AUSTRALIAN CURRICULUM
HASS Humanities and Social Sciences
Stage 3

Australia's Magna Carta Institute - Rule of Law Education supports the national curriculum and is committed to working with educators and students to provide resources, which can be used to teach about the principles of rule of law in Australia. All information in this document has been obtained from the ACARA (Australian Curriculum and Assessment Reporting Authority) website and is produced to assist teachers in delivering education about concepts in the rule of law, and how an Australian democratic society has developed from the time of European settlement and up until today. ***The areas highlighted are relevant to the content provided by Rule of Law Education and should only be considered a guide to student studies.***

Stage3 (Years 5/6) Australian Curriculum

Year 5	Year 6
Australian communities – their past, present and possible futures	**Australia in the past and present and its connections with a diverse world**
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 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.	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.
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,	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.

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

Inquiry and Skills
Questioning
ACHASSI094 *Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges*

Researching
ACHASSI095 *Locate and collect relevant information and data from primary sources and secondary sources*

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

Inquiry and Skills
Questioning
ACHASSI122 *Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges*

Researching
ACHASSI123 *Locate and collect relevant information and data from primary sources and secondary sources*

ACHASSI096 *Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions*

ACHASSI097 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*
- 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
ACHASSI098 *Examine primary sources and secondary sources to determine their origin and purpose*
- 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

ACHASSI124 *Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions*

ACHASSI125 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*
- 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
ACHASSI126 *Examine primary sources and secondary sources to determine their origin and purpose*
- 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

ACHASSI099 *Examine different viewpoints on actions, events, issues and phenomena in the past and present*

- 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)

ACHASSI100 *Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships*

- 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

voice (for example, 'it is claimed that …') rather than the active voice ('The government claims that ...'), and considering reasons for these choices

ACHASSI127 *Examine different viewpoints on actions, events, issues and phenomena in the past and present*

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

- 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)

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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

ACHASSI101 *Evaluate evidence to draw conclusions*

- 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)

Evaluating and reflecting

ACHASSI129 *Evaluate evidence to draw conclusions*

- 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)

ACHASSI130 *Work in groups to generate responses to issues and challenges*

ACHASSI131 *Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others*

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

- 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

- 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 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

ACHASSI102 *Work in groups to generate responses to issues and challenges*
- 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)

ACHASSI103 *Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others*
- 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)

- identfying intercultural experiences and how this may affect future cultural interactions

Communicating
ACHASSI133 *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*
- 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')

- 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

ACHASSI104 *Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects*
- 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
ACHASSI105 *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*
- selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments)

Knowledge and Understanding

HISTORY

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

- 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

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).

ACHASSK134 *Key figures, events and ideas that led to Australia's Federation and Constitution*
- 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)

ACHASSK135 *Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children*
- 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)

Inquiry Questions

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

ACHASSK106 *Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800*

- 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)

ACHASSK107 *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*

- 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 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)

ACHASSK136 *Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated*

- 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)

ACHASSK137 *The contribution of individuals and groups to the development of Australian society since Federation*

- 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)

- 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)

ACHASSK108 *The impact of a significant development or event on an Australian colony*
- 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?')

ACHASSK109 *The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony*
- 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

ACHASSK110 *The role that a significant individual or group played in shaping a colony*
- 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

GEOGRAPHY

ACHASSK138 *The geographical diversity of the **Asia region** and the location of its major countries in relation to Australia*

ACHASSK139 *Differences in the economic, demographic and social characteristics of countries across the world*

ACHASSK140 *The world's cultural diversity, including that of its indigenous peoples*

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

CIVICS AND CITIZENSHIP

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).

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

ACHASSK111 *America and the location of their major countries in relation to Australia*

ACHASSK112 *The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places*

ACHASSK113 *The environmental and human influences on the location and characteristics of a place and the management of spaces within them*

ACHASSK114 *The impact of bushfires or floods on environments and communities, and how people can respond*

CIVICS AND CITIZENSHIP

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).

Inquiry Questions
1. What are the roles and responsibilities of the different levels of government in Australia?
2. How are laws developed in Australia?
3. What does it mean to be an Australian citizen?

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

ACHASSK144   *The roles and responsibilities of Australia's three levels of government*
- 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)

ACHASSK145   *The responsibilities of electors and representatives in Australia's democracy*
- 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

Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Inquiry Questions
1. What is democracy in Australia and why is voting in a democracy important?
2. Why do we have laws and regulations?
3. How and why do people participate in groups to achieve shared goals?

