and age discrimination law)
	• exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage)

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)	• identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues) • describing dual citizenship and its implications for identity and belonging • using a current global issue (for example, immigration across borders or clearing native forests to establish palm oil plantations) to discuss the concept of global citizenship

Economics and business	Elaborations

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing students' understanding of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices (resource allocation and making choices). This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services (consumer literacy, business environment). Students consider the effect of consumer and financial decisions on individuals, the community and the environment (consumer and financial literacy). The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

Inquiry Questions

- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)	• explaining why when one choice is made, the next best alternative is not available (trade-off) (for example, if a student chooses to spend their time (resource) riding their bike after school, they cannot go for a swim (trade-off)) • explaining why choices have to be made when faced with unlimited wants and limited resources (for example, by compiling a list of personal needs and wants, determining priorities (including sustainability of natural environments) and identifying the needs and wants that can be satisfied with the resources available) • exploring some national needs and wants in Australia and an Asian country (for example, access to water, education, health care) and comparing resource limitations and decisions

The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)	• exploring how a decision to buy an item affects the family (for example, 'Did the family have to put off buying another item to have this one?') • investigating whether buying at the local supermarket helps the local community • considering if their actions have an effect on the environment (for example, does choosing to use recyclable shopping bags have an effect on the natural environment?) • investigating questions (for example, 'Does what my family buys in the supermarket affect what businesses might sell or produce?')
The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)	• identifying why businesses exist (for example, to produce goods and services, to make a profit, to provide employment) and investigating the different ways that goods and services are provided to people such as through shopping centres, local markets, online, small independent stores, remote community stores • explaining the difference between not-for-profit and for-profit businesses • distinguishing between businesses in the primary, secondary and tertiary industry sectors and discussing what they produce or provide (such as agriculture and mining; textiles and food; and information, tourism and telecommunications)

Year 6 Achievement Standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Year 6 Sub-strand-specific Achievement Standards

History

By the end of Year 6 students explain the significance of an event/development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past.

Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.

Geography

By the end of Year 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge.

Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information from primary and secondary sources. They record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the probable effects of their proposal.

Civics and citizenship

By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.

Students develop appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts.

Economics and business

By the end of Year 6, students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.

Students develop appropriate questions to frame an investigation about an economics or business issue, challenge or event. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and evaluate evidence to draw conclusions. They interpret, organise and represent data in a range of formats using appropriate conventions. They generate alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to a challenge and identify the possible effects of their decision. They apply economics and business knowledge and skills to familiar problems. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and economics and business terms.

Year 7

Sustainable pasts, present, futures

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities**; and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Inquiry Questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How is the ancient world investigated and why are investigations of ancient key people, events, ideas and developments significant in the modern world?
- How has the use, management and value of finite natural resources affected how people have lived and societies have evolved in the past and present, and what does this mean for future planning?
- What principles and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?

Year 7 Content Descriptions

Inquiry and skills

Questioning	Elaborations

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)	• developing and revising questions to frame, guide and redirect geographical, historical and social inquiries or stages of an enterprise project
	• developing a range of different types of questions for specific purposes including follow-up questions that deepen understandings (for example, questions to design and revise the stages of an enterprise project, questions to test the validity of assumptions, questions that evaluate decisions and opinions, questions about protocols and sensitivities)
	• making propositions to be tested through a research process
	• appreciating that there may not be a definitive answer to an inquiry question

Researching	**Elaborations**
Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources (ACHASSI153)	• identifying steps in the research process (for example, identifying information needed, locating information, recording relevant information from sources)
	• using a range of methods, including digital applications, to plan and conduct an information search, and to refine a search for specific or relevant information/images (for example, using 'image search' and 'advanced search' functions)
	• compiling a list of different primary and secondary sources that might contribute relevant information to an investigation of the past (for example, papyrus scrolls, coins, statues, human remains for an archaeological study) or to an investigation of an environmental issue (for example, recorded observations, annotated field sketches, surveys, interviews, and photographs of changes or events)
	• collecting useful information from secondary sources to answer inquiry questions (for example, articles, graphs, charts and statistics to show religious diversity in Australia; information from the Australian Bureau of Statistics to understand patterns of employment in Australia; thematic maps, weather maps, climate graphs, compound column graphs and population pyramids, reports, census data and the media to support a study of liveability of a city)
	• applying ethical research methods to conduct research with people and communities, including applying protocols for consultation with local Aboriginal and Torres Strait Islander communities, demonstrating respectful behaviours in sacred or significant sites, and giving consideration to sensitive issues when seeking information from people

Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)	• deciding which formats best suit the presentation of gathered information after consideration of a range of digital and non-digital media
	• representing categorised data information using digital and non-digital graphic organisers (for example, tables, flowcharts, SWOT [strengths, weaknesses, opportunities and threats] analysis, cost-benefit analysis, futures timelines, spreadsheets, databases)
	• constructing tables, graphs and annotated diagrams with the help of digital technologies to represent collected data (for example, diagrams showing how water flows through the environment and connects places; graphs quantifying the influence of environmental quality on aspects of the liveability of places; graphs showing the religious composition of past and contemporary Australian society)
	• creating maps using computer mapping software or satellite images to show distributions and patterns (for example, to show the spatial distribution and patterns of liveability or the areas affected by a hydrological hazard in Australia and other parts of the world)
Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155)	• constructing and annotating timelines to show developments and periods (for example, the approximate beginning and end dates of ancient societies and the periods of time when these coexisted) and events (for example, placing referendums of the twentieth century in a chronological sequence)
	• applying dating conventions on sequences, including 'BC' (Before Christ), 'AD' (Anno Domini), 'BCE' (Before Common Era), and 'CE' (Common Era) and using terms such as 'prehistory' (before the period of textual recording) and 'history' (the period beginning with named individuals and textual recording)
	• developing representations to show steps in a sequence (for example, the flow of water, the process for constitutional change)
	• modelling a system (for example, an ecosystem or hydrological cycle) and using it to explain the sequence of effects when elements are manipulated
Analysing	**Elaborations**

Examine primary and secondary sources to determine their origin, purpose and reliability (ACHASSI156)	• considering relevance and validity when choosing sources and gathering data and information about historical, geographical, social, economic and business issues or events (for example, the relevance of documents written at the time of an event; the validity of personal observations made during fieldwork)
	• differentiating between primary sources in history (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)
	• comparing the different types of primary sources appropriate to history, geography, civics and citizenship, and economics and business, and explaining reasons for the differences
	• identifying who in a source is conveying information about a past or present event and suggesting whose voice may be absent (for example, women, children, Aboriginal and/or Torres Strait Islander Peoples, slaves, religious leaders)
	• using a range of methods to determine the origin, purpose and reliability of different sources, such as determining when the source was written, why it was written and by whom
	• discussing the difficulties in identifying the origin and purpose of some sources (for example, the Kimberley Bradshaw paintings)
Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)	• recognising that limited evidence can sometimes give useful insights into the power structures of a society
	• using strategies to detect whether a statement is factual or an opinion, including identification of word choices that may indicate an opinion is being offered (for example, the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')
	• identifying the perspective in a historical source (for example, the saying of Confucius, 'women and underlings are especially difficult to handle') and discussing the values and attitudes of the society that produced it
	• identifying different perspectives about a past or current issue and suggesting influences or circumstances that may have informed these perspectives
	• analysing how information can be used selectively to persuade citizens
	• identifying and distinguishing points of view of different individuals and groups about a public issue (for example, the development of wind turbine farms, a contentious residential development by a large company, the corporate harnessing of water in a developing country)

Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)	• interpreting the possible meaning of images and symbols in primary sources
	• using and interpreting various types of maps (for example, weather, political, topographic, thematic and diagrammatic maps and isoline or isopleth maps)
	• using aerial images of contrasting places to identify differences (for example, differences in housing density and services)
	• interpreting a variety of graphic representations (for example, tables, charts, graphs, weather maps and satellite images) to identify trends (for example, an increase in the number of people engaged in casual work), spatial and temporal patterns (for example, the patterns of a selected hydrological hazard over time and place) and to observe, describe and contrast the spatial associations of geographical phenomena (for example, the relationship between economic activities, river systems and the availability of surface water)
	• using data to make predictions about future trends (for example, the trend of shopping online, trends in working hours or how people work, changing liveability factors, the rise of knowledge-based work)

