



## HUMANITIES AND SOCIAL SCIENCES – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and understanding</b>							
<b>Civics and Citizenship</b>				<p><b>Communities</b> Communities make decisions in different ways and voting is a way that groups make decisions democratically</p> <p>Who makes rules, why rules are important and the consequences of rules not being followed</p> <p>Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community</p>	<p><b>Government and society</b> The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management)</p> <p>The differences between ‘rules’ and ‘laws’</p> <p>The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society’s values)</p> <p>People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity</p>	<p><b>Roles, responsibilities and participation</b> The key values that underpin Australia’s democracy, including freedom, equality, fairness and justice</p> <p>The roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate’s interests, participating in the parliamentary process) in Australia’s democracy</p> <p>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting</p> <p>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)</p>	<p><b>Australia’s system of government and citizenship</b> The key institutions of Australia’s democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p>The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia’s federal system</p> <p>How laws are initiated and passed through the Federal parliament</p> <p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship</p>

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<b>Civics and Citizenship</b>						<p>The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)</p> <p>Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups)</p>	
<b>Economics and Business</b>						<p><b>Wants, resources and choices</b> The difference between needs and wants, and how they may differ between individuals</p> <p>Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations</p> <p>Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle)</p>	<p><b>Trade-offs and impacts of consumer and financial decisions</b> Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity)</p> <p>Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle)</p>

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<b>Economics and Business</b>						<p>The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use</p> <p>Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)</p>	<p>The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste)</p> <p>Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue</p>
<b>Geography</b>	<p><b>People live in places</b> The globe as a representation of the Earth on which Australia and other familiar countries can be located</p> <p>The representation of familiar places, such as schools, parks and lakes on a pictorial map</p> <p>The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs)</p>	<p><b>Places have distinctive features</b> The location of the equator and the northern and southern hemispheres, including the poles</p> <p>The natural, managed and constructed features of places, their location on a pictorial map, how they may change over time (e.g. erosion, revegetated areas, planted crops, new buildings) and how they can be cared for</p>	<p><b>People are connected to many places</b> The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia</p> <p>Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)</p> <p>The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place</p>	<p><b>Places are both similar and different</b> The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rain forests, the Great Dividing Range, the Great Barrier Reef)</p>	<p><b>The Earth's environment sustains all life</b> The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia</p> <p>The importance of environments to animals and people, and different views on how they can be protected</p>	<p><b>Factors that shape the environmental characteristics of places</b> The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia</p>	<p><b>A diverse and connected world</b> The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</p> <p>Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world</p>

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<b>Geography</b>	<p>The reasons some places are special to people and how they can be looked after, including Aboriginal and Torres Strait Islander Peoples' places of significance</p>	<p>How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them</p> <p>The activities (e.g. retailing, recreational, farming, manufacturing, medical, policing, educational, religious) that take place in the local community which create its distinctive features</p>	<p>The connections of people in Australia to other places in Australia, in the Asia region, and across the world (e.g. family connections, trade, travel, special events, natural disasters)</p> <p>The influence of purpose (e.g. shopping, recreation), distance (e.g. location) and accessibility (e.g. technology, transport) on the frequency with which people visit places</p>	<p>Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories</p> <p>The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics</p> <p>The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places</p> <p>The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places</p>	<p>Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation</p> <p>The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably</p>	<p>The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)</p> <p>Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond</p>	<p>The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia</p> <p>Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places</p>

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<b>History</b>	<p><b>Personal and family histories</b> Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees</p> <p>The different structures of families and family groups today (e.g. nuclear, only child, large, single parent, extended, blended, adoptive parent, grandparent) and what they have in common</p> <p>How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)</p> <p>How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them</p>	<p><b>Present and past family life</b> Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time (e.g. ‘a long time ago’; ‘then and now’; ‘now and then’; ‘old and new’; ‘tomorrow’) as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons)</p> <p>The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed</p>	<p><b>The past in the present</b> The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity)</p> <p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today</p>	<p><b>Community and remembrance</b> <b>One</b> important example of change and <b>one</b> important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)</p> <p>The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community</p> <p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems</p>	<p><b>First contacts</b> The diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life</p> <p>The journey(s) of <b>at least one</b> world navigator, explorer or trader up to the late eighteenth century (e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on <b>one</b> society</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order)</p>	<p><b>The Australian Colonies</b> The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)</p> <p>The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples)</p> <p>The economic, social and political impact of <b>one</b> significant development or event on a colony and the potential outcomes created by ‘what if ...?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought)</p>	<p><b>Australia as a nation</b> Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women, and children</p> <p>Stories of groups of people who migrated to Australia (including from <b>one</b> Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society</p>

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History				The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan)	The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people’s lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines)	The contribution or significance of <b>one</b> individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel)	

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	Pre-primary	Year 1-2	Year 3-4	Year 5-6
<b>Humanities and Social Sciences skills</b>				
<b>Questioning and researching</b>	<p>Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)</p> <p>Pose and respond to questions about the familiar</p> <p>Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources)</p> <p>Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings)</p>	<p>Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)</p> <p>Pose questions about the familiar and unfamiliar</p> <p>Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)</p> <p>Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)</p>	<p>Identify current understanding of a topic (e.g. brainstorm, KWL chart)</p> <p>Develop a range of focus questions to investigate</p> <p>Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</p> <p>Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)</p> <p>Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work)</p>	<p>Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map)</p> <p>Develop and refine a range of questions required to plan an inquiry</p> <p>Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet)</p> <p>Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise)</p> <p>Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews)</p>
<b>Analysing</b>	<p>Process information and/or data collected (e.g. sequence familiar events, answer questions, discuss observations)</p> <p>Explore points of view (e.g. understand that their point of view may differ from others)</p> <p>Represent information gathered in different formats (e.g. drawings, diagrams, story maps, role-plays)</p>	<p>Identify relevant information</p> <p>Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</p> <p>Explore points of view (e.g. understand that stories can be told from different perspectives)</p> <p>Represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p>	<p>Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)</p> <p>Translate collected information and/or data in to different formats (e.g. create a timeline, change data into a table and/or graph)</p>	<p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Translate collected information and/or data in to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph)</p>

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<b>Evaluating</b>	<p>Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)</p>	<p>Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p>	<p>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)</p> <p>Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups)</p>	<p>Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p>
<b>Communicating and reflecting</b>	<p>Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p> <p>Develop texts (e.g. retell, describe personal stories)</p> <p>Reflect on learning (e.g. drawings, discussions)</p>	<p>Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Develop texts, including narratives, that describes an event or place</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>	<p>Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms</p> <p>Develop texts, including narratives and biographies, that use researched facts, events and experiences</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge)</p>	<p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p> <p>Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials</p> <p>Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them)</p>