ACHASSK115 *The key values that underpin Australia's democracy*
- 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

ACHASSK116 *The key features of the electoral process in Australia*
- 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

ACHASSK117 *Why regulations and laws are enforced and the personnel involved*
- 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)

ACHASSK146 *Where ideas for new laws can come from and how they become law*
- 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

ACHASSK147 *The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens*
- 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)

ACHASSK148 *The obligations citizens may consider they have beyond their own national borders as active and informed global citizens*
- 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

ACHASSK118 *How people with shared beliefs and values work together to achieve a civic goal*

- 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

ACHASSK119   *The difference between needs and wants and why choices need to be made about how limited resources are used*

ACHASSK120 *Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations*

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

ECONOMICS AND BUSINESS

ACHASSK149 *How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs*

ACHASSK150 *The effect that consumer and financial decisions can have on the individual, the broader community and the environment*

ACHASSK151   *The reasons businesses exist and the different ways they provide goods and services*

Overview of YEAR 5 Content Descriptions
Concepts and ideas relevant to rule of law content highlighted

Inquiry and Skills

Questioning	Researching	Analysing	Evaluating and Reflecting	Communicating
ACHASSI094 *Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenge*	ACHASSI095 *Locate and collect relevant information and data from primary sources and secondary sources* ACHASSI096 *Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions* ACHASSI097 *Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines*	ACHASSI098 *Examine primary sources and secondary sources to determine their origin and purpose* ACHASSI099 *Examine different viewpoints on actions, events, issues and phenomena in the past and present* ACHASSI100 *Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships*	ACHASSI101 *Evaluate evidence to draw conclusions* ACHASSI102 *Work in groups to generate responses to issues and challenges* ACHASSI103 *Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others* ACHASSI104 *Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects*	ACHASSI105 *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*

Knowledge and Understanding

History	Geography	Civics and Citizenship	Economics and Business
ACHASSK106 *Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800* ACHASSK107 *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*	ACHASSK111 *America and the location of their major countries in relation to Australia* ACHASSK112 *The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places* ACHASSK113 *The environmental and human influences on the location and characteristics of a place and the management of spaces within them*	ACHASSK115 *The key values that underpin Australia's democracy* ACHASSK116 *The key features of the electoral process in Australia* ACHASSK117 *Why regulations and laws are enforced and the personnel involved* ACHASSK118 *How people with shared beliefs and values work together to achieve a civic goal*	ACHASSK119 *The difference between needs and wants and why choices need to be made about how limited resources are used* ACHASSK120 *Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations* ACHASSK121 *Influences on consumer choices and methods that can be used to help make informed*

ACHASSK108 The impact of a significant development or event on an Australian colony

ACHASSK109 The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony

ACHASSK110 The role that a significant individual or group played in shaping a colony | ACHASSK114 The impact of bushfires or floods on environments and communities, and how people can respond | | personal consumer and financial choices |

Overview of YEAR 6 Content Descriptions

Concepts and ideas relevant to rule of law content highlighted

Inquiry and Skills

Questioning	Researching	Analysing	Evaluating and Reflecting	Communicating
ACHASSI122 Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges	ACHASSI123 Locate and collect relevant information and data from primary sources and secondary sources

ACHASSI124 Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions

ACHASSI125 Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines | ACHASSI126 Examine primary sources and secondary sources to determine their origin and purpose

ACHASSI127 Examine different viewpoints on actions, events, issues and phenomena in the past and present

ACHASSI128 Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships | ACHASSI129 Evaluate evidence to draw conclusions

ACHASSI130 Work in groups to generate responses to issues and challenges

ACHASSI131 Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others

ACHASSI132 Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects | ACHASSI133 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 |

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Knowledge and Understanding

History	Geography	Civics and Citizenship	Economics and Business
ACHASSK134 Key figures, events and ideas that led to Australia's Federation and Constitution *ACHASSK135 Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children* *ACHASSK136 Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated* *ACHASSK137 The contribution of individuals and groups to the development of Australian society since Federation*	*ACHASSK138 The geographical diversity of the Asia region and the location of its major countries in relation to Australia* *ACHASSK139 Differences in the economic, demographic and social characteristics of countries across the world* *ACHASSK140 The world's cultural diversity, including that of its indigenous peoples* *ACHASSK141 Australia's connections with other countries and how these change people and places*	*ACHASSK143 The key institutions of Australia's democratic system of government and how it is based on the Westminster system* *ACHASSK144 The roles and responsibilities of Australia's three levels of government* *ACHASSK145 The responsibilities of electors and representatives in Australia's democracy* *ACHASSK146 Where ideas for new laws can come from and how they become law* *ACHASSK147 The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens* *ACHASSK148 The obligations citizens may consider they have beyond their own national borders as active and informed global citizens*	*ACHASSK149 How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs* *ACHASSK150 The effect that consumer and financial decisions can have on the individual, the broader community and the environment* *ACHASSK151 The reasons businesses exist and the different ways they provide goods and services*

ACHIEVEMENT STANDARDS

YEAR 5	YEAR 6
History 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 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	**History Achievement Standard** 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

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.	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.
Civics and Citizenship Achievement Standard 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.	**Civics and Citizenship Achievement Standard** 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.

Determining Levels of Achievement
Follow these links to find Stage 3 work samples for further reference
HASS Satisfactory Year 5
HASS Above Satisfactory Year 5
HASS Satisfactory Year 6
HASS Above Satisfactory Year 6