

PRIMARY HUMANITIES AND SOCIAL SCIENCES – 3-6

CURRICULUM

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KNOWLEDGE and UNDERSTANDING linked to Sustainable Development Goals and Themes in Global Citizenship Education and Education for Sustainable Development. See AI. Sustainable Development Goals, Global Citizenship Education and Education for Sustainable Development, Aims and Themes.

YEAR LEARNING AREA	HASS Knowledge and Understanding	SDGs ESD Aims and Themes GCEd Aims and Themes
<p>Y3 HASS CIVICS and CITIZENSHIP Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own participation in the local community and how this contributes to society.</p>	<p>Communities Communities make decisions in different ways and voting is a way that groups make decisions democratically (ACHASSK070) Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community (ACHASSK072)</p>	<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</p> <p>GCEd Themes</p> <ul style="list-style-type: none"> • Peace and Human Rights • Intercultural Understanding • Citizenship Education • Respect for Diversity and Tolerance • Inclusiveness • Additions – Indigenous Knowledge and Perspectives
<p>Y3 HASS GEOGRAPHY The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the</p>	<p>Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories (ACHASSK066)</p>	<p>SDGs All</p> <p>GCEd Themes</p> <ul style="list-style-type: none"> • Intercultural Understanding

<p>similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.</p>	<p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics (ACHASSK067)</p> <p>The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places (ACHASSK068)</p> <p>The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places (ACHASSK069)</p>	<ul style="list-style-type: none"> • Respect for Diversity and Tolerance • Indigenous knowledge and perspectives <p>ESD Themes</p> <ul style="list-style-type: none"> • Biodiversity
<p>Y3 HASS HISTORY Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.</p>	<p>The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community (ACHASSK063)</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064)</p> <p>The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) (ACHASSK065)</p>	<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>GCEd Themes:</p> <ul style="list-style-type: none"> • Intercultural understanding • Respect for diversity and tolerance <p>ESD Themes:</p> <ul style="list-style-type: none"> • Biodiversity
<p>Y4 HASS CIVICS and CITIZENSHIP Students continue to build on their understanding of civics and citizenship through the concepts of democratic values, rights and responsibilities, and participation. They explore the purpose</p>	<p>Government and society</p> <p>The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet</p>	<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective,</p>

<p>and services of local government and how this contributes to community life. The notions of belonging and personal identity are further developed to encompass laws, the importance of laws in society and cultural diversity.</p>	<p>management) (ACHASSK091)</p> <p>The differences between 'rules' and 'laws' (ACHASSK092)</p> <p>The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) (ACHASSK092)</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093)</p>	<p>accountable and inclusive institutions at all levels.</p> <p>CGEd Themes</p> <ul style="list-style-type: none"> • Intercultural understanding • Citizenship education • Respect for diversity and tolerance
<p>Y4 HASS GEOGRAPHY</p> <p>The concepts of place, space, environment, interconnection and sustainability continue to be developed as a way of thinking. Students have the opportunity to inquire into how the environment supports the lives of people and all other living things; and that people have differing views on how sustainability can be achieved. The development of the students' mental map of the world is extended through a study of the location and characteristics of Africa and Europe.</p>	<p>The Earth's environment sustains all life</p> <p>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia (ACHASSK087)</p> <p>The importance of environments to animals and people, and different views on how they can be protected (ACHASSK088)</p> <p>Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089)</p> <p>The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably (ACHASSK090)</p>	<p>SDG 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.</p> <p>SDG 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.</p> <p>GCEd Themes:</p> <ul style="list-style-type: none"> • Indigenous knowledge and perspectives <p>ESD Themes:</p> <ul style="list-style-type: none"> • Biodiversity • Sustainable Consumption • Wellbeing and Liveability
<p>HASS Y4 HISTORY</p> <p>Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the history of Aboriginal and Torres Strait Islander</p>	<p>First contacts</p> <p>The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHASSK083)</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and</p>	<p>SDG 10. Reduce inequality within and among countries.</p> <p>GCEd Themes:</p> <ul style="list-style-type: none"> • Intercultural understanding • Respect for diversity and tolerance • Indigenous knowledge and perspectives

<p>Peoples before the arrival of the Europeans, and European exploration and colonisation up to the early 1800s. They explore interactions between groups and determine how these experiences contributed to cultural diversity.</p>	<p>Oceania, and the impact on one society (ACHASSK084)</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) (ACHASSK085)</p> <p>The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHASSK086)</p>	
<p>Y5 HASS CIVICS AND CITIZENSHIP</p> <p>Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.</p>	<p>Roles, responsibilities and participation</p> <p>The key values that underpin Australia's democracy, including freedom, equality, fairness and justice (ACHASSK115)</p> <p>The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy (ACHASSK116)</p> <p>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting (ACHASSK116)</p> <p>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117)</p> <p>The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges) (ACHASSK117)</p> <p>Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) (ACHASSK118)</p>	<p>SDG 10. Reduce inequality within and among countries.</p> <p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</p> <p>GCEd Themes</p> <ul style="list-style-type: none"> • Peace and Human Rights • Citizenship Education • Respect for Diversity and Tolerance • Inclusiveness