Evaluating and reflecting	**Elaborations**
Evaluate and synthesise evidence to draw conclusions (ACHASSI159)	• reviewing the results of an analysis to propose an answer to an inquiry question using at least one discipline-specific concept (for example, significance in history or place in geography) or one humanities and social sciences concept (for example, interconnections) as an organiser
	• evaluating data from a survey to draw conclusions about a current political, social, environmental or business event or issue
	• evaluating and connecting information from various sources to draw evidence-based conclusions
	• drawing conclusions about entrepreneurial behaviour and successful campaigns or about the potential of business enterprise

Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)	• designing and proposing actions to respond to challenges (for example, actions related to environmental and economic sustainability such as ensuring a sustainable supply of water) after considering the possible outcomes
	• identifying where there is a common understanding in a discussion and using points of agreement as a basis for resolving a conflict or differences, recognising their own emotional reactions when interacting with people who are different from themselves or who disagree with their views
	• identifying examples of negotiation and peaceful dispute resolution (for example, arbitration, Reconciliation) used in the wider community to problem-solve
	• identifying the costs and benefits associated with alternatives (for example, the costs and benefits of being an employee compared with those of being a business owner)
	• applying enterprising behaviours to a class activity (for example, taking on a leadership role, establishing goals, accepting responsibility, and negotiating and working with others during the investigation)
Develop and use criteria to make informed decisions and judgements (ACHASSI161)	• outlining the significance of a past event and providing reasons for its significance based on relevant evidence
	• applying social, economic and/or environmental criteria when making decisions about alternative responses to an issue or challenge (for example, applying these criteria to alternative responses to sustainable living in high and low socioeconomic regions or to possible purchasing decisions)
	• examining the trade-offs involved in making choices (for example, choices about spending limited money; how to earn an income such as working as an employee or owning your own business; whether to pay more for an endorsed environmentally friendly product)
	• applying economics and business knowledge, skills and concepts to familiar problems, proposing alternative responses to the issue and assessing the costs and benefits of each alternative

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)	• reflecting on personal values and attitudes and how these influence responses to an issue (for example, the effect of perceptions of crime on liveability; how their membership of groups affects their perceptions)
	• applying a process approach to respond to an issue or challenge (for example, conducting an analysis using processes such as a SWOT analysis; developing a plan of action that incorporates a consultation process that ensures a range of views are heard and people are given opportunities to respond)
	• explaining different perspectives on an issue or challenge (for example, sustainability, intercultural behaviour) and proposing action after considering these perspectives and the possible outcomes for different groups
	• deciding when consensus is an effective process for a collective action and when it is not
	• discussing the consequences of decisions (for example, economic, business, civic or personal decisions), considering alternative responses and predicting the potential effect of those responses
	• using knowledge of the past to inform views on probable and preferred (individual or collective) futures, explaining reasoning to justify futures scenarios

Communicating	**Elaborations**
Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)	• communicating findings, predictions, opinions, decisions, judgements and conclusions, using text types (for example, reports, persuasive essays, reasoned arguments, explanations) selected to suit the purpose and the intended audience
	• citing sources of evidence (for example, archaeological relics and written accounts) in their texts
	• using graphic representations (such as graphs, tables, spreadsheets and photographs) to present, supplement and clarify information contained in reports and other documents
	• using digital technologies to create multimedia presentations (for example, to show the specific features of an ancient battle, pyramid complex or burial site; to show the spatial distribution and patterns of liveability; to present a case for a constitutional change)
	• using correct discipline-specific terms and concepts when presenting findings and conclusions (for example, when explaining the rule of law, separation of powers, secular nation, market, workforce, income, financial objectives, entrepreneurial behaviours and skills, costs and benefits)

Knowledge and Understanding

History	**Elaborations**

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students are introduced to an expansive chronology since ancient times to understand broad patterns of historical change (continuity and change, cause and effect). Students apply these understandings in a series of depth studies of ancient societies of the East and West, exploring how these societies are investigated (evidence, contestability) and what investigations show of their contribution to modern social, political and economic systems (significance, perspectives, empathy).

Inquiry Questions

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Overview of the ancient world	
The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACHASSK164)	• using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example, stone tools, human remains and cave paintings)
The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHASSK165)	• exploring an early example of art (for example, the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they might have been painted
	• discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example, the transition from making tools out of stone, bone and wood to metalworking)
	• identifying sources of evidence for the emergence of organised states (for example, the Cuneiform script phonetic writing of the Sumerians c.3500 BCE; the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BCE; artefacts found in the tombs at Ur Sumer c.2500 BCE, which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt, as evidence of trade)

Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHASSK166) ⚎ ⚎ ⚎	• exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements and changed relationships to the environment
	• identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them ⚞⚞
	• locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation
	• identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam) and their key beliefs (through group work) ⚞⚞

Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research (ACHASSK167) ⚈	• identifying different approaches to historical investigation (such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating)
The range of sources that can be used in an historical investigation, including archaeological and written sources (ACHASSK168) ⚈	• listing a range of sources (both archaeological and written) required in a historical investigation to develop a response to the question(s) being asked
The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACHASSK169) ⚈	• evaluating various methods for investigating the ancient past (for example, stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases)
	• using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example, a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement, such as Troy)
The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACHASSK170) ⚈	• investigating the discovery of Mungo Woman in 1969 and the use of radiocarbon dating to draw conclusions about the longevity of human occupation at Lake Mungo ✋
	• generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACHASSK171)	• investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii
	• explaining the UNESCO-led rescue mission to save the temples of Abu Simbel

The Mediterranean world

The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there (ACHASSK172)	• describing the importance of the River Nile to Egyptian society (for example, inundation and farming; the worship of Hapi, god of the Nile; and the use of the Nile as a means of transportation)
	• creating a graphic representation of the social structure of Egyptian society
	• describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states
	• describing the importance of the River Tiber to ancient Roman society and the methods Romans used to manage resources (for example, the water supply through aqueducts and plumbing systems)
Roles of key groups in the ancient Greece, Egypt or Rome, including the influence of law and religion (ACHASSK173)	• outlining the rights of women in ancient Egyptian society (for example, in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)
	• examining evidence of the social structure of Athenian or Spartan society (for example, the roles of citizens, women and slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)
	• outlining the rights of citizens in ancient Athens (for example, the right to vote), their responsibilities (for example, military service, attending assembly meetings) and the invention of freedom
	• examining the evidence of the social structure of Roman society (for example, the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance
	• describing the significance of slavery in the period of the Roman Empire (for example, the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)

The significant beliefs, values and practices of ancient Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK174)	- investigating significant beliefs associated with death and funerary customs in ancient Egyptian society (for example, belief in an afterlife) and practices (for example, burial in tombs and techniques of mummification) - generating alternative explanations for the building of the pyramids at Giza - investigating the significant beliefs, values and practices of the ancient Greeks (for example, the Olympic Games or the Delphic Oracle) - investigating significant beliefs and values associated with the warfare of ancient Greeks (for example, heroic ideals as revealed in the *Iliad*) and military practices (for example, army organisation, the hoplite phalanx and naval warfare) - investigating significant beliefs associated with ancient Roman daily life (for example, the evidence of household religion) and practices (for example, the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)
Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACHASSK175)	- explaining the nature of contact between Egyptians and other societies (for example, trade with Cyprus, Crete and Greece); and conflict (for example, the Battle of Kadesh in the New Kingdom that concluded with Ramses II's peace treaty with the Hittites) - explaining the nature of contact between Greece and other societies (for example, the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean) and conflict (for example, the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture) - describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example, the Pantheon of Gods in Greece, Isis in Egypt and Mithras in Persia) - reading accounts of contacts between Rome and Asian societies in the ancient period (for example, the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)
The role of a significant individual in ancient Egyptian, Greek or Roman history (ACHASSK176)	examining the historical context, early life and achievements of a significant historical figure from the ancient society being investigated (for example, Hatshepsut or Ramses II; Leonidas or Pericles in Greece; or Caesar or Augustus in Rome), and how they were perceived by their contemporaries

