

# Australian Curriculum: 2025 HASS — Year 4



CURRICULUM	SEMESTER 1	SEMESTER 2
<b>Unit name</b>	<b>Unit 1: Early exploration and settlement</b>	<b>Unit 2: Using places sustainably</b>
<b>Unit description</b>	<b>Inquiry question:</b> <ul style="list-style-type: none"> <li>What were the short- and long-term effects of European settlement?</li> </ul>	<b>Inquiry question:</b> <ul style="list-style-type: none"> <li>How can people use environments more sustainably?</li> </ul>
<b>General capabilities</b>		
<b>Cross-curriculum priorities</b>		

ASSESSMENT	SEMESTER 1	SEMESTER 2
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>	Australia before, during and after European settlement
	<b>Technique</b>	Examination
	<b>Type of text</b>	Short response
	<b>Mode</b>	Written
<b>Aspects of the achievement standard</b>		
recognise the significance of events in bringing about change and the importance of the environment		
explain how and why life changed in the past and identify aspects of the past that have remained the same		
describe the experiences of an individual or group in the past		
describe and compare the diverse characteristics of different places at local to national scales		
identify the interconnections between components of the environment and between people and the environment		
identify structures that support their local community and recognise the importance of laws in society		
describe factors that shape a person's identity and sense of belonging		
identify different views on how to respond to an issue or challenge		
develop questions to investigate		
locate and collect information and data from different sources, including observations to answer these questions		
distinguish between facts and opinions and detect points of view		
interpret data and information to identify and describe distributions and simple patterns and draw conclusions		
share their points of view, respecting the views of others		
sequence information about events and the lives of individuals in chronological order with reference to key dates		
sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions		
reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action		
present ideas, findings and conclusions using discipline-specific terms in a range of communication forms		

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