<p>HASS Y5 ECONOMICS & BUSINESS</p> <p>The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.</p>	<p>Wants, resources and choices</p> <p>The difference between needs and wants, and how they may differ between individuals (ACHASSK119)</p> <p>Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations (ACHASSK120)</p> <p>Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) (ACHASSK119)</p> <p>The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use (ACHASSK121)</p> <p>Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future) (ACHASSK121)</p>	<p>SDG 12. Ensure sustainable consumption and production patterns.</p> <p>ESD Themes</p> <ul style="list-style-type: none"> • Sustainable consumption
<p>HASS Y5 GEOGRAPHY</p> <p>The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.</p>	<p>Factors that shape the environmental characteristics of places</p> <p>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia (ACHASSK111)</p> <p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112)</p> <p>Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places (ACHASSK113)</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)</p>	<p>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>SDG 13. Take urgent action to combat climate change and its impacts.</p> <p>ESD Themes:</p> <ul style="list-style-type: none"> • Biodiversity • Disaster risk reduction

<p>Y5 HASS HISTORY Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.</p>	<p>The Australian colonies The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies) (ACHASSK106)</p> <p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107)</p> <p>The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by 'what if...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHASSK107)</p> <p>The contribution or significance of one individual or group in shaping the Swan River Colony, including their motivations and actions (ACHASSK110)</p>	<p>Sustainable development - general</p>
<p>Y 6 HASS CIVICS AND CITIZENSHIP Students continue building on their understanding of the concepts of justice, rights and responsibilities, and the Westminster system. They investigate Australia's democratic system of government, including state/territory and federal parliaments, and the court system. Students examine Australian citizenship, and reflect on the rights and responsibilities that being a citizen entails.</p>	<p>Australia's system of government and citizenship The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts (ACHASSK143)</p> <p>The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHASSK144)</p> <p>How laws are initiated and passed through the federal parliament (ACHASSK146)</p> <p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147)</p>	<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</p> <p>GCEd Themes</p> <ul style="list-style-type: none"> • Citizenship Education

<p>HASS Y6 ECONOMICS & BUSINESS Students further develop their understanding of economics and business concepts, such as scarcity and making choices, as they explore the ways resources are allocated to meet needs and wants in their community. They consider the effect of consumer and financial decisions on individuals, the community and the environment. Students focus on community or regional issues, with opportunities for concepts to also be considered in national or global contexts where appropriate.</p>	<p>Trade-offs and impacts of consumer and financial decisions Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHASSK149) Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149) The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHASSK150) Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHASSK151)</p>	<p>SDG 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.</p> <p>SDG 3. Ensure healthy lives and promote well-being for all at all ages.</p> <p>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.</p> <p>SDG 12. Ensure sustainable consumption and production patterns.</p> <p>ESD Themes</p> <ul style="list-style-type: none"> • Sustainable consumption • Wellbeing and liveability
<p>HASS Y6 GEOGRAPHY The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region.</p>	<p>A diverse and connected world The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHASSK138) Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world (ACHASSK139) The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia (ACHASSK140)</p>	<p>SDG 10. Reduce inequality within and among countries.</p> <p>GCEd Themes</p> <ul style="list-style-type: none"> • Intercultural understanding • Respect for diversity and tolerance • Indigenous knowledge and perspectives <p>ESD</p> <ul style="list-style-type: none"> • Biodiversity • Sustainable consumption • Poverty eradication

	<p>Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places (ACHASSK141)</p>	
<p>HASS Y6 HISTORY Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.</p>	<p>Australia as a nation Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament) (ACHASSK134)</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)</p> <p>Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society (ACHASSK136)(ACHASSK137)</p>	<p>Curriculum comment – connect directly to Civics and Citizenship content. (ACHASSK143) (ACHASSK144)</p> <p>Curriculum comment – connect directly to Geography content. (ACHASSK141) (ACHASSK138) (ACHASSK140)</p> <p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.</p> <p>GCEd Themes</p> <ul style="list-style-type: none"> • Peace and Human Rights • Intercultural Understanding • Citizenship Education • Respect for Diversity and Tolerance • Inclusiveness • Additions – Indigenous Knowledge and Perspectives