The Asian world

The physical features of India or China and how they influenced the civilisation that developed there (ACHASSK177)	• describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade
	• describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example, Hinduism, Buddhism and Jainism)
	• creating a graphic representation of the extent of India as a political unit at this time, including for example, its diverse climatic and geographical features, types and location of food production, areas of high- and low-density population
Roles of key groups in Indian or Chinese society in this period, including the influence of law and religion (ACHASSK178)	• creating a graphic representation of the social structure of Chinese or Indian society
	• outlining the rights and responsibilities of women in Chinese or Indian society (for example, in the areas of marriage, family life, work and education)
	• explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants
The significant beliefs, values and practices of Indian or Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK179)	• investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example, irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)
	• investigating the significant beliefs, values and practices of Indian society (for example, associated with rites of passage for boys and men; rites of passage for girls and women; marriage rites such as the role of the family and religious ceremonies)
	• investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example, cremation, the use of professional mourners, the construction of stupas)

Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs (ACHASSK180)	• explaining the rise of imperial China (for example, the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's *The Art of War*)
	• examining the extent of Indian contact with other societies (for example, the Persians under Cyrus or the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism)
The role of a significant individual in ancient Indian or Chinese history (ACHASSK181)	• examining the historical context, early life and achievements of a significant historical figure from China (for example, Confucius or Qin Shi Huang) or India (for example, Chandragupta Maurya or Ashoka) in this period, and how they were perceived by their contemporaries

Geography	Elaborations

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection, sustainability** and **change**. The curriculum in Year 7 focuses on understandings about water as a natural resource and the liveability of places. Students investigate the nature of water as a natural resource and its flows through environments on different continents (environment, interconnections, place). Students examine how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection). Students also explore the liveability of places (place, space, environment, change) in relation to diverse people and places, familiar and distant (place, interconnection, environment). Students examine influences on the liveability of places (environment, interconnection, place) and strategies that enhance liveability, especially for young people (space, interconnection, sustainability, change).

Inquiry Questions

- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Unit 1: Water in the world

Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)	• classifying resources into renewable, non-renewable and finite/infinite resources, and investigating examples of each type and how they affect environmental sustainability
	• describing how water is an available resource when it is groundwater, soil moisture (green water), surface water in dams, rivers and lakes (blue water) and treated or recycled (grey water), and a potential resource when it exists as salt water, ice or water vapour
The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)	• explaining how the movement of water through the environment connects places (for example, the melting of snow in spring feeding rivers and dams downstream)
	• investigating the importance of environmental flows
	• investigating the environmental, economic and social uses of water and the effects of water as it connects people and places (for example, the effects of water diversion in the Snowy Mountains)
The quantity and variability of Australia's water resources compared with other continents (ACHASSK184)	• investigating the main causes of rainfall and applying their knowledge to explain the seasonal rainfall patterns in their own place and in a place with either significantly higher or lower rainfall
	• interpreting the spatial distribution of rainfall in Australia and comparing it with the distribution of that of other continents
	• using the concept of the water balance to compare the quantity and variability of rainfall, run-off and evaporation on the availability of water in Australia and other continents

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)	• investigating the causes of water scarcity, for example, an absolute shortage of water (physical), inadequate development of water resources (economic or political), or the ways water is used
	• investigating whether the use of water in their place is sustainable
	• discussing the advantages and disadvantages of strategies to overcome water scarcity (for example, recycling ('grey water'), stormwater harvesting and re-use, desalination, inter-regional transfer of water and trade in virtual water, and reducing water consumption)
	• examining why water is a difficult resource to manage and sustain (for example, difficulties in accounting for its economic value, its competing uses and variability of supply over time and space)
	• investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices
Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186)	• examining and comparing places in Australia and countries of the Asia region that have economies and communities based on irrigation (for example, rice production in the Murrumbidgee Irrigation Area in NSW and the Mekong Delta in Vietnam)
	• exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples
	• examining bays, rivers, waterfalls or lakes in Australia and in countries of the Asia region that have been listed as either World Heritage sites or national parks for their aesthetic and cultural value
	• investigating the spiritual significance of water in an Asian culture
Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187)	• explaining the physical causes and the temporal and spatial patterns of an atmospheric or hydrological hazard through a study of either droughts, storms, tropical cyclones or floods
	• explaining the economic, environmental and social impacts of a selected atmospheric or hydrological hazard on people and places, and describing community responses to the hazard

Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188)	• investigating their and others' interpretations of the concept of liveability and choices about where to live (for example, connections to cultural groups, adolescent 'bright lights' attraction, rural to urban migration, retiree tree change and families with children locating near schools) and other facilities
	• discussing the concept of liveability and the ways it is measured and comparing objective measures such as transportation infrastructure with subjective measures such as people's perceptions
	• comparing student access to and use of places and spaces in their local area and evaluating how this affects perceptions of liveability
	• discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice
The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)	• comparing accessibility to and availability of a range of services and facilities between different types of settlements (urban, rural and remote) in Australia and other countries (for example, access to clean water, sanitation, education and health services)
	• examining the role transport plays in people's ability to access services and participate in activities in the local area
	• comparing transportation and accessibility in one Australian city with a city in a country of the Asia region or Europe
The influence of environmental quality on the liveability of places (ACHASSK190)	• researching the effects of air and water pollution on the liveability of cities
	• explaining the importance of water quality to the liveability of places now and into the future
	• investigating the concepts of environmental quality and pollutions by surveying the environmental quality of their local area and its effect on liveability
	• exploring the geophysical nature of the land and how this affects the liveability of a place
The influence of social connectedness and community identity on the liveability of places (ACHASSK191)	• discussing the different types of places where people can feel included or excluded, safe or threatened, and evaluating how this affects perceptions about liveability of places
	• investigating the extent to which people in their place are socially connected or socially isolated and its effect on liveability

Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)

- researching methods implemented in Australia and Europe to improve the liveability of a place, and evaluating their applicability to their own locality
- developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area), or including traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)
- discussing the impact of housing density on the liveability of places
- examining whether liveability and environmental sustainability can be enhanced at the same time

Civics and citizenship	Elaborations

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity.** The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).

Inquiry Questions

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (ACHASSK193)	- identifying the principles of representative and responsible government that underpin the Australian Constitution - identifying the composition of the Legislature (the Queen, represented by the Governor-General, and the Senate and the House of Representatives), Executive (the Queen, represented by the Governor-General, Prime Minister and ministers) and Judiciary (the High Court and other federal courts) - describing the role of the Governor-General and the different roles of the House of Representatives and the Senate, the Prime Minister, ministers or the Cabinet and courts - exploring the concept of the separation of powers between the Legislature, Executive and Judiciary and how it seeks to prevent the excessive concentration of power - discussing how ministers are subject to the scrutiny of other Members of the Parliament led by an officially recognised opposition - using an issue (for example, sustainable water management, education or health) to explore the division of powers between state/territory and federal levels of government, and identifying the way that conflicts between state laws and Commonwealth laws are resolved
The process for constitutional change through a referendum (ACHASSK194)	- describing the process by which referendums to change the Australian Constitution are initiated and decided - exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the *Constitution Alteration (Aboriginals) 1967*; the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*) - discussing the advantages and disadvantages of having a Constitution that can only be amended by referendum
How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHASSK195)	- discussing the elements of a 'fair trial', including citizens' roles as witnesses and jurors - exploring how Australians can receive access to justice and legal representation, such as through legal aid - discussing the meaning and importance of the rule of law, presumption of innocence, and burden of proof

How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196)	• defining the terms 'secular', 'multi-faith' and 'diverse society' and discussing their relevance to Australia today
	• identifying trends regarding religious observance in Australian society using the Australian Bureau of Statistics and other data sources
	• appreciating the cultural and historical foundations of Australia's Christian heritage
	• exploring the diversity of spiritualties among Aboriginal and Torres Strait Islander communities from traditional spirituality to the adoption of other religions such as Christianity and Islam
How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197)	• identifying values shared by Australians and deciding which ones could also be considered universal values
	• identifying how human rights values are consistent with Australian values
How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)	• investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole
	• discussing how belonging to a religious or cultural group can provide a sense of belonging and how this group membership can shape an individual's identity
	• identifying the different ways that cultural and religious groups express their beliefs, identity and experiences (for example, through customs, practices, symbols, language, traditions and art, and virtual communities)
	• discussing how stereotypes are linked with people's cultural identity (for example, clothes, accent/language, media representations)
	• considering how Australia's location in the Asian region influences interactions between Australians and those living in the region

Economics and business	Elaborations

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers and businesses. Students explore how consumers and producers interact in the market (business environment) and how consumers and businesses plan in personal, organisational and financial ways (resource allocation and making choices, consumer and financial literacy) to realise objectives. Students explore the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business (business environment, work and work futures).

