

# Australian Curriculum: Humanities and Social Sciences — Year 5

## Year level plan- 2025

CURRICULUM		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
Unit name		Managing Australian communities	Communities in colonial Australia (1800's)	Participating in Australian Communities	Australian communities of the future
Unit description		<p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>-examine how Australian communities are affected by the interconnection between people, places and environments</li> <li>-investigate the importance of laws and regulations in managing people and environments in Australian communities</li> <li>-explore the influence of people on the human characteristics of places, including the organisation of space through zoning</li> <li>-recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li> <li>-investigate environmental challenges such as natural hazards and their effect on Australian communities</li> <li>-explore the principles involved in minimising the harmful effects of natural hazards</li> <li>-interpret data to evaluate the ways citizens responded to an Australian natural hazard</li> <li>-propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.</li> </ul>	<p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>-examine key events related to the development of British colonies in Australia after 1800</li> <li>-identify the economic, political and social reasons for colonial developments in Australia after 1800</li> <li>-investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment</li> <li>-locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia</li> <li>-present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community</li> <li>-identify different viewpoints about the significance of individuals and groups in shaping the colonies</li> <li>-sequence significant events and developments that occurred during the development of colonial Australia using timelines</li> </ul>	<p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>-investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice</li> <li>-identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor</li> <li>-explore representative democracy and voting processes in Australia</li> <li>-investigate how students enact democratic values and processes through participating in school elections</li> <li>-generate alternative responses to a democratic issue and propose action by describing the positive and negative effects</li> <li>-present ideas about proposed actions in response to a democratic issue</li> </ul>	<p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>-distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used</li> <li>-understand there are different types of resources and that societies use them to satisfy needs and wants of present and future generations</li> <li>-understand that a variety of factors influence consumer choices, and different strategies can be used to help make informed personal consumer and financial choices.</li> <li>-develop questions about the problem -use data and information from different sources to answer them</li> <li>-work collaboratively to make decisions - identify a response to the problem before communicating findings using economics and business terms.</li> </ul>
ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Managing Australian communities-AT1	Communities in colonial Australia (1800's)- AT2	Participating in Australian Communities- AT3	Australian communities of the future- AT4
Range and balance of summative assessment conventions	Technique	Project	Investigation	Investigation	Research
	Type of text	Portfolio	Portfolio	Portfolio	Data – pie graphs, bar graphs and tables
	Mode	Written	Written	Written	Written/ multi-modal
	Conditions	<ul style="list-style-type: none"> <li>• Supervised</li> <li>• Completed in parts</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised</li> <li>• Completed in parts</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised</li> <li>• completed in parts</li> <li>• group work with independent explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised</li> <li>• Individual</li> </ul>

## Aspects of the achievement standard

Describe the significance of people and events/developments in bringing about change		✓		
Identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same		✓		
Describe the experiences of different people in the past		✓		
Explain the characteristics of places in different locations at local to national scales	✓			
Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments	✓			
Identify the effects of these interconnections on the characteristics of places and environments	✓			
Identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system			✓	
Recognise that choices need to be made when allocating resources				✓
Describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices				✓
Describe different views on how to respond to an issue or challenge			✓	
Develop questions for an investigation		✓		
Locate and collect data and information from a range of sources to answer inquiry questions		✓		
Examine sources to determine their purpose and to identify different viewpoints		✓		
Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence (unit 1)	✓			
Sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines	✓	✓		
Sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions	✓			
Work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose	✓		✓	

action, describing the possible effects of their proposed action				
Present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions	✓	✓	✓	✓

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