The Australian
Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS,History,Geography,Civics and Citizenship,Economics and Business
Year levels	Year 5

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Year 5 Content Descriptions

Inquiry and skills

Questioning

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094 - Scootle ↗)

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Elaborations

asking questions before, during and after an investigation to frame and guide the stages of an inquiry

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developing different types of questions for different purposes (for example, probing questions to seek details, open-ended questions to elicit more ideas, practical questions to guide the application of enterprising behaviours)

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developing questions to guide the identification and location of useful sources for an investigation or project (for example, 'Is this source useful?', 'Who can help us do this project?', 'What rules/protocols must we follow when we do this inquiry/project?', 'What resources do we need to conduct this project?')

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Researching

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095 - Scootle ↗)

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Elaborations

finding information about the past in primary sources (for example, maps, stories, songs, music, dance, diaries, official documents, artworks, artefacts, remains of past industry, newspapers of the day, advertisements, rule lists, interview transcripts)

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finding geographical information in primary sources (such as fieldwork and photographs) and secondary sources (such as maps, plans and reports in digital and non-digital form)

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using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to collect information (for example, to identify the environmental characteristics of the major countries of Europe and North America)

conducting surveys to gather primary data and summarising the key points or particular points of view relating to an issue (for example, interviewing recipients of awards such as Order of Australia medals; surveying the views of conflicting parties in a planning or environmental dispute)
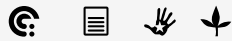
finding data and information that supports decision-making processes when investigating an economics or business issue including online, observation and print sources (for example, interviews, surveys, case studies)
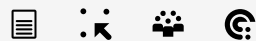
finding out how to conduct ethical research with people and communities, including the protocols for consultation with local Aboriginal and Torres Strait Islander communities, behaviours in sacred or significant sites, and considering sensitivities of people

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096 - Scootle ↗)

Elaborations

categorising information using digital and non-digital graphic organisers (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, scattergrams, decision-making matrixes and bibliography templates)

constructing maps, tables and graphs using appropriate digital applications and conventions (such as border, source, scale, legend, title and north point) to display data and information (for example, information about the movement of peoples over time in colonial Australia; the different climates of Europe and North America; population growth of Australian colonies; cultural and religious groups in Australia at different times; influences on consumer purchasing decisions)
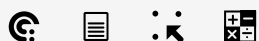
deciding which recording methods and tools (for example, graphs, tables, field sketches, questionnaires, scattergrams, audio-recorders, video recorders, cameras, water or air quality testing kits, binoculars, clinometers, calculators) suit the data or information to be collected

mapping geographical data using spatial technologies (for example, the location of recent bushfires in Australia, or information they have collected through fieldwork)

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097 - Scootle ↗)

Elaborations

compiling an annotated timeline to show the key stages of a development (for example, significant events in the development of their community, their region or state)

creating flowcharts that show the stages of a process (for example, steps in an electoral process such as a class vote or a local council election; the sequence of safety procedures that can be used to mitigate the effects of bushfire or flood, the sequence of actions in a recycling system)

Analysing

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098 - Scootle ↗)

Elaborations

inferring the nature, purpose and origin of artefacts to determine if they have evidence to offer an investigation of a time, place or process

identifying stereotypes and over-generalisations relating to age, gender, ethnicity, ability, religion and/or politics presented in sources and media of the past (for example, a newspaper caricature of a colonial era Chinese goldfield worker) and in sources and media of the present (for example, social media opinions about a mining development)

identifying the purpose and usefulness of information gained from primary and secondary sources (for example, checking publication details)
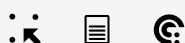
analysing texts relating to a school, club or government election (for example, speeches, advertisements, campaign materials, symbols, how to vote cards, result records) to determine who

created them and their purpose

Examine different viewpoints on actions, events, issues and phenomena in the past and present
(ACHASSI099 - Scootle ↗)

Elaborations

analysing sources to identify and understand the different motives and experiences of individuals and groups involved in past or present events and issues (for example, the reasons people migrated to colonial Australia and their diverse experiences; the struggle for rights by emancipated convicts; the way migrants or refugees have been managed over time and their experiences; the motives of whalers and anti-whaling activists)

comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with Aboriginal perspectives; different representations of Ned Kelly in past and present publications)

analysing photographs to identify inferred messages (for example, how workers on a colonial banana plantation are positioned, dressed, posed and/or are absent, to reflect the status of different groups such as English managers, Chinese, Aboriginal and South Sea Islander workers, women and children)
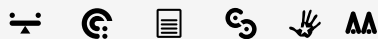
exploring, through a facilitated role-play or a simulation game, the way different people experienced the same event (for example, the differing experiences and feelings of miners, Chinese workers, women, children, leaders and Aboriginal occupants during the Eureka Stockade; personal intercultural experiences; or people's differing perceptions of election speeches made by opposing candidates)
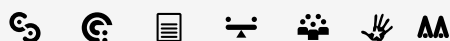
Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100 - Scootle ↗)

