

Year 2 Humanities and Social Sciences (HASS)

Achievement Standard

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Assessment Elements

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
- Questioning and researching
- Analysing, evaluating and reflecting
- Communicating

Delivery (mode, time requirements, lessons)

Students have access to scheduled lessons each week. Lessons are delivered via the Learning Management System. Students are expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

Student Requirements

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

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Units and Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p>Unit 1 Present connections to places In this unit students:</p> <ul style="list-style-type: none"> • Draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them.
	Term 2	<p>Unit 1 Present connections to places (continued)</p> <hr/> <p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> • Research – Explore the location and significant features of places. Consider how people are connected to these and why they should be preserved. • Knowledge and Understanding, Analysing, Evaluating and Reflecting, Questioning and Researching, Communicating.
Semester 2	Term 3	<p>Unit 2 Impacts of technology over time In this unit students</p> <ul style="list-style-type: none"> • Investigate continuity and change in technology used in the home, e.g. in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past.
	Term 4	<p>Unit 2 Impacts of technology over time (continued)</p> <hr/> <p>Summative assessment, criteria assessed:</p> <ul style="list-style-type: none"> • Inquiry – Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time. • Knowledge and Understanding, Analysing, Evaluating and Reflecting, Questioning and Researching, Communicating.

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