

Australian Curriculum: 2026 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					
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					