

Australian Curriculum: Humanities and Social Sciences — Year 2

Year level plan- 2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Present connections to places		Impacts of technology over time	
Unit description	<p>Inquiry question:</p> <ul style="list-style-type: none"> How are people connected to their place and other places? <p>In this unit, students:</p> <ul style="list-style-type: none"> draw on representations of the world as geographical divisions and the location of Australia recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility represent connections between places by constructing maps and using symbols examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections respond with ideas about why significant places should be preserved and how people can act to preserve them. 		<p>Inquiry question:</p> <ul style="list-style-type: none"> How have changes in technology shaped our daily life? <p>In this unit, students:</p> <ul style="list-style-type: none"> identify how and why the lives of people have changed over time while others have remained the same sequence events in order using timelines use sources provided to answer questions and compare objects from the past and present <p>use a range of terms related to time in their responses</p>	

ASSESSMENT		SEMESTER 1	SEMESTER 2
		Present connections to places-AT1	Changing technologies-AT2
Range and balance of summative assessment conventions	Technique	Collection of work	Collection of Work
	Type of text	Source analyses	Short response
	Mode	Written	Written
	Conditions	<ul style="list-style-type: none"> Supervised Undertaken individually Access to teacher feedback and conferencing Availability of poster materials and research of significant place in Australia Completed over five lessons.2 	<ul style="list-style-type: none"> Open – Research, with access to sources

Aspects of the achievement standard – HASS		
describe a person, site and/or event of significance in the local community and explain why places are important to people	✓	
identify how and why the lives of people have changed over time while others have remained the same		✓
recognise that the world is divided into geographic divisions and that places can be described at different scales	✓	
describe how people in different places are connected to each other and identify factors that influence these connections	✓	
recognise that places have different meaning for different people and why the significant features of places should be preserved	✓	
pose questions about the past and familiar and unfamiliar objects and places	✓	
locate information from observations and from sources provided	✓	✓
compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions	✓	✓
sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps	✓	✓
reflect on their learning to suggest ways to care for places and sites of significance	✓	
develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time	✓	✓
SEMESTER 1 SEMESTER 2	✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard	