

Year 5 Humanities and Social Sciences (HASS)

Achievement Standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

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.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p>Unit 1 People and the environment</p> <p>In this unit students:</p> <ul style="list-style-type: none"> examine the characteristics of places of two European countries and the location of their major countries in relation to Australia describe the relative location of places at a national scale identify and describe the human and environmental factors that influence the characteristics of places examine the interconnections between people and environments investigate the impact of human actions on the environmental characteristics of places in Europe and North America organise data in a range of formats using appropriate conventions interpret data to identify simple patterns, trends, spatial distributions and infer relationships evaluate evidence about the characteristics of places to draw conclusions about preferred places to live present findings and conclusions using discipline-specific terms.
		<p>Summative Assessment:</p> <p>Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p>
	Term 2	<p>Unit 2 Managing Australian Communities</p> <p>In this unit students:</p> <ul style="list-style-type: none"> examine how Australian communities are affected by the interconnection between people, places and environments investigate the importance of laws and regulations in managing people and environments in Australian communities explore the influence of people on the human characteristics of places, including the organisation of space through zoning recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management investigate environmental challenges such as natural hazards and their effect on Australian communities explore the principles involved in minimising the harmful effects of natural hazards interpret data to evaluate the ways citizens responded to an Australian natural hazard propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.
		<p>Summative Assessment:</p> <p>Students identify the roles of different people in Australia's legal system and how environmental issues can be managed in Australian communities.</p>

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Units, Learning Experiences and Summative Assessment		
Semester 2	Term 3	<p>Unit 3 Communities in Colonial Australia (1800s) In this unit students:</p> <ul style="list-style-type: none"> • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in an informative paragraph to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines.
		<p>Summative Assessment: To conduct an inquiry to answer the question: How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?</p>
	Term 4	<p>Unit 4 Participating in Australian Communities In this unit students:</p> <ul style="list-style-type: none"> • investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • explore representative democracy and voting processes in Australia • investigate how students enact democratic values and processes through participating in school elections • generate alternative responses to a democratic issue and propose action by describing the positive and negative effects • present ideas about proposed actions in response to a democratic issue.
		<p>Summative Assessment: Students investigate democratic values and processes in the school community.</p>

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