





# Australian Curriculum: 2026 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	<b>Inquiry question:</b> How do people contribute to their unique communities?	<b>Inquiry question:</b> 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