

# Humanities and Social Sciences (HASS)

## Reception to year 6

Version 1.0



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## Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

# SA Curriculum Framework: Essential Learning summary

## Why Humanities and Social Sciences

Learning in Humanities and Social Sciences helps us understand our identity and place in the world by making connections across time and place. Exploring the diversity of human experiences, cultures, values and environments fosters curiosity and critical insight, empowering us to collaborate and share, and embrace our role as responsible citizens.

### Dispositions

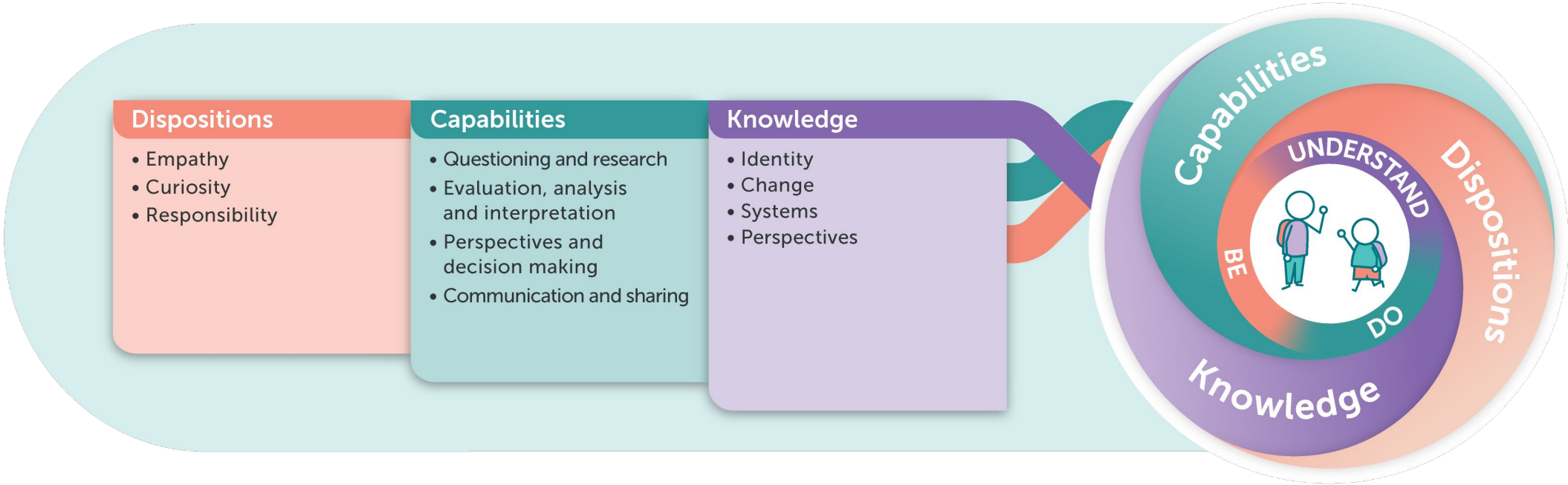
| Empathy                                                                                                                                                                                                                                                                                                                                                                                       | Curiosity                                                                                                                                                                                                                                                                                                                                                                                 | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>What it is:</b> Relating to and seeking to understand the feelings, experiences and perspectives of others.</p> <p><b>Why it matters:</b> Being empathetic involves perspective-taking, enabling meaningful connections between events and experiences. It fosters deeper awareness of human diversity and guides more considered responses to people, places, contexts and issues.</p> | <p><b>What it is:</b> Being eager to explore, ask questions and understand the things you wonder about.</p> <p><b>Why it matters:</b> Being curious promotes a desire to seek out and explore new experiences, places and ideas. It inspires learners to investigate the relationships within and across human and natural systems, shifting perspectives and building understanding.</p> | <p><b>What it is:</b> Being accountable for your actions, fulfilling your commitments and considering how your choices affect yourself, others and the environment.</p> <p><b>Why it matters:</b> Being responsible guides us to make informed decisions and take thoughtful actions that benefit people, communities and environments. It involves acknowledging diverse perspectives, ethics and acting with integrity, contributing to a fair and sustainable future for all.</p> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                                                                      | Evaluation, analysis and interpretation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Perspectives and decision making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Communication and sharing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>What it is:</b> Posing and exploring purposeful questions, using systematic methods to recognise, gather and organise diverse and relevant sources.</p> <p><b>Why it matters:</b> Questioning and researching equips learners to observe, inquire critically and seek answers to questions that are meaningful using diverse sources. This supports a deeper understanding of complex world issues.</p> | <p><b>What it is:</b> Assessing the validity and relevance of sources; comparing, interrogating and making meaning from information; and examining evidence to understand what it shows.</p> <p><b>Why it matters:</b> Learners who can evaluate, analyse and interpret information are able to think critically, make sense of complexity, and assess the validity and relevance of sources, both independently and collaboratively. This underpins informed and responsible participation in an information-rich world.</p> | <p><b>What it is:</b> Bringing together evidence, information and ideas from multiple sources to inform understandings, shape perspectives and influence decision making.</p> <p><b>Why it matters:</b> By bringing together evidence, information and ideas from different sources, learners build deeper understanding, see patterns and connections, consider multiple perspectives and make informed decisions. It strengthens their ability to think critically and act thoughtfully in learning and life.</p> | <p><b>What it is:</b> Presenting ideas, findings and information through various modes, tailoring messaging for purpose, and fostering reflective engagement, while correctly acknowledging sources.</p> <p><b>Why it matters:</b> Through communicating and sharing, young people learn how to tailor their messages for audience and purpose, connect effectively, and express thinking clearly to build shared understanding. It increases their confidence to engage with diverse perspectives, listen openly, and support their ideas with evidence.</p> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>What it is:</b> A sense or expression of individuality, belonging, and connection that shapes how people, places, and environments are understood, valued, and experienced by self and others.</p> <p><b>Why it matters:</b> Learners recognising, valuing and celebrating diversity and individuality, build respectful understandings and relationships, navigating personal, cultural, and environmental conversations and responsibilities with greater thoughtfulness.</p> | <p><b>What it is:</b> The transformation of systems, people, places, and environments over time, evidenced by the effects of forces and factors that shape growth, disruption, adaptation or endings.</p> <p><b>Why it matters:</b> Learners understand how change, or its absence, shapes societies and environments considering the causes and consequences of processes, actions, and events across different tempos and scales, develops the capacity to make informed and impactful decisions.</p> | <p><b>What it is:</b> The interconnected structures, processes and relationships that influence people, places and environments, determining behaviour and how they function over time.</p> <p><b>Why it matters:</b> Learners mapping the interconnections and dynamics within and across human and environmental systems, develops thinking that is transferable and contextual, supporting informed participation in their present and future worlds.</p> | <p><b>What it is:</b> The lens through which individuals or groups interpret and understand people, places, events, evidence, and environments, shaped by diverse worldviews and environmental contexts.</p> <p><b>Why it matters:</b> Learners exploring multiple and diverse experiences and perspectives cultivate critical and reflective thinking, empathy, and the capacity to engage thoughtfully and contextually with evidence, as well as differing beliefs, values and worldviews.</p> |