Inquiry Questions

• Why is there a relationship between consumers and producers in the market?

- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

The ways consumers and producers interact and respond to each other in the market (ACHASSK199)	- investigating the role and interactions of consumers and producers in the market (for example, using a simple circular flow of income model, demand, supply, price mechanism) - investigating how consumers rely on businesses to meet their needs and wants - examining how businesses respond to the demands of consumers (for example, preference for healthy, environment-friendly, organic or ethical products and services) - exploring why businesses might set a certain price for a product (for example, because that's what they think consumers will pay) and how they might adjust the price according to demand - considering how consumers might influence producers in other countries, such as those in the Asia region, to provide goods and services
Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHASSK200)	- explaining the need for setting short- and long-term personal financial objectives and prioritising personal financial responsibilities and needs over wants - identifying ways short- and long-term personal financial objectives can be achieved (for example, through developing a budget and having a savings plan) - explaining how financial records (for example, income statements, balance sheets, budgets and cash flow statements) inform business decision-making - exploring ways that businesses manage finances and plan in the short- and long-term to achieve organisational and financial objectives (for example, by developing a business plan or borrowing to invest in the business)
Characteristics of entrepreneurs and successful businesses (ACHASSK201)	- investigating well-known or familiar successful entrepreneurs and identifying the behaviours and skills that they bring to their business (for example, seeing and taking advantage of an opportunity; establishing a shared vision; demonstrating initiative, innovation and enterprise) - observing local businesses to identify factors that contribute to their success (for example, location, quality of service, a high-quality product, sound management practices)

Why individuals work, types of work and how people derive an income (ACHASSK202)

- exploring different types of work (for example, full-time, part-time, casual, at home, paid, unpaid, unrecognised, volunteer)
- investigating alternative sources of income such as through owning a business, being a shareholder, providing a rental service
- discussing the ways people who have retired from employment earn an income (for example, age pension, superannuation and private savings)

Year 7 Achievement Standard

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.

Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

Year 7 Sub-strand-specific Achievement Standards

History

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and to identify past and present values and perspectives. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Geography

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how characteristics of places are perceived and valued differently. They explain interconnections between people and places and people and environments and describe how these interconnections change places and environments. They describe alternative strategies for a geographical challenge, referring to environmental, economic and social factors involved.

Students develop geographically significant questions to frame and guide an inquiry process. They locate, collect, organise and categorise useful data and information from a range of primary and secondary sources. They record and represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology, digital technologies and graphic representations in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

Civics and citizenship

By the end of Year 7, students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society.

Students formulate significant questions to investigate Australia's political and legal systems. They locate, collect and organise useful information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify and describe values and perspectives. They evaluate and synthesise information to draw conclusions. When planning for action, students take into account multiple perspectives to develop solutions to an issue. They reflect on their learning to identify ways they can be active and informed citizens. Students present ideas, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, and civics and citizenship terms and concepts.

Economics and business

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

Students formulate significant questions and propositions to guide investigations about an economics or business issue, challenge or event. They locate and collect useful data and information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and evaluate and synthesise evidence to draw conclusions. They interpret, categorise and represent data in a range of appropriate formats using economics and business conventions. They make informed decisions by collaborating with others to generate alternatives and comparing the potential costs and benefits of each. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives and predicting the probable effects of their proposal. They apply economics and business knowledge, skills and concepts to familiar problems. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, economics and business terms, conventions and concepts.

Glossary

absolute location

Location measured by the coordinates of latitude and longitude. Also see *relative location.*

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absolute majority

The minimum number of votes required, which is more than half of all votes, that is, 50 per cent plus one, to make a democratic decision by a group.

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active citizenship

Involvement and informed participation in the civic and political activities of society at local, state, national, regional and global levels. It contrasts with 'passive citizenship' where *citizens* participate only minimally to meet their basic individual responsibilities including *voting* and paying taxes.

AD

A part of a dating system, an abbreviation of 'anno Domini', meaning 'in the year of our Lord'; the years after the birth of Christ.

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aerial photograph

A photograph taken from the air, which can be oblique (taken at an angle) or vertical (taken from straight above the ground); the former being easier for young students to interpret.

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ancient

As defined in the Australian Curriculum: History, the ancient period covers history from the *development* of early human communities (from 60 000 *BCE*) to the end of late antiquity (around 650 *CE*).

Anzac Day

A national remembrance in Australia for the troops that fought at Gallipoli in Turkey (April–December 1915) during World War I, and for Australians who have fought in subsequent conflicts. The acronym ANZAC refers to the Australian and New Zealand Army Corps (ANZAC).

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artefact

Something made or shaped by humans for their use, such as a stone tool, a metal sword, a letter, a plastic toy, usually of historical interest.

Asia

As defined in the Australian Curriculum: History, *Asia* refers to the territorial area that extends from the western border of Pakistan, to the northern border of Mongolia, the eastern border of Japan, and to the southern border of Indonesia.

attachment to place

People's emotional feelings about and identification with *places*, which can contribute to their personal *wellbeing* and sense of identity.

Australian democracy

A system of government grounded in liberal democratic values and a belief in civic engagement. It includes a written *constitution*, a well-established representative parliamentary process based on the *Westminster system,* and a *constitutional monarch*.

Australian Government, the

The national government of the Commonwealth of Australia, which is also known as the federal government or the Commonwealth Government. It was established by the *Commonwealth of Australia Constitution Act* at the time of Federation.

basic standard of living

A *standard of living* adequate for the health and *wellbeing* of a person and his/her family, including food, clothing, housing, medical care, necessary social services, the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his/her control, special care for mothers and children, and social protection for all children.

BCE

An abbreviation of 'before the Common Era'. It is the same dating system as the traditionally used BC, meaning 'before Christ'. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE*. Also see the *CE*.

biodiversity

A variety of living organisms and *ecosystems* they form. *Biodiversity* has direct value as consumable or useful commodities, indirect value through the provision of *ecosystem services*, and intrinsic value independent of its utility to humans.

blue water

In geography, fresh water in rivers, lakes and dams.

burden of proof

In law, an obligation to prove what is alleged. In criminal cases, this obligation rests on prosecution, which must prove its case beyond reasonable doubt. In civil cases, it rests on a plaintiff, who must prove his or her case on the balance of probabilities. Sometimes, however, this burden shifts, for example, where a defendant raises particular defences.

business

An organisation, *enterprise* or *business* engaged in the production and trade of *goods* or services, usually for profit.

business environment

Contemporary events or trends that influence a *business*, industry or *market*.

Cabinet, the

The *Cabinet* consists of the most senior ministers, including the Prime Minister. The *Cabinet*'s role is to make major policy decisions, including decisions about spending, appointments and introducing legislation.

capital

In economics and business, all physical equipment (machinery, buildings, infrastructure) used by human labour in a process of production, for example, a secretary uses a computer; a farmer uses a mechanical plough. In modern economies, intellectual property and knowledge are types of human capital – necessary resources in the production of *goods* and services.

A study of and practice of map making, including construction of projections, design, compilation, drafting and reproduction, which aims to model reality in ways that communicate spatial information effectively.

cause and effect

Used by historians to identify chains of events and *developments* over time, short-term and long-term.