Elaborations

interpreting data presented in a line, bar, column or pie graph (for example, data about bushfires or floods, election results, common influences on the purchases of class members) to identify the likelihood of an outcome or the probability of an event reoccurring

analysing visual and written sources to infer relationships (for example, examining photographs to see how people responded to droughts in enterprising ways; interpreting maps of Aboriginal and Torres Strait Islander trade routes to propose how ideas, technology and artefacts travelled across them; analysing a food web to reveal how plants, animals, water, air and people are connected)
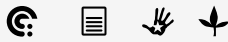
making inferences using sources, such as graphs and thematic maps, that show distribution (for example, the number of electors in some state or federal electorates to discuss representation; the distribution of primary resource industries in Australia and their proximity to cities; the spread of the cane toad across Australia and its threat to environments)

interpreting graphs and tables of data collected from a survey to infer relationships or trends (for example, common influences on purchasing decisions of class members; the increase in social activism for social and environmental causes)

interpreting and creating maps such as flow and choropleth maps, or plans for specific purposes (for example, a bushfire management plan)

Evaluating and reflecting

Evaluate evidence to draw conclusions (ACHASSI101 - Scootle ↗)

Elaborations

drawing conclusions about a community and/or the environment (for example, changing democratic values from past to present; patterns of human consumption and changes in environments)

analysing information to reveal trends and changes (for example, changes over time in who could vote; changing purchasing trends; the rise in the use of energy drawn from alternative sources; the increase in online activism for social and environmental causes)

exploring maps and sources showing Aboriginal and Torres Strait Islander language groups and Countries/Places, to explain the diversity of their cultures

exploring past or present representations of people that differ from those commonly conveyed (for example, missing voices of minority groups such as youth, the unemployed, non-citizens, women, children, Aboriginal and/or Torres Strait Islander Peoples, migrants, South Sea Islanders)

acknowledging ethical considerations of decisions they and others make or have made (for example, an election preference; reasons for purchasing an item; why laws are not followed by some people; the acceptance of children working in colonial times; stewardship of natural places)

explaining enterprising initiatives that address challenges (for example, colonial solutions to challenges of preserving food and accessing resources; sustainable use of materials for housing past and present)

forecasting probable futures for an issue (for example, how native fauna populations might change if n introduced species such as the cane toad, carp, feral cats or rabbits continues to increase in population) and proposing preferred futures that relate to the issue

Work in groups to generate responses to issues and challenges (ACHASSI102 - Scootle ↗)

Elaborations

undertaking a project that responds to an identified challenge or issue with strategies to be used that will achieve desired outcomes (for example, bush fire readiness plan, a school fundraising activity, an ecological preservation project, a school-based opinion poll about a relevant issue)

using communication technologies to exchange information and to facilitate the development of a collaborative response

participating in a relevant democratic process (for example, in class votes, mock parliament, school decision-making processes such as student councils)

discussing the priorities and ethics evident in past decisions (for example, in clearing of native vegetation for farming, in stealing food to survive)

applying enterprising and collaborative behaviours in a group activity (for example, working with others to make decisions about the best way to compare prices of products)
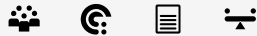
Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103 - Scootle ↗)

Elaborations

making judgements about how effectively challenges have been addressed in the past (for example, relative success of solutions to challenges during colonial settlement) or how effectively a current challenge is being addressed (for example, the solution to an environmental issue, or a strategy for economic development)

evaluating the possible options that people could take to resolve challenges (for example, improving water quality, ensuring fairness, managing excess waste, budgeting choices)

reflecting on choices in relation to personal criteria and expressing reasoning that influenced decision-making (for example, why they participate in a civic activity, what influenced their purchase of an item)
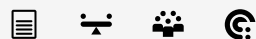
using agreed criteria as the basis for an assessment of the advantages and disadvantages of choices (for example, for determining which actions are most likely to be effective to restore a damaged environment)

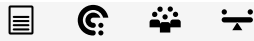applying economics and business criteria to everyday problems to identify a response to the issue

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104 - Scootle ↗)

Elaborations

reflect on primary and secondary sources used and how this may have influenced the validity of the conclusions of the inquiry (for example, sample size of survey, the date a secondary source was created and the views that prevailed at the time)