The dispositions, capabilities and knowledge embedded in the SA Curriculum: Humanities and Social Sciences

# Humanities and Social Sciences – Reception

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• listen to different people’s stories about family to understand how family may be experienced differently by others</li><li>• consider Aboriginal perspectives on connection to Country to understand its enduring significance</li><li>• explore how people from the past experienced everyday life and how their circumstances shaped the way they lived.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• ask questions about people or events from the past to understand histories that are important to them</li><li>• ask questions about why people choose to live in different places and explore what those places provide</li><li>• notice something interesting or unfamiliar about how local places are used and explore why people use or care for them in different ways.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• consider how their words or actions may affect whether others feel included or able to contribute within their community</li><li>• consider how their actions might affect themselves, others, animals and places they belong to, and act with care</li><li>• recognise when others are relying on their contribution to a shared activity and follow through on what they have agreed to do.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                 | Perspectives and decision making                                                                                                                                                                                                                                                                              | Communication and sharing                                                                                                                                                                                            |
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| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• pose questions about familiar objects, people, places and events <a href="#">AC9HSFS01</a></li><li>• sort and record information including pictorial timelines and locations on pictorial maps or models. <a href="#">AC9HSFS02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• share a perspective on information, such as stories about significant events and special places <a href="#">AC9HSFS03</a></li><li>• draw conclusions in response to questions. <a href="#">AC9HSFS04</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• share narratives and observations, using sources and terms about the past and places. <a href="#">AC9HSFS05</a></li></ul> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                                                                                                     | Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Significant people and events shape identity over time.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the people in their family, where they were born and raised, and how they are related to each other <a href="#">AC9HSFK01</a></li><li>the celebrations and commemorations of significant events shared with their families and others. <a href="#">AC9HSFK02</a></li></ul> | <p>A sense of belonging shapes how people care for places; for Aboriginal people, deep connection to Country carries responsibilities to care for and protect it.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the features of familiar places they belong to, why some places are special and how places can be looked after <a href="#">AC9HSFK03</a></li><li>the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located. <a href="#">AC9HSFK04</a></li></ul> |

