

Australian Curriculum: 2025 HASS — Year 3



CURRICULUM	SEMESTER 1	SEMESTER 2
	Term 1 and 2	Term 3 and 4
Unit name	Unit 1: Our unique communities	Unit 2: Exploring places near and far
Unit description	Inquiry question: How do people contribute to their unique communities?	Inquiry question: How and why are places similar and different?
General capabilities		
Cross-curriculum priorities		

ASSESSMENT	SEMESTER 1		SEMESTER 2	
	Term 1 and 2		Term 3 and 4	
Range and balance of summative assessment conventions	Assessment	Our unique communities	Exploring places near and far	
	Technique	Research	Collection of work	
	Type of text			
	Mode	Written	Written	
Aspects of the achievement standard				
identify individuals, events and aspects of the past that have significance in the present				
identify and describe aspects of their community that have changed and remained the same over time				
describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places				
identify connections between people and the characteristics of places				
explain the role of rules in their community and the importance of making decisions democratically				
identify the importance of different celebrations and commemorations for different groups				
explain how and why people participate in and contribute to their communities				
pose questions and locate and collect information from sources, including observations, to answer these questions				
examine information to identify a point of view and interpret data to identify and describe simple distributions				
draw simple conclusions and share their views on an issue				
sequence information about events and the lives of individuals in chronological order				
record and represent data in different formats, including labelled maps using basic cartographic conventions				
reflect on their learning to suggest individual action in response to an issue or challenge				
communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