CE

An abbreviation of `Common Era'. It is the same dating system as the traditionally used *AD*, short for the Latin phrase anno Domini, 'in the year of our Lord'. Historical dates after the birth of Christ are classified as *CE*. There is no year zero in this dating system, so the year *CE* 1 immediately follows the year 1 *BCE*. Also see *BCE*.

characteristics of places

Geographical characteristics of *places* include people, *climate*, production, *landforms*, built elements of the environment, soils, vegetation, communities, water resources, *cultures*, mineral resources and *landscape*. Some characteristics are tangible, for example, rivers and buildings. Others are intangible, for example, scenic quality and socioeconomic status.

choropleth map

A thematic map in which areas are shaded to show higher and lower values of the variable, for example, population density.

chronology

A study of time. In history, *chronology* involves an arrangement of events in order, as in a timeline.

circular flow of income

An economic model that provides a theoretical and simplified representation of operations of an economy, depicting interactions between various sectors of the economy (household, business, finance, government and foreign sectors) and the flows of resources and income between them.

citizen

A person who holds citizenship of a polity, such as a country, and who is a member of a political community that grants certain rights and privileges to its citizens, and in return expects them to act responsibly such as to obey their country's *laws*. Also see *global citizen*.

citizenship

In the Australian Curriculum: Humanities and Social Sciences, there are two uses of the term:

- A legal status granted by birth or naturalisation to *citizens* involving certain *rights* (for example, protection, passport, voting) *and responsibilities* (for example, obey the *law*, vote, defend country). A modern sense incorporates three components: civil (*rights and responsibilities*), political (participation and representation), and social (social virtues and community involvement).

- An identifiable body of knowledge, understanding and skills relating to the organisation and working of society, including a country's political and social heritage, democratic processes, government, public administration and judicial systems.

civic life

A participation one has within a community or communities as distinct from private and family life.

civics

An identifiable body of knowledge, skills and understandings relating to the organisation and working of society. It refers to a nation's political and social heritage, democratic processes, government, public administration and legal system.

civility

Habits of people that display courtesy, politeness and formal regard for others. These behaviours contribute to society's effective functioning.

climate

A long-term average (minimum 30 years) of weather conditions at a *place*. For example, some *climates* are hot and wet all year (Singapore); some have hot, wet summers and warm, dry winters (Darwin); and some have warm, dry summers and cool, wet winters (Adelaide and Perth). Climates can be classified into distinctive types, such as equatorial, tropical, temperate, Mediterranean, semi-arid and arid. These types are found in similar locations around the world.

climate graph

A graph showing average monthly temperature (by a line) and rainfall (by columns) for a location.

climatic zones

Areas of the earth that have similar climatic conditions. The major zones are hot, temperate and polar and are roughly demarcated by lines of latitude.

common good

A term that is popularly understood as sharing of resources among a community for the benefit of that community as a whole. The *common good* is often seen as a utilitarian ideal representing the greatest possible good for the greatest possible number of individuals as opposed to the private good for individuals or sections of society.

common law

A body of English *law* traditionally based on custom and court decisions. Also known as case *law* or precedent, it is law developed by judges through decisions of earlier courts and an understanding of current context. Also see *statute (statutory law)*.

comparative advantage

According to *comparative advantage*, all countries can gain from trade with each other, regardless of their factor endowments (land, labour, capital and entrepreneurship). Given a choice of producing two products, a country is said to have a *comparative advantage* when it specialises in the production and export of particular *goods* and services that it can produce more efficiently; that is, at a lower *opportunity cost* than competitors.

competitive advantage

An advantage that a *business* holds over others in its industry, sector or location. The advantage means that a business is able to sell more of a product, or operate at a lower cost, or better meet the needs of consumers. *Competitive advantage* usually implies that a *business* is more profitable than its competitors.

concept

Any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of *historical inquiry* (for example, evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander Peoples, such as *Country/Place*.

conservation and preservation

Conservation is careful management of the *environment* and natural *resources*, acknowledging that they may be changed in order to affect a better future for humankind, but not if the impacts on them are too great. Alternatively, *preservation* is an act of maintaining the existing condition of environmental areas as yet untouched by humans.

constitution

Fundamental principles on which a state or other organisation (such as a club) is governed. Usually, this takes the form of a legal document setting out specific powers for a government or governing of that entity.

constitutional monarchy

A form of monarchy in which a monarch acts as a country's head of state according to *law* as required by the *constitution* and that in exercising his or her discretionary powers, the monarch as head of state acts on advice of responsible ministers, excluding exceptional circumstances.

consumer

A person or a group that is the final user of *goods* and services produced within an *economy*.

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contestability

An inescapable characteristic of history that occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of *evidence* or different *perspectives*.

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continuity and change

Are both evident in any given period of time and apply to the material and immaterial world, *continuities* being aspects of the past that remain(ed) the same over certain periods of time.

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continuous resources

Those *resources*, such as solar or wind energy, whose availability is unaffected by their use by humans. Also see *environmental resources*.

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conventions

In Civics and Citizenship, unwritten rules of political procedure based on traditional, established practices that are widely accepted. Australia's political system has adopted many of the unwritten conventions of the British *Westminster system*. Conventions may defy the *Constitution*; for example, the procedure for the appointment of Australia's *Governor-General*.

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cost-benefit analysis

Determination and evaluation of benefits and costs of a project or decision. The evaluation includes monetary and non-monetary effects.

Country/Place

In the Australian Curriculum, *Country* in this instance refers to a *space* mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a *space* with varying degrees of spirituality.

Place (as it pertains in *Country/Place*) is a space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.

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culture

A body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their *environments*.

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custodial responsibility

An obligation that Aboriginal and Torres Strait Islander Peoples have to care for the *Country/Place* on which they live, even if they are not traditional owners of that *Country/Place*. Traditional owners have primary responsibility for *Country/Place*.

customary law

Acknowledged behaviour by individuals and groups, which recognise benefits of behaving in accordance with other individuals' expectations and customs. In the Australian Curriculum, this refers to the *customarylaw* of Aboriginal and Torres Strait Islander Peoples; however, in Australia, customary law is subject to constitutional and *common law*. Also see *common law* and *statute (statutory law)*.

data

Information that is directly recorded, which can be quantitative or qualitative.

demand

In economics and business, an amount of a *good* or service that *consumers* are willing and able to purchase at a particular point in time.

democracy

A system of government where power is vested in the people, who may exercise it directly or through elected representatives, and who may remove and replace their political leaders and government in free and fair regular elections.

depth study

As described in the Australian Curriculum: History, a detailed study of specific aspects of a historical period, for example, a particular society, event, movement or *development*. It gives students an opportunity to develop and apply concepts and skills of *historical inquiry*. A *depth study* commonly employs investigation of a range of *sources*, and may include site and museum visits.

development

Economic, social and political changes that improve the *wellbeing* of people.

digital mapping tools

Software programs that draw maps.

digital media

Data generated in a computer, that is, digital audio, digital video, the World Wide Web and other technologies.

direct action

People participating in person and directly on issues they seek to change, within the bounds of the *law*.

distribution

In social sciences, arrangements of *data* or items, for example, in geography, arrangements of items in particular places (distribution of population in a country, distribution of forests across the world).

division of powers

Vesting of powers within different levels of government. Under the Australian *Constitution*, the Commonwealth Government was vested with specific powers while the states retained general powers. In practice, the distribution of powers has become increasingly centralised over time.

economic development

A quantitative (output and value) and qualitative (wellbeing) improvement in the standard of living.

economic growth

An increase in the quantity of *goods* and services produced in an *economy* over a period of time; an increasing ability of society to satisfy the *needs* and *wants* of its people.

economic sustainability

Economic activity that supports the economic *needs* of the present without compromising the ability of future generations to meet their own *needs*.

economic system

A system that coordinates production and distribution of *goods* and services.

economics

A social science (study of human behaviour) that studies decisions made by individuals, households, *businesses*, governments and other groups about how scarce *resources* are allocated in attempting to satisfy *needs* and unlimited *wants*.

economy

All activities undertaken for the purpose of production, distribution and consumption of *goods* and services in a region or country.

ecosystem

A functioning unit of nature defined by a complex set of relationships among its living organisms (such as microorganisms, plants, animals, humans) and its non-living components (such as water, minerals, soil, air), where all organisms and components are interdependent through *nutrient cycles* and *energy flows*. Every unit can be explored at macro levels (such as the planet) or as specific limited areas.

ecosystem-based management

Management based on improving health of an *ecosystem* producing commodities rather than on maximising production of individual commodities, for example, by increasing *biodiversity*, restoring hydrological systems, protecting marine breeding areas or rebuilding soil structure and fertility.

electors

People who have the right to participate in an election and chose to do so.

empathy

As defined in the Australian Curriculum: History, engaging with past thought and feelings through a *historical inquiry*.

empire

An extensive group of states or countries ruled over by a single monarch, or a sovereign state, which exercises political, economic and cultural rule or control over the people within, such as the Roman Empire and the British Empire.

