

Australian Curriculum: Humanities and Social Sciences — Year 4

Year level plan- 2025

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Early exploration and settlement		Sustainable use of places	
Unit description	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <i>What were the short- and long-term effects of European settlement?</i> <p>In this unit, students will:</p> <ul style="list-style-type: none"> explore the diversity of different groups within their local community consider how personal identity is shaped by aspects of culture, and by the groups to which they belong examine the purpose of laws and distinguish between rules and laws make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. 		<p>Inquiry questions:</p> <ul style="list-style-type: none"> <i>How can people use environments more sustainably?</i> <p>In this unit, students will:</p> <ul style="list-style-type: none"> explore the concept of 'place' with a focus on Africa and South America describe the relative location of places at a national scale identify how places are characterised by their environments describe the characteristics of places, including the types of natural vegetation and native animals examine the interconnections between people and environment and the importance of environments to animals and people identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments propose actions for caring for the environment and meeting the needs of people. 	

ASSESSMENT		SEMESTER 1	SEMESTER 2
		My changing life-AT1	My changing world- AT2
Range and balance of summative assessment conventions	Technique	Project	Investigation
	Type of text	Portfolio	Portfolio

	Mode	Written	Written
	Conditions	<ul style="list-style-type: none"> Supervised completed in parts at identified checkpoints sources sheet 	<ul style="list-style-type: none"> Supervised completed in parts at identified checkpoints sources sheet
Aspects of the achievement standard - History			
Recognise the significance of events in bringing about change and the importance of the environment			✓
Explain how and why life changed in the past and identify aspects of the past that have remained the same	✓		
Describe the experiences of an individual or group in the past	✓		
Describe and compare the diverse characteristics of different places at local to national scales			✓
Identify the interconnections between components of the environment and between people and the environment			✓
Identify structures that support their local community and recognise the importance of laws in society	✓		
Describe factors that shape a person's identity and sense of belonging	✓		
Identify different views on how to respond to an issue or challenge			✓
Develop questions to investigate			✓
Locate and collect information and data from different sources, including observations to answer these questions	✓		✓
Distinguish between facts and opinions and detect points of view	✓		
Interpret data and information to identify and describe distributions and simple patterns and draw conclusions			✓
Share their points of view, respecting the views of others	✓		
Sequence information about events and the lives of individuals in chronological order with reference to key dates	✓		
Sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions			✓
Reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action			✓
Present ideas, findings and conclusions using discipline-specific terms in a range of communication forms			✓

Term 1

Term 2

Term 3

Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard