



HASS Overview—Term 4 / 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.

PRE-PRIMARY	<p><u>Geography -People live in places</u> Looking at our community of Woodvale—Perth—WA—Australia</p> <ul style="list-style-type: none"> The representation of familiar places, such as schools on a pictorial map. The places people live in and belong to (e.g. neighbourhood, suburb, town, rural locality), the familiar features in the local area and why places are important to people (e.g. provides basic needs) 	<p>SKILLS</p> <p>Questioning—pose questions about prior knowledge Analysing - represent information gathered in different formats Communicating-Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p>
YEAR 1	<p><u>Geography- Places have distinctive features</u></p> <ul style="list-style-type: none"> The Community– what is a community / different types of communities / which communities do students belong to / what makes up a community and the importance of each part. The natural, managed and constructed features of places, their location on a pictorial map 	<p>Questioning—pose questions about prior knowledge Analysing - represent information gathered in different formats Communicating-Share observations and ideas, using everyday language (e.g. oral retell, drawing, role-play)</p>
YEAR 2	<p><u>Geography - People are connected to many places</u> The Community– what is a community / different types of communities /</p> <ul style="list-style-type: none"> 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. The representation of familiar places, such as schools, shops, hospitals, landforms on a pictorial map. 	<p>Questioning-Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm) Pose questions about the familiar and unfamiliar Researching-Sort and record selected information and /or data (e.g. use graphic organisers) Analysing- Represent collected information and/or data in to different formats (e.g. tables, maps,)</p>
YEAR 3	<p><u>Civics and Citizenship—Communities</u></p> <ul style="list-style-type: none"> Our Identity- What makes us Australian. Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community 	<p>Questioning-Identify current understanding of a topic (e.g. brainstorm, KWL chart) Researching-Locate and collect information from a variety of sources (e.g. photographs, maps, books, internet) Record selected information (e.g. use graphic organisers, maps) Communicating -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>
YEAR 4	<p><u>Civics and Citizenship—Government and Society</u></p> <ul style="list-style-type: none"> Our Identity- What makes us Australian. Research of icons, locations, land marks, music, movies-TV, books, food, fashion and famous people. People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity. 	<p>Questioning and Researching- Identify current understandings (e.g. Brain storm- mind map) Develop and refine a range of questions required to plan an inquiry (aspects of identity) Evaluating-Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view) Communicating and reflecting- Present findings, conclusions appropriate to audience and purpose,</p>
YEAR 5	<p><u>Civics and Citizenship—Roles, Responsibilities, Participation</u></p> <ul style="list-style-type: none"> What is a good citizen? Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups) 	<p>Questioning and Researching- Record selected information and/or data using a variety of methods (tables, graphic organisers, posters) Analysing-Identify different points of view/perspectives in information (e.g. in media) Communicating and Reflecting-Present findings, conclusions and/or arguments,</p>
YEAR 6	<p><u>Civics and Citizenship—Australia’s System of Government</u></p> <ul style="list-style-type: none"> What is a good citizen? Why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community. Global Citizenship- what does this mean and how does it affect us? Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship. 	<p>Questioning and Researching- Record selected information and/or data using a variety of methods (e.g. note taking, summaries, quizzes) Analysing-Identify different points of view / perspectives in information (e.g. in media) Communicating and Reflecting-Present findings, conclusions and/or arguments.</p>