# Humanities and Social Sciences – Year 1

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>listen to different people’s stories about family to understand how family may be experienced differently by others</li><li>consider Aboriginal perspectives on connection to Country to understand its enduring significance</li><li>explore how people from the past experienced everyday life and how their circumstances shaped the way they lived.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>ask questions about people or events from the past to understand histories that are important to them</li><li>ask questions about why people choose to live in different places and explore what those places provide</li><li>notice something interesting or unfamiliar about how local places are used and explore why people use or care for them in different ways.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>consider how their words or actions may affect whether others feel included or able to contribute within their community</li><li>consider how their actions might affect themselves, others, animals and places they belong to, and act with care</li><li>recognise when others are relying on their contribution to a shared activity and follow through on what they have agreed to do.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                                                               | Evaluation, analysis and interpretation                                                                                                                                                                                                                            | Perspectives and decision making                                                                                                                                                                                                                                       | Communication and sharing                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>develop questions about objects, people, places and events in the past and present <a href="#">AC9HS1S01</a></li><li>collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models. <a href="#">AC9HS1S02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>interpret information and data from observations and provided sources, including the comparison of objects from the past and present. <a href="#">AC9HS1S03</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>discuss perspectives related to objects, people, places and events <a href="#">AC9HS1S04</a></li><li>draw conclusions and make proposals. <a href="#">AC9HS1S05</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>develop narratives and share observations, using sources, and subject-specific terms. <a href="#">AC9HS1S06</a></li></ul> |

Knowledge

| Change                                                                                                                                                                                                                                                                                                                                                                                                                        | Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Daily life can stay the same or change over time.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• differences in family structures and roles today, and how these have changed or remained the same over time <a href="#">AC9HS1K01</a></li><li>• continuity and change between aspects of their daily lives and their parents’ and grandparents’ childhoods. <a href="#">AC9HS1K02</a></li></ul> | <p>Places are shaped by people and the environment.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• the natural, managed and constructed features of local places, and their location. <a href="#">AC9HS1K03</a></li></ul> <p>Different groups care for places in different ways; for Aboriginal people, belonging to Country carries responsibilities for caring for Country/Place.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• how places change and how they can be cared for by different groups including First Nations Australians. <a href="#">AC9HS1K04</a></li></ul> |

# Humanities and Social Sciences – Year 2

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• listen to different people’s stories about family to understand how family may be experienced differently by others</li><li>• consider Aboriginal perspectives on connection to Country to understand its enduring significance</li><li>• explore how people from the past experienced everyday life and how their circumstances shaped the way they lived.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• ask questions about people or events from the past to understand histories that are important to them</li><li>• ask questions about why people choose to live in different places and explore what those places provide</li><li>• notice something interesting or unfamiliar about how local places are used and explore why people use or care for them in different ways.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• consider how their words or actions may affect whether others feel included or able to contribute within their community</li><li>• consider how their actions might affect themselves, others, animals and places they belong to, and act with care</li><li>• recognise when others are relying on their contribution to a shared activity and follow through on what they have agreed to do.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                                                                   | Evaluation, analysis and interpretation                                                                                                                                                                                                                              | Perspectives and decision making                                                                                                                                                                                                                                           | Communication and sharing                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• develop questions about objects, people, places and events in the past and present <a href="#">AC9HS2S01</a></li><li>• collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models. <a href="#">AC9HS2S02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• interpret information and data from observations and provided sources, including the comparison of objects from the past and present. <a href="#">AC9HS2S03</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• discuss perspectives related to objects, people, places and events <a href="#">AC9HS2S04</a></li><li>• draw conclusions and make proposals. <a href="#">AC9HS2S05</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• develop narratives and share observations, using sources, and subject-specific terms. <a href="#">AC9HS2S06</a></li></ul> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                        | Change                                                                                                                                                                                                                                                                                               | Systems                                                                                                                                                                                                                                                                                                                                                                     | Perspectives                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                      |
| <p>Significant people and places reflect a community’s history and culture.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance. <a href="#">AC9HS2K01</a></li></ul> | <p>Technology has changed the way people live and work over time.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>how technological developments changed people’s lives at home, and in the ways they worked, travelled and communicated. <a href="#">AC9HS2K02</a></li></ul> | <p>Visual representations and models represent how different places fit together.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales. <a href="#">AC9HS2K03</a></li></ul> | <p>Aboriginal people are strongly connected to Country/Place.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the interconnections of First Nations Australians to a local Country/Place. <a href="#">AC9HS2K04</a></li></ul> |

