

Australian Curriculum: Humanities and Social Sciences — Year 6

Year level plan- 2021

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Australia in the past	Australia in a diverse world	Australians as citizens	Making decisions to benefit my community (discretionary)
Unit description	<p>Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> examine the key figures, events and ideas that led to Australia's Federation and Constitution recognise the contribution of individuals and groups to the development of Australian society since Federation investigate the key institutions, people and processes of Australia's democratic and legal system locate, collect and interpret information from primary sources sequence information about events and the lives of individuals in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<p>Inquiry questions: <i>How do places, people and cultures differ across the world?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia investigate differences in the economic, demographic and social characteristics of countries across the world consider the world's cultural diversity, including that of its indigenous peoples identify Australia's connections with other countries organise and represent data in large- and small-scale maps using appropriate conventions interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms. 	<p>Inquiry questions: <i>What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> recognise the responsibilities of electors and representatives in Australia's democracy consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens identify different points of view and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children investigate stories of groups of people who migrated to Australia since Federation sequence information about events and represent time by creating timelines. present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<p>Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate a familiar community or regional economics or business issue that may affect the individual or the local community examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment recognise the reasons businesses exist and the different ways they provide goods and services present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Australia in the past- AT1	Australia in a diverse world- AT2	Australians as citizens- AT3	Making decisions to benefit my community- AT4
Range and balance of summative assessment conventions	Technique	Project	Project	Exam	Exam
	Type of text	Short answer response	Short answer response	Short answer response	Short answer response
	Mode	Written	Written	Written	Written
	Conditions	<ul style="list-style-type: none"> Supervised 	<ul style="list-style-type: none"> Supervised 	<ul style="list-style-type: none"> Supervised Stimulus provided 	<ul style="list-style-type: none"> Supervised
Aspects of the achievement standard					
explain the significance of an event/development, an individual and/or group		✓			
identify and describe continuities and changes for different groups in the past and present				✓	
describe the causes and effects of change on society		✓			
compare the experiences of different people in the past				✓	
describe, compare and explain the diverse characteristics of different places in different locations from local to global scales			✓		
describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time			✓		
explain the importance of people, institutions, and processes to Australia's democracy and legal system		✓			
describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens				✓	
recognise why choices about the allocation of resources involve trade-offs					✓
explain why it is important to be informed when making consumer and financial decisions					✓
identify the purpose of business and recognise the different ways that businesses choose to provide goods and services					✓
explain different views on how to respond to an issue or challenge				✓	
develop appropriate questions to frame an investigation		✓			

locate and collect useful data and information from primary and secondary sources	✓			
examine sources to determine their origin and purpose and to identify different perspectives in the past and present			✓	
interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions		✓		
sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines	✓		✓	
organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions		✓		
collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others	✓		✓	
reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal	✓			
present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms	✓	✓	✓	✓

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