

## **Year 4 Humanities and Social Sciences (HASS)**

### **Achievement Standard**

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

### **Assessable 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 our Learning Management System. Students are also expected to undertake independent study to complete 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.

## Year 4 Humanities and Social Sciences (HASS)

Units, Learning Experiences and Summative Assessment		
<b>Semester 1</b>	<b>Term 1</b>	<p><b>Unit 1</b>  <b>Australia before, during and after European settlement</b>                      In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i>.</li> <li>• analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>• make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British.</li> <li>• investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>• examine the purpose of laws and distinguish between rules and laws</li> <li>• explore the diversity of different groups within their local community</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>
		<p><b>Summative Assessment – Part A &amp; B:</b>                      To explain aspects of life before, during and after European settlement of Australia.</p>
	<b>Term 2</b>	<p><b>Unit 1</b>  <b>Australia before, during and after European settlement (continued)</b></p>
		<p><b>Summative Assessment – Part C &amp; D:</b>                      Students conduct an inquiry to explain aspects of life in Australia, before, during and after European settlement.</p>
<b>Semester 2</b>	<b>Term 3</b>	<p><b>Unit 2</b>  <b>Using places sustainably</b>                      In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa and South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>• examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>• investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and</li> <li>• management of waste</li> <li>• recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>• propose actions for caring for the environment and meeting the needs of people.</li> </ul>
		<p><b>Summative Assessment: Part A</b>                      Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>
	<b>Term 4</b>	<p><b>Unit 2</b>  <b>Using places sustainably (continued)</b></p>
		<p><b>Summative Assessment – Part B, C &amp; D:</b>                      Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>

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