# Humanities and Social Sciences – Year 3

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• explore how people may have experienced a significant event differently and use this understanding when interpreting these events</li><li>• explore how people experienced migration and colonisation differently and use this understanding when interpreting these events</li><li>• consider how a rule or right affects someone else and use this perspective to reconsider their own view.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• recognise characteristics and features when exploring representations of unfamiliar places</li><li>• explore Aboriginal intergenerational knowledges about caring for resources to discover how they connect with or extend understanding of sustainable practices</li><li>• question local issues they are uncertain about and investigate how community voices influence decisions on local issues.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• consider the possible impacts of how a resource is used before forming a view about what should happen</li><li>• consider how decisions may affect different groups within a community before forming a view about what should happen</li><li>• make choices about how they interact with places and environments by considering the impact of their actions.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                              | Evaluation, analysis and interpretation                                                                                                                                                                                                                                                   | Perspectives and decision making                                                                                                                                                                                                                                                                                      | Communication and sharing                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• develop questions to guide investigations about people, events, places and issues <a href="#">AC9HS3S01</a></li><li>• locate, collect and record information and data from a range of sources, including annotated timelines and maps. <a href="#">AC9HS3S02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• interpret information and data displayed in different formats <a href="#">AC9HS3S03</a></li><li>• analyse information and data, and identify perspectives. <a href="#">AC9HS3S04</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• draw conclusions based on analysis of information <a href="#">AC9HS3S05</a></li><li>• propose actions or responses to an issue or challenge that consider possible effects of actions. <a href="#">AC9HS3S06</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• present descriptions and explanations, using ideas from sources and relevant subject-specific terms. <a href="#">AC9HS3S07</a></li></ul> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Change                                                                                                                                                                                                                                                                                                                                      | Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Significant events and symbols connect people to their culture, history and community.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>significant events, symbols and emblems that are important to Australia’s identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals. <a href="#">AC9HS3K02</a></li></ul> | <p>Communities change over time as a result of significant people, events and ideas.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes. <a href="#">AC9HS3K01</a></li></ul> | <p>People, places and environments are interconnected and influence each other.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia’s neighbouring regions and countries <a href="#">AC9HS3K03</a></li><li>the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features. <a href="#">AC9HS3K05</a></li></ul> <p>Aboriginal people maintain connections to Country/Place that link people and places across Australia.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the ways First Nations Australians in different parts of Australia are interconnected with Country/Place. <a href="#">AC9HS3K04</a></li></ul> | <p>People shape communities by developing and respecting shared values and participating as active citizens.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed <a href="#">AC9HS3K06</a></li><li>why people participate within communities and how students can actively participate and contribute to communities. <a href="#">AC9HS3K07</a></li></ul> |