energy flow

A flow of energy through a biological food chain; a movement of energy around an *ecosystem* through biotic (living) and abiotic (non-living) means. Also referred to as ecology.

enterprise

A *business* unit, company or project that is profit-oriented, non-profit, privately owned or government-controlled, and that combines scarce *resources* for a production and supply of *goods* and services, and especially may require boldness or effort. Alternatively, the term may refer to an undertaking of a project or *business*.

entrepreneur

A person who sets out to build a successful *business* in a new field. *Entrepreneur*'s methods are sometimes regarded as 'ground-breaking' or innovative.

environment

A setting and conditions of an area in which activity occurs, and where features may be natural, managed or constructed.

environmental functions

Functions of an environment that support human life and economic activity are:

- production of raw materials from the natural resources of soil, water, forests, minerals and marine life (the earth's *source* function)

- safe absorption (through breakdown, recycling or storage) of wastes and pollution produced by production and human life (the earth's sink function)

- provision of environmental or *ecosystem* services that support life without requiring human action, for example, climatic stability, *biodiversity*, *ecosystem* integrity and protection from ultraviolet radiation (the earth's *service* function)

- intrinsic recreational, psychological, aesthetic and spiritual value of *environments* (the earth's spiritual function).

environmental quality

Characteristics of a local *environment* that affect human physical and mental health and quality of life, for example, an extent of air and water pollution, noise, access to open space, traffic volumes, and visual effects of buildings and roads.

environmental resources

Resources sourced from an environment, which can be classified as *renewable*, *non-renewable* and *continuous*.

environmental world view

A person's view of the relationship between humans and nature. This ranges from human-centred (in which humans are separate from nature, and any environmental problems can be solved by technology) to earth-centred (in which humans are a part of and dependent on nature and have to work with nature).

equity

A perceived fairness of the way scarce *resources* are used and the way benefits of production are distributed.

ethical protocols

Involves an application of fundamental ethical principles when undertaking research and collecting information from *primarysources* and *secondarysources*, for example, confidentiality, informed consent, citation and integrity of *data*.

evidence

What can be learnt from a historical *source* to help construct a historical *narrative*. Also see *primary source* and *secondary source*.

executive

Also known as the Crown or the government. An institution that develops and implements policies and administers the *law* in Australia. It comprises the *Governor-General* (or Governor at the state level), the *ministry* and the public service.

Executive Council

A constitutional mechanism for providing ministerial advice to the *Governor-General*. The *Executive Council*, which is comprised of ministers and presided over by the Governor-General (or Governor, at the state level) meets to advise the Governor-General or Governor to approve decisions that have been made by the *Cabinet*. Once approved, decisions are given effect by the public service.

export industries

Industries that sell a service to customers who come from other places to obtain the service, as in tourism and education of students from overseas. Both industries bring income into a place.

factors of production

Resources used in the production of *goods* and services classified as land, labour, *capital* and *enterprise*.

features of places

In geography, visible elements of a *place* or *landscape*, classified as natural, managed and constructed. This term is used in early primary education, but is later replaced by the term '*characteristics*', which includes both visible and invisible elements of a *place*.

federalism

A principle of government, which defines a relationship between the central government at the national level and its constituent units at the regional, state or local levels. In Australia, federalism is the *division of powers* between the federal government and the states and territories.

fieldwork

Any activity involving observation and recording of information outside a classroom. It could be within the school grounds, around neighbouring areas or in more distant locations.

geographical inquiry methodology

A process of gathering information from *primary sources* and *secondary sources* as part of the geographical inquiry process. *Geographical inquirymethodologies* involve skills needed to formulate questions, and initiating, planning and implementing an inquiry relevant to a geographical issue, process or phenomenon.

geographical processes

Physical and human forces that work in combination to form and transform the world, for example, erosion, hydrological (water) cycle, migration or *urbanisation*. Geographical processes can operate within and between *places*.

geographical significance

Why a question is worth investigating.

geomorphic

Relating to a form, shape, structure or surface of the earth or its topography.

geomorphic hazard

A hazard originating from the *lithosphere*, including volcanic eruption, earthquake, tsunami and mass movement (landslides or avalanches).

geomorphic landscape

An area defined by a distinctive set of *landforms* produced by a distinctive set of *geomorphic* processes, for example, a riverine, arid or coastal landscape.

global citizen

A person who understands their *rights and responsibilities* at a global level; that is, one's identity transcends geography or political borders, and *rights and responsibilities* are derived from being human. However, these *rights and responsibilities* do not have legal authority or sanctions that those conferred by a nation have.

goods

Tangible items that satisfy *needs* and *wants*, and that can be seen and touched.

Governor-General

A representative of a monarch at the federal level in Australia. The *Governor-General* exercises most of the monarch's powers in relation to Australia at the federal level, while state governors exercise those powers with respect to the Australian states. Other powers are conferred upon the Governor-General by the *Constitution* and *statutes*. In exercising his or her powers, the Governor-General is bound by convention to act on an advice of his or her responsible ministers, except in relation to matters such as appointment and dismissal of a Prime Minister.

green water

In geography, water available for plant growth as soil moisture. Almost all of the world's *natural vegetation*, and most of its agriculture, depend on soil moisture.

Harmony Day

A national day, held in Australia, which celebrates Australia's cultural diversity and promotes intercultural understanding and peace.

hazards

In geography, when forces of nature combine to become destructive and have potential to damage the *environment* and endanger communities.

historical inquiry

In history, a process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing *sources* and using *evidence* from *sources* to develop an informed explanation about the past.

housing density

The number of dwellings per hectare. *Data* required to calculate this measure can be obtained from Australian Bureau of Statistics 2011 Census QuickStats and community profiles.

human rights

Rights that come from being human. That is, the basic rights and freedoms to which all humans are entitled, often held to include the right to life and liberty, freedom of thought and expression, and equality before the *law*.

human wellbeing

Quality of life of a population. This can be measured by objective indicators, for example, life expectancy, educational attainment and income, or by subjective measures of how people perceive the quality of their life, as revealed by surveys of happiness.

human–environment systems thinking

A method of analysing complex interactions between an *environment* and people, which is able to integrate environmental with attitudinal, demographic, social, economic, technological and political factors. Systems thinking seeks to understand the whole rather than its parts, and see patterns of change over time rather than just as a snapshot in time. The drivers–pressures–state–impact–response (DPSIR) model used in the *Australian State of the Environment* report (SoE 2011) is an example of a human–environment system. Systems can be extended to include elements, for example, values and beliefs.

hydrological systems

Systems of water movement on, above and below the surface of the earth.

identity

A person's conception and expression of their individuality or association with a group. In this curriculum, *identity* refers to a person's sense of belonging to a group, *culture* or to a state or nation, a region or the world. It is a feeling one shares with a group of people, regardless of one's *citizenship* status.

industrialism

An introduction of machinery to produce large quantities of goods using fuel-based technology. Industrialisation involves a division of labour and a development of factories and cities.

industry sector

An area of a business operation. Businesses operate in the primary, secondary and tertiary industry sectors. The primary industry produces goods through the use and extraction of natural *resources* (for example, agriculture and mining). The secondary industry is concerned with converting primary industry materials into finished *goods* (for example, manufacturing, textiles and food). The tertiary industry provides services (for example, information, tourism and telecommunications).

interdependence

A joint dependence between participants in an *economy*; that is, the reliance of *consumers*, workers, *businesses* and governments on each other. In modern economies, people tend to specialise in the production of a *good* or service, and trade that item for another that they could not provide or produce for themselves.

internal migration

Movement of people from living in one defined area to living in another within a country, for example, movement from cities to non-metropolitan coastal locations, or between states and territories.

interpretation

In history, an explanation of the past, for example, about a specific person, event or *development*. There may be more than one interpretation of a particular aspect of the past because historians may have used different *sources*, asked different questions and held different points of view about the topic.

inter-regional transfer of water

A transfer of water from one river basin to another, for example, the transfer of water from the Snowy River to the Murray and Murrumbidgee rivers in the Snowy Mountains Scheme.

land and water degradation

Degradation of the health of land and water *resources* through human actions in ways that threaten ability of these resources to maintain their *environmental functions*. Degradation includes salinity, accelerated soil erosion, soil fertility decline, soil acidification, spread of weeds, loss of *biodiversity* and habitats, and water pollution.

