



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	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
	Technique	Research
	Type of text	
	Mode	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