# Humanities and Social Sciences – Year 4

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• explore how people may have experienced a significant event differently and use this understanding when interpreting these events</li><li>• explore how people experienced migration and colonisation differently and use this understanding when interpreting these events</li><li>• consider how a rule or right affects someone else and use this perspective to reconsider their own view.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• recognise characteristics and features when exploring representations of unfamiliar places</li><li>• explore Aboriginal intergenerational knowledges about caring for resources to discover how they connect with or extend understanding of sustainable practices</li><li>• question local issues they are uncertain about and investigate how community voices influence decisions on local issues.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>• consider the possible impacts of how a resource is used before forming a view about what should happen</li><li>• consider how decisions may affect different groups within a community before forming a view about what should happen</li><li>• make choices about how they interact with places and environments by considering the impact of their actions.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                              | Evaluation, analysis and interpretation                                                                                                                                                                                                                                                   | Perspectives and decision making                                                                                                                                                                                                                                                                                      | Communication and sharing                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• develop questions to guide investigations about people, events, places and issues <a href="#">AC9HS4S01</a></li><li>• locate, collect and record information and data from a range of sources, including annotated timelines and maps. <a href="#">AC9HS4S02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• interpret information and data displayed in different formats <a href="#">AC9HS4S03</a></li><li>• analyse information and data, and identify perspectives. <a href="#">AC9HS4S04</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• draw conclusions based on analysis of information <a href="#">AC9HS4S05</a></li><li>• propose actions or responses to an issue or challenge that consider possible effects of actions. <a href="#">AC9HS4S06</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>• present descriptions and explanations, using ideas from sources and relevant subject-specific terms. <a href="#">AC9HS4S07</a></li></ul> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                    | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Belonging to groups in the community helps shape personal identity.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity. <a href="#">AC9HS4K09</a></li></ul> | <p>Recognising the value of resources and places shapes sustainable practices.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent. <a href="#">AC9HS4K05</a></li></ul> <p>Sustainable practices are shaped by responsibilities to the environment including those held by Aboriginal people to protect Country/Place.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place. <a href="#">AC9HS4K06</a></li></ul> | <p>Communities and local governance influence and shape each other through participation and law.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the differences between “rules” and “laws”, why laws are important and how they affect the lives of people <a href="#">AC9HS4K07</a></li><li>the roles of local government and how members of the community use and contribute to local services. <a href="#">AC9HS4K08</a></li></ul> | <p>Significant events and decisions affect people, places and environments.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place <a href="#">AC9HS4K01</a></li><li>the causes of the establishment of the first British colony in Australia in 1788 <a href="#">AC9HS4K02</a></li><li>the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony <a href="#">AC9HS4K03</a></li><li>the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion. <a href="#">AC9HS4K04</a></li></ul> |

# Humanities and Social Sciences – Year 5

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>consider accounts of individuals who have migrated to acknowledge their unique circumstances or experiences</li><li>seek to understand Aboriginal experiences and perspectives when interpreting Australia’s post-colonial history</li><li>recognise how different people may experience the effects of a community decision and use their perspectives when forming a view about the issue.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>question conflicting information about colonisation between different sources and explore the disparities</li><li>explore migration stories by asking questions when information challenges their initial thoughts</li><li>recognise patterns or relationships in human populations and explore how these help explain significant historical events.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>consider how decisions about spending or distributing money may affect people with different needs</li><li>recognise how excluding perspectives may misrepresent the past and adjust the evidence they use to reduce the risk of a one-sided historical account</li><li>care for a shared natural resource by considering how their actions may affect it.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                     | Evaluation, analysis and interpretation                                                                                                                                                                                                                                                                                                                                          | Perspectives and decision making                                                                                                                                                                                                                                                                        | Communication and sharing                                                                                                                                                                                                                                          |
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| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>develop questions to investigate people, events, developments, places and systems <a href="#">AC9HS5S01</a></li><li>locate, collect and organise information and data from primary and secondary sources in a range of formats. <a href="#">AC9HS5S02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships <a href="#">AC9HS5S03</a></li><li>evaluate primary and secondary sources to determine origin, purpose and perspectives. <a href="#">AC9HS5S04</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>develop evidence-based conclusions <a href="#">AC9HS5S05</a></li><li>propose actions or responses to issues or challenges and use criteria to assess the possible effects. <a href="#">AC9HS5S06</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions. <a href="#">AC9HS5S07</a></li></ul> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                 | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Perspectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>People’s beliefs and values guide the ways they contribute to and improve their communities.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal. <a href="#">AC9HS5K07</a></li></ul> | <p>Significant decisions by groups and individuals have impacts on people, places and the environment.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony. <a href="#">AC9HS5K03</a></li></ul> <p>The development of British colonies changed people’s lives and environments, with impacts experienced differently by Aboriginal people, colonists and convicts.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• the economic, political and social causes of the establishment of British colonies in Australia after 1800 <a href="#">AC9HS5K01</a></li><li>• the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment. <a href="#">AC9HS5K02</a></li></ul> | <p>Australian communities apply democratic values and processes to make fair and inclusive decisions.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• the key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives. <a href="#">AC9HS5K06</a></li></ul> <p>Resources are used, managed and cared for in different ways to meet needs and wants.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• types of resources, including natural, human and capital, and how they satisfy needs and wants. <a href="#">AC9HS5K08</a></li></ul> | <p>Diverse views, shaped by culture and experience, influence how places are understood and how environments and communities are protected.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences. <a href="#">AC9HS5K05</a></li></ul> <p>Aboriginal people’s knowledge and continuing connections to Country/Place influence how places are understood, used and cared for.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>• the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place. <a href="#">AC9HS5K04</a></li></ul> |

