



Australian Curriculum: 2026 HASS — Year 5

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 4: Participating in Australian communities	Unit 3: Communities in colonial Australia (1800s)	Unit 1: People and the environment	Unit 5: Consumer decision-making in Australian communities
Unit description	Inquiry question: <ul style="list-style-type: none"> How have people enacted their values and perceptions about their community, other people and places, past and present? 	Inquiry question: <ul style="list-style-type: none"> How have individuals and groups in the colonial past contributed to the development of Australia? 	Inquiry question: <ul style="list-style-type: none"> How do people and environments influence one another? 	Inquiry question: <ul style="list-style-type: none"> What is the relationship between environments and my role as a consumer?
General capabilities				
Cross-curriculum priorities				

ASSESSMENT	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Range and balance of summative assessment conventions	Assessment	Participating in Australian communities	Communities in colonial Australia (1800)- Gold rush	People and the environment
	Technique	Collection of work	Project	Research
	Type of text	Explanation	Information report	Source analysis
	Mode	Written	Written	Written
Aspects of the achievement standard				
describe the significance of people and events/developments in bringing about change				
identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same				
describe the experiences of different people in the past				
explain the characteristics of places in different locations at local to national scales				
identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments				
identify the effects of these interconnections on the characteristics of places and environments				
identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system				
recognise that choices need to be made when allocating resources				
describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices				
describe different views on how to respond to an issue or challenge				
develop questions for an investigation				
locate and collect data and information from a range of sources to answer inquiry questions				
examine sources to determine their purpose and to identify different viewpoints				
interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence				
sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines				
sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions				
work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action				
present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions				

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

