



# HASS Overview—Term 3 / 2017



The Humanities and Social Sciences subjects of Geography and / or Civics and Citizenship will help provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century. Students will hopefully develop the ability to question; think critically; make decisions based on evidence devise proposals for actions; and communicate effectively.

<b>PRE-PRIMARY</b>	<p style="text-align: center;"><b><u>Geography -People live in places</u></b></p> <p>The weather and how lives are affected. Studying ...moods, activities, diet, clothing and the effect of seasonal changes on the environment.</p>	<p style="text-align: center;"><b>SKILLS</b></p> <p><b>Questioning</b>—pose questions about prior knowledge  <b>Analysing</b> - represent information gathered in different formats  <b>Communicating</b>-Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p>
<b>YEAR 1</b>	<p style="text-align: center;"><b><u>Geography- Places have distinctive features</u></b></p> <ul style="list-style-type: none"> <li><b>Habitats around the world</b></li> <li>The natural, managed and constructed features of places</li> <li>How places may change over time (e.g. erosion, revegetated areas, planted crops, new buildings).</li> </ul>	<p><b>Questioning</b>—pose questions about prior knowledge  <b>Analysing</b> - represent information gathered in different formats  <b>Communicating</b>-Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p>
<b>YEAR 2</b>	<p><b><u>Geography - People are connected to many places</u></b></p> <ul style="list-style-type: none"> <li><b>Habitats around the world</b></li> <li>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.</li> </ul>	<p><b>Questioning</b>-Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)            Pose questions about the familiar and unfamiliar  <b>Researching</b>-Sort and record selected information and /or data (e.g. use graphic organisers )  <b>Analysing</b>- Represent collected information and/or data in to different formats (e.g. tables, maps, )</p>
<b>YEAR 3</b>	<p style="text-align: center;"><b><u>Civics and Citizenship—Communities</u></b></p> <ul style="list-style-type: none"> <li>What are the differences between rules and laws?</li> <li>Making choices—Difference of opinion</li> <li>How rules and laws affect our lives and the lives of different groups in the community.</li> <li>Communities make decisions in different ways and voting is a way that groups make decisions democratically</li> </ul>	<p><b>Questioning</b>-Identify current understanding of a topic (e.g. brainstorm, KWL chart)  <b>Researching</b>-Locate and collect information from a variety of sources (e.g. photographs, maps, books, internet)            Record selected information (e.g. use graphic organisers, maps )  <b>Communicating</b> -Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, graphic), appropriate to audience and purpose, using relevant terms.</p>
<b>YEAR 4</b>	<p style="text-align: center;"><b><u>Civics and Citizenship—Government and Society</u></b></p> <ul style="list-style-type: none"> <li>What are the differences between rules and laws?</li> <li>Making choices—Difference of opinion</li> <li>Communities make decisions in different ways and have differing opinions. Voting is a way that groups make decisions democratically</li> <li>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)</li> </ul>	<p><b>Questioning and Researching</b>-Identify current understandings (e.g. Double Bubble)            Develop and refine a range of questions required to plan an inquiry ( Create Rules )  <b>Analysing</b> -Identify different points of view/perspectives in information  <b>Evaluating</b>-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)  <b>Communicating and reflecting</b>-Present findings, conclusions and/or arguments, appropriate to audience and purpose,</p>
<b>YEAR 5</b>	<p><b><u>Civics and Citizenship—Roles, Responsibilities, Participation</u></b></p> <ul style="list-style-type: none"> <li>The key institutions of Australia’s democratic system of government based on the Westminster system</li> <li>The key values of Australia’s democracy, including freedom, equality, fairness and justice</li> <li>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)</li> </ul>	<p><b>Questioning and Researching</b>-Record selected information and/or data using a variety of methods ( tables, graphic organisers, posters )  <b>Analysing</b>-Identify different points of view/perspectives in information (e.g. in media )  <b>Evaluating</b>-Use decision-making processes (e.g. voting, priorities, preferences )  <b>Reflecting</b>-Present findings, conclusions and/or arguments,</p>
<b>YEAR 6</b>	<p><b><u>Civics and Citizenship—Australia’s System of Government</u></b></p> <ul style="list-style-type: none"> <li>The key institutions of Australia’s democratic system of government based on the Westminster system and how this differs from some other countries in the world.</li> <li>The roles and responsibilities of the three levels of government.</li> <li>How laws are initiated and passed through the Federal Parliament</li> </ul>	<p><b>Questioning and Researching</b>-Record selected information and/or data using a variety of methods (e.g. note taking, summaries, quizzes )  <b>Analysing</b>-Identify different points of view / perspectives in information (e.g. in media )  <b>Evaluating</b>-Use decision-making processes (e.g. voting, priorities, preferences )  <b>Reflecting</b>-Present findings, conclusions and/or arguments.</p>