# Humanities and Social Sciences – Year 6

## Essential Learning

### Dispositions

| Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Curiosity                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>consider accounts of individuals who have migrated to acknowledge their unique circumstances or experiences</li><li>seek to understand Aboriginal experiences and perspectives when interpreting Australia’s post-colonial history</li><li>recognise how different people may experience the effects of a community decision and use their perspectives when forming a view about the issue.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>question conflicting information about colonisation between different sources and explore the disparities</li><li>explore migration stories by asking questions when information challenges their initial thoughts</li><li>recognise patterns or relationships in human populations and explore how these help explain significant historical events.</li></ul> | <p>This disposition may be evident when learners, for example:</p> <ul style="list-style-type: none"><li>consider how decisions about spending or distributing money may affect people with different needs</li><li>recognise how excluding perspectives may misrepresent the past and adjust the evidence they use to reduce the risk of a one-sided historical account</li><li>care for a shared natural resource by considering how their actions may affect it.</li></ul> |

### Capabilities

| Questioning and research                                                                                                                                                                                                                                                                                                                                     | Evaluation, analysis and interpretation                                                                                                                                                                                                                                                                                                                                          | Perspectives and decision making                                                                                                                                                                                                                                                                        | Communication and sharing                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>develop questions to investigate people, events, developments, places and systems <a href="#">AC9HS6S01</a></li><li>locate, collect and organise information and data from primary and secondary sources in a range of formats. <a href="#">AC9HS6S02</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships <a href="#">AC9HS6S03</a></li><li>evaluate primary and secondary sources to determine origin, purpose and perspectives. <a href="#">AC9HS6S04</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>develop evidence-based conclusions <a href="#">AC9HS6S05</a></li><li>propose actions or responses to issues or challenges and use criteria to assess the possible effects. <a href="#">AC9HS6S06</a></li></ul> | <p>Learners develop this capability when they:</p> <ul style="list-style-type: none"><li>present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions. <a href="#">AC9HS6S07</a></li></ul> |

Knowledge

| Identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Perspectives                                                                                                                                                                                                                                                                                                                   |
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| Conceptual understandings and supporting content descriptions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                |
| <p>People, places and communities shape and are shaped by the environments they live in and the events and ideas that influence how societies develop and are governed.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>significant individuals, events and ideas that led to Australia’s Federation, the Constitution and democratic system of government <a href="#">AC9HS6K01</a></li><li>changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children. <a href="#">AC9HS6K02</a></li></ul> | <p>Migration is shaped by global relationships, personal motivation and geographical location.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region <a href="#">AC9HS6K03</a></li><li>the geographical diversity and location of places in the Asia region, and its location in relation to Australia <a href="#">AC9HS6K04</a></li><li>Australia’s interconnections with other countries and how these change people and places. <a href="#">AC9HS6K05</a></li></ul> | <p>Australia’s democratic system relies on institutions, processes and civic participation to function effectively.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>the key institutions of Australia’s system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies <a href="#">AC9HS6K06</a></li><li>the roles and responsibilities of the 3 levels of government in Australia. <a href="#">AC9HS6K07</a></li></ul> | <p>Consumer and financial decisions affect people, the environment and the community.</p> <p>Students learn about:</p> <ul style="list-style-type: none"><li>influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices. <a href="#">AC9HS6K08</a></li></ul> |