landform

Individual surface features of the earth identified by their shape, for example, dunes, plateaus, canyons, beaches, plains, hills, rivers and valleys.

landscape

A visible appearance of an area, created by a combination of geological, geomorphological, biological and cultural layers that have evolved over time, and as perceived, portrayed and valued by people. A *geomorphic* landscape is the *landscape* without the biological and cultural layers.

law

A system of rules that a particular country or community recognises as regulating the actions of its members and which it may enforce by an imposition of penalties and sanctions.

liberal democracy

An approach to political arrangements that takes the view that the ideal political system should combine majority rule by the people with the protection of the political, legal and social rights of individuals and minority groups.

lithosphere

The solid portion or crust and upper mantle of the earth, also called the geosphere, which is distinguished from atmosphere and hydrosphere.

liveability

An assessment of what a *place* is like to live in, using particular criteria, for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.

local area

An area around a student's home or school that can be explored in a few hours. The local level of *scale* refers to all areas of similar size.

market

An exchange of *goods*, services or *resources* between buyers and sellers.

media

Forms of communication between a source and receivers including television, radio, print media and the internet, as well as forms of social media. The term usually refers to mass media and the ability of media to inform and influence people. *Media* are key players in democracies where *citizens* need to be informed, influenced and open to a diversity of views.

modern

As defined in the Australian Curriculum: History, the *modern* period covers history from the beginning of the Industrial Revolution around 1750 *CE* to the present.

multicultural

A preservation of different *cultures* or cultural *identities* within a unified society such as a state or nation.

multi-faith

A society characterised by support for, or free activity of, religions within the bounds of the *law*.

narrative

In history, a way of making sense of the past based on a selection of events. There are different types of narrative such as accounts of the past that relate a story (for example, personal, fictitious) and historical recounts (for example, the course of events during the Second World War).

native title

The name given by the High Court of Australia to Indigenous property rights recognised by the court in the *Mabo* judgement (3 June 1992). The *Mabo* judgement overthrew the concept of *terra nullius* – that the land of Australia had belonged to no-one when the British arrived in 1788.

natural vegetation

Vegetation that has evolved in an area over time.

needs

In economics and business, a *good* or service that *consumers* consider necessary to maintain their *standard of living*.

non-government organisation (NGO)

A group that is organised at a local, national or international level around a common interest and on a non-profit, voluntary basis. NGOs mostly operate independently of a government, but when funded by a government, still maintain their independence.

non-profit

A *business* that uses surplus funds to achieve its goals rather than distribute these funds to the owners. These often exist in the form of charities, service organisations and clubs.

non-renewable resources

In geography, those *resources* that cannot be renewed, for example, minerals. Soils that have been degraded can only be renewed over long timescales. Also see *environmental resources*.

opportunity cost

What you have to forgo if you choose to do A rather than B; the value of the next best alternative that is foregone whenever a choice is made.

oral histories

People's spoken recollections of the past, sometimes recorded through an audio or video interview.

outline map

A map that only gives very basic information so that more detail can be added, for example, a map showing borders of a country.

overview

As described in the Australian Curriculum: History, an *overview* provides a conceptual and chronological framework for understanding a particular historical period. It can consist of key features, events, *developments* and broad patterns of historical change. An overview provides a context for a *depth study*.

parliamentary democracy

A system of government in which *executive* is formed from, and responsible to, a parliament, and a head of government (for example, the Prime Minister) is different from a head of state (for example, the Queen).

pattern

In social sciences, a regularity in *data* portrayed in graphs or maps, for example, a decline in population density or rainfall in Australia with increasing distance from the coast.

perception

In geography, people's subjective assessment of *places* and *environments*.

perspective

In humanities and social sciences, a world view or a set of ideas or beliefs that guide actions. *Perspectives* draw on a person's or group's age, gender experiences, cultural or religious background, ideologies and/or intellectual contexts, which influence their world view and inform their opinions, values, and actions. Two types of perspective can be considered: those 'of' people, and perspectives 'on' events and phenomena of the past and present. Also see *point of view*.

place

In geography, parts of the earth's surface that are identified and given meaning by people, which may be perceived, experienced, understood and valued differently.

point of view

Looking at someone or something from a location or position. In the Australian Curriculum: Humanities and Social Sciences, an individual's view about a particular person, event or phenomena, which may be irrational and/or immediately sensed, or deeply considered and reflective. Also see *perspective*.

population pyramid/profile

A graph showing the age and sex composition of a population.

preferential voting

A system of *voting* to rank candidates in order of preference. It is necessary for a winning candidate to achieve an *absolute majority* (50 per cent plus one). If no candidate achieves an absolute majority, a candidate with the fewest number of first preferences is excluded from the count, and his or her votes are distributed among the remaining candidates according to second preferences. This process is continued until one candidate achieves an *absolute majority*. It is the dominant form of *voting* in Australian politics (as compared with simple majority systems of *voting*).

preservation and conservation

Preservation is an act of maintaining the existing condition of environmental areas as yet untouched by humans. Alternatively, *conservation* is a careful management of an environment and natural *resources*, acknowledging that they may be changed in order to affect a better future for humankind, but not if the impacts on them are too great.

prevention, mitigation and preparedness

In geography, *prevention and mitigation* are actions taken in advance to decrease or eliminate an impact of a hazardous event on people, communities and the *environment*, by actions including, for example, lessening a hazard and reducing a vulnerability of a community. *Preparedness* refers to actions taken to create and maintain a capacity of communities to respond to, and recover from, natural disasters, through measures like planning, community education, information management, communications and warning systems.

primary sources

In history, objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of *primary sources* include official documents, such as *laws* and treaties; personal documents, such as diaries and letters, photographs, film and documentaries. These original, firsthand accounts are analysed by a historian to answer questions about the past.

In geography, unprocessed, original materials collected by a student, for example, field notes from observations, measurements taken from experiments, or responses received from a survey or questionnaire.

producer

In economics and business, individuals and/or *business* involved in a production of *goods* and services.

proportional representation

A representation of parties, groups or individuals in a legislature in proportion to the number of votes they receive in an election. In Australia, *proportional representation* describes the way candidates are elected in multi-member electorates such as the Senate.

referendum

A principle or practice of referring measures proposed or passed by a legislative body to a vote of an electorate for approval or rejection. In Australia, a referendum is a vote of the Australian *electors* on a proposed change to the *Constitution* by the Commonwealth Parliament that must be approved by a majority of the aggregate of all voters from each state and territory, and also by a majority of voters in a majority (four) of the six states.

region

An area in which various parts have something in common, which distinguishes them from neighbouring regions. Regions can be divisions of a nation, for example, the Wheatbelt of Western Australia; or larger than a nation, for example, South-East *Asia* or a climatic zone. The latter are called 'world regions' in the Australian Curriculum.

relative location

A location relative to other places, for example, a distance to a town from other towns. *Relative location* has a stronger influence on human *characteristics* of places than *absolute location*, as demonstrated by advantages of closeness to suppliers, finance, information and markets for *businesses*, and to education and employment opportunities for individuals. Also see *absolute location*.

religion

An organised system of human values, which recognises spiritual or transcendent dimensions in life.

remote

Distant, far away, for example, a place distant from major population and economic centres.

renewable resources

Resources that are or can be renewed within a relatively short time, for example, water through a hydrological (water) cycle; and plants, animals and marine life through reproduction. However, overuse of a *renewable resource* can lead to its disappearance, as with an over-exploitation of a fishery or an over-extraction of groundwater. Also see *environmental resources*.

representation

In geography, demonstrating geographical information in a visual form, for example, a graph, map, image, field sketch or a multilayered map.

representative democracy

A system of government in which electors choose representatives to a parliament to make *laws* on their behalf.

resource allocation

The assigning of limited *resources* to produce goods and services to meet society's *needs* and unlimited *wants*.

resources

A means to produce *goods* and services that satisfy *needs* and *wants*. The four economic *resources* (factors of production) are land, labour, *capital* and *enterprise*. Production usually requires a combination of *resources*.

rights and responsibilities

Entitlements and obligations that are associated with living in Australia. *Rights and responsibilities* are a cornerstone of modern democracies. While all people in Australia enjoy certain rights (for example, freedom of speech), there are also responsibilities (for example, paying taxes, jury service). *Citizens* also have the right to vote and the responsibility of *voting* at elections.

