

Australian Curriculum: 2025 HASS — Year 6



| CURRICULUM | SEMESTER 1 | | SEMESTER 2 | |
|------------------------------------|---|--|--|--|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| Unit name | Unit 1: Australia in the past | Unit 2: Australia as global citizens | Unit 3: Australia in a diverse world | Unit 5: Making decisions to benefit my community |
| Unit description | Inquiry question: <ul style="list-style-type: none"> How have key figures, events and values shaped Australian society, its system of government and citizenship? | Inquiry questions: <ul style="list-style-type: none"> What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia? | Inquiry question: <ul style="list-style-type: none"> How do places, people and cultures differ across the world? | Inquiry questions: <ul style="list-style-type: none"> How can resources be used to benefit individuals, the community and the environment? |
| 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 | Australia in the past | Australia as global citizens | Australia in a diverse world | Making decisions to benefit my community |
| | Technique | Assignment/project | Exam | Assignment/project | Supervised assessment |
| | Type of text | Historical recount | Short response | Source analysis | Short response |
| | Mode | Written | Written | Written | Written |
| Aspects of the achievement standard | | | | | |
| explain the significance of an event/development, an individual and/or group | | | | | |
| identify and describe continuities and changes for different groups in the past and present | | | | | |
| describe the causes and effects of change on society | | | | | |
| compare the experiences of different people in the past | | | | | |
| describe, compare and explain the diverse characteristics of different places in different locations from local to global scales | | | | | |
| describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time | | | | | |
| explain the importance of people, institutions, and processes to Australia's democracy and legal system | | | | | |
| describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens | | | | | |
| recognise why choices about the allocation of resources involve trade-offs | | | | | |
| explain why it is important to be informed when making consumer and financial decisions | | | | | |
| identify the purpose of business and recognise the different ways that businesses choose to provide goods and services | | | | | |
| explain different views on how to respond to an issue or challenge | | | | | |
| Aspects of the achievement standard | | | | | |
| develop appropriate questions to frame an investigation | | | | | |
| locate and collect useful data and information from primary and secondary sources | | | | | |
| examine sources to determine their origin and purpose and to identify different perspectives in the past and present | | | | | |
| interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions | | | | | |
| sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines | | | | | |
| organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions | | | | | |
| collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others | | | | | |
| reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal | | | | | |
| present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms | | | | | |