

## **Year 6 Humanities and Social Sciences (HASS)**

### **Achievement**

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

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

### **Assessment Criteria**

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Knowledge and Understanding
- Inquiry skills: Questioning and interpreting; researching and questioning; communicating

### **Delivery (mode, time requirements, lessons)**

Students have access to scheduled lessons each week. They are also expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Course materials can be accessed via our designated Learning Management System.

### **Student Requirements**

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

## Year 6 Humanities and Social Sciences (HASS)

Units and Learning Experiences, Summative Assessment, Criteria Assessed		
Semester 1	Term 1	<b>Unit 1</b> <b>Australia in the past</b> In this unit, students will explore the following inquiry question: How have key figures, events and values shaped Australian society, its system of government and citizenship?
		<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>Formative Task – Online Quiz</li> <li>Summative Assignment - Examining key figures, events and ideas that led to Federation; Investigating democratic Australia.</li> </ul>
	Term 2	<b>Unit 2: Weeks 1-7 Unit 2</b> <b>Australians as global citizens:</b> In this unit, students will explore the following inquiry questions: <ul style="list-style-type: none"> <li>What does it mean to be an Australian citizen?</li> <li>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</li> </ul>
		<b>Summative Assessment:</b> Response to stimulus: Sequencing events; Identifying information in sources; Presenting viewpoints as a global citizen.
Semester 2	Term 3	<b>Unit 3</b> <b>Australia in a diverse world</b> In this unit students will investigate the following key inquiry question: <ul style="list-style-type: none"> <li>How do places, people and cultures differ across the world?</li> </ul>
		<b>Unit 3: Continued from Term 2: Week 1-5</b>
		<b>Summative Assessment:</b> Assignment - Identifying and representing characteristics of places; Describing the diversity of place.
	Term 4	<b>Unit 4</b> <b>Australia's global connections: Weeks 6-9</b> In this unit, students will explore the following key inquiry questions: <ul style="list-style-type: none"> <li>What are Australia's global connections between people and places?</li> <li>How do people's connections to places affect their perception of them?</li> </ul>
		<b>Unit 4: Continued from Term 3: Weeks 1-3</b>
		<b>Summative Assessment:</b> Research task - Collecting and representing data; Analysing and interpreting information; Evaluating strategies and proposing action.
		<b>Unit 5</b> <b>Making decisions that benefit the community: Weeks 4-7</b> In this unit, students: Investigate a familiar community or regional economics or business issue that may affect the individual or the local community.
		<b>Summative Assessment:</b> Assignment - Researching options and analysing data; Communicating and reflecting on findings.

**Disclaimer** All of the above information is accurate at the time of development.