rule

A requirement to behave in a particular way; a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity, for example, school rules, rules of cricket. *Rules* are usually developed and set by people who have the power and authority to create and enforce them.

rule of law

A legal principle that decisions by government are made according to established principles and that all *citizens* are subject to the *law* and equal before the *law*. Embedded within the *rule of law* is the idea that people accept and follow, but also change as needed, *laws* as agreed by a political process and upheld by independent courts.

satellite image

A digital image captured by a satellite above the earth's surface, for example, those combined in Google Earth. They can be processed to measure specific aspects of the land surface, for example, areas of water or cropland.

scale

In geography, there are two uses of the term '*scale*':

- A way that geographical phenomena and problems can be examined at different spatial levels, such as local *scale* and global *scale* (spatial *scale*)

- A relationship between a distance on a ground and a corresponding distance on a map, with the *scale* coded on the map as a ratio, for example, '1 cm:100 km' (map *scale*).

scarcity

An economic problem of having *needs* and unlimited *wants*, but limited *resources* that can be used to achieve those needs and wants.

scattergram graphic organiser

A graphic organiser to record collected *data* to reveal correlations, for example, dates and ages of death collected from a scan of a cemetery.

seasonal calendar

A classification of weeks or months of a year into seasons. The standard classification is spring, summer, autumn and winter, but this is a temperate zone concept imported from Europe. In northern Australia, the seasons are commonly described as the wet and the dry. Aboriginal cultures have much more complex classifications, and these vary considerably from region to region across Australia because they are finely tuned to local *climates* and changing availability of food and other *resources*.

secondary sources

In history, accounts about the past that were created after the time being investigated, and which often use or refer to *primary sources* and present a particular interpretation. Examples of *secondary sources* include writings of historians, encyclopaedia, documentaries, history textbooks and websites.

In geography, *sources* of information that have been collected, processed, interpreted and published by others, for example, census *data*, newspaper articles, and images or information in a published report.

secular

Relating to worldly rather than religion; things that are not regarded as religious, spiritual or sacred. For example, a secular society is one governed by people's *laws* through parliament rather than by religious *laws*.

separation of powers

A doctrine that the three arms of government – the *executive*, the legislature (parliament) and the judiciary – are separate and independent, with powers that act as a check and balance on each other. In Australia, the separation between the *executive* and the legislature is weak because the *executive* is drawn from the legislature, but the separation between the judiciary and the other two arms of government is strong and is enforced by courts.

settlement pattern

A *spatial distribution* of different types of human settlement, from isolated dwellings to villages and outstations, towns, regional centres and large cities. Smaller settlements typically form spatial *patterns* around larger settlements.

significance

Pertaining to events, periods, *developments*, *perspectives* and ideas of the past, which are regarded as having important consequences, duration and relevance to the present, from the point of view of society or ordinary people when contextualised to larger events.

social connectedness

A measure of a number and strength of people's social relationships with other people. These relationships or connections may be with people in the same place or in other places, and they can be face-to-face connections or electronic. The opposite of good social connections is social isolation or loneliness.

social justice

A concept that all people have the right to fair treatment and equal access to the benefits of society.

social sustainability

An idea that current generations promote social inclusion, cohesion and accountability so that future generations should be able to have the same or greater access to social resources as the current generations.

source

Any written or non-written material that can be used to investigate the past, for example, coins, photographs, letters, gravestones, buildings, transcript. A source becomes '*evidence*' if it is of value to a particular inquiry.

space

In geography, a three-dimensional surface of the earth on which everything is located and across which people, goods and information move.

spatial association

In geography, similarity in *spatial distributions* of two or more phenomena. A *spatial association* suggests that there may be a relationship between the phenomena, which can then be explained through an operation of atmospheric, hydrologic, geomorphic, biological, socioeconomic or political processes.

spatial distribution

An arrangement of particular phenomena or activities across the surface of the earth.

spatial technologies

Any software or hardware that interacts with real-world locations. A use of *spatial technologies* forms the basis of many geographers' work practice. The Global Positioning System (GPS), Google Earth, geographic information systems (GIS) and satellite images are the most commonly used spatial technologies to visualise, manipulate, analyse, display and record spatial *data*.

spatial variations

A difference or variation (in terms of population, population density, *gross domestic product (GDP)*, life expectancy) over an area of the earth's surface.

standard of living

A level of wealth and consumption of a population (such as a nation or socioeconomic group), measured by using factors such as gross domestic product (GDP), inflation, income, employment, poverty rate, housing, access to and standard of health care and education, safety, and environmental quality.

statute (statutory law)

In Australia, a *statute* is a written *law*, also known as an act of parliament or legislation, which commences as a bill, is passed by the parliament and has received royal assent (by the *Governor-General* or a governor, or, in very rare cases, directly by the monarch). A statute may commence upon royal assent, or a specified date, or upon a date declared in a proclamation. Also see *common law*.

stewardship

One of many world views that informs ways of achieving *sustainability*. When applied to the *environment, stewardship* is an ethical position that supports careful management of *environmental resources* for the benefit of present and future generations. Stewards do not own *resources*; they only manage them.

supply

An amount of *goods* and services that are available; an amount of *goods* that producers are willing to offer for sale.

sustainability

An ongoing capacity of an *environment* to maintain all life, whereby the *needs* of the present are met without compromising the ability of future generations to meet their *needs*.

sustainable development

A development that meets the *needs* of the present without compromising the ability of future generations to meet their own *needs*. *Sustainable development* values *resources* for their future as well as current uses.

system

A group of interacting objects, materials or processes that form an integrated whole. In geography, biophysical systems include humans and their activities and impacts.

term

In the Australian Curriculum: History, a word or phrase used to describe an abstract aspect or feature of the past (for example, colonisation, revolution, imperialism, democracy) and more specific features (for example, pyramid, gladiator, temple, rock shelter).

terra nullius

A concept in international *law* meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the colonisation of Australia. Also see *native title*.

thematic map

A map that portrays a specific type of information, for example, rainfall, transport routes, climatic zones or population distribution.

topographic map

A detailed, large-scale map of a part of the earth's surface, which illustrates the shape of a land and selected natural and human *features* from the surrounding *environment*.

trade-off

A sacrifice that must be made when choosing how to use *resources*. The preferred (next best) alternative is known as the *opportunity cost*.

trend

A *pattern* in change over time in a set of *data*.

urbanisation

A process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas.

vegetation corridor

Strips of vegetation that connect larger but isolated vegetated areas. They enable movement of animals and plants between places, reduce ecological effects of habitat fragmentation and help protect *biodiversity*.

voting

A means of formally expressing opinion or choice on an issue or electing a representative. The term is frequently understood in relation to government as a formal expression of preference for a candidate for office or for a proposed resolution of an issue within a parliament.

wants

A *good* or service that is desired in order to provide satisfaction to a user, but which is not necessary for survival or to meet the *basic standard of living* in a community.

water scarcity

A lack of sufficient available water *resources* to meet the demands of water usage within a place. It can result from an absolute shortage of water (physical water scarcity), lack of money to utilise an adequate source of water (economic water scarcity) or the unequal distribution of water resources due to political or ethnic conflict.

wellbeing

An overall measure of quality of life for individuals and society.

West Asia (Middle East)

The countries of Georgia, Armenia, Azerbaijan, Turkey, Cyprus, Lebanon, Syria, Israel, Palestine, Jordan, Egypt, Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Iraq and Iran. Afghanistan is sometimes included in the region, or in Central *Asia*. 'West *Asia*' is also known as the 'Middle East'.

Westminster system

A system of parliamentary government, also known as responsible government, which evolved in England and was adopted in its colonies, including Australia. It is based on the principle that the *executive* government is responsible to the people through the parliament. The *executive* government is formed by those who command the support of the lower House of Parliament. Ministers, including the Prime Minister, are members of a House of Parliament and are accountable to it. There is a separate, largely ceremonial, head of state, an independent public service and an independent judiciary that applies the *rule oflaw*.

world region

Biophysical, geographical, economic or political regions larger than a nation, for example, the Sahara Desert, Sub-Saharan Africa, the Global North and the Association of Southeast Asian Nations (ASEAN).