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posing self-reflection questions to influence personal and collective action (for example, 'What are the effects of my purchasing decisions?', 'Are needs and wants the same for everyone?', 'Why can't all needs and wants be satisfied?', 'How can I contribute to a sustainable environment?')

identifying the effects of decisions about economics and business and/or civics and citizenship issues
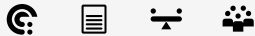
assessing possible options as actions that people could take to respond to a local issue they have investigated (for example, the redevelopment of a disused quarry in the local area)
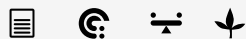
analysing successful solutions to problems and considering if problem-solving approaches can be applied to challenges relevant to their personal or school context
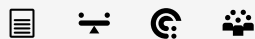
Communicating

Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105 - Scootle ↗)
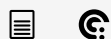
Elaborations

selecting appropriate text types to convey findings, conclusions and understandings (for example, imaginative journals, narrative recounts, reports and arguments)

describing the relative location of places and their features in Australia and in selected countries of North America and Europe

selecting and applying appropriate media and strategies to suit their communication, including the use of graphs, tables, timelines, photographs and pictures, in digital and non-digital modes

using accurate and subject-appropriate terms (for example, historical terms such as 'colonial', 'the gold era', 'migration', 'penal'; geographic terms such as 'characteristics', 'environmental', 'human', 'ecosystems', 'sustainable', 'settlement', 'management'; civics terms such as 'electoral process',

'democracy', 'legal system', 'shared beliefs'; and economic terms such as 'scarcity', 'choices', 'resources', 'businesses', 'consumers', 'needs and wants', 'goods and services')

Knowledge and Understanding

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance.** The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (continuity and change, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions
- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800

(ACHASSK106 - Scootle ↗)

Elaborations

investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example, Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example, Western Australia, Victoria)

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107 - Scootle ↗)

Elaborations

investigating colonial life to discover what life was like at that time for different inhabitants (for

example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives

mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns

discussing challenges experienced by people in the colonial era and the enterprising or sustainable responses made to these challenges (wind energy, food preservation, communication, accessing water)

exploring how the colony was governed and how life changed when Governor Macquarie established the rule of law
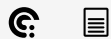
investigating the impact of settlement on the local environment and its ecosystems (for example, comparing the present and past landscape and the flora and fauna of the local community)

The impact of a significant development or event on an Australian colony (ACHASSK108 - Scootle ↗)

Elaborations

investigating an event or development and explaining its economic, social and political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming)

creating 'what if' scenarios by constructing different outcomes for a key event (for example, 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?')

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109 - Scootle ↗)

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Elaborations

identifying the reasons why people migrated to Australia in the 1800s (for example, as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)

investigating the experiences and contributions of a particular migrant group within a colony (for example, Germans in South Australia, Japanese in Broome, Afghan cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)

connecting (where appropriate) stories of migration to students' own family histories

The role that a significant individual or group played in shaping a colony (ACHASSK110 - Scootle ↗)

Elaborations

investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example, explorers, farmers, pastoralists, miners, inventors, writers, artists, humanitarians, religious and spiritual leaders, political activists, including women, children, and people of diverse cultures)

exploring the motivations and actions of an individual or group that shaped a colony
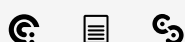
Geography

Concepts for developing understanding
The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection, change** and **sustainability.** The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places (change, environment, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (space, place, environment).

Inquiry Questions
- How do people and environments influence one another?

- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111 - Scootle ☑)
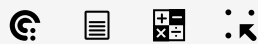
Elaborations

using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to identify the relative location of the major countries of Europe and North America and their environmental characteristics
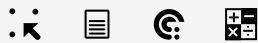
using a printed or electronic atlas to identify the main characteristics of continents of Europe and North America

researching the changes made by people to a particular environment in a country in Europe and a country in North America

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112 - Scootle ☑)

Elaborations

identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management

exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability

The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113 - Scootle ☑)

Elaborations

comparing how people have responded to climatic conditions in similar and different places and explaining why most Australians live close to the coast compared to inland Australia

investigating the influence of landforms (for example, river valleys such as the Murray-Darling, Yellow (Huang He), Yangtze, Amazon, Mekong or Ganges), on the development of settlements that are involved in food and fibre production

examining the effects of landforms (for example, valleys, hills, natural harbours and rivers) on the location and characteristics of their place and other places they know
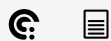
exploring the extent of change in the local environment over time and the impact of change on ecosystems

exploring how a unique environment is used and managed (for example, settlement and human use of Antarctica and the practices and laws that aim to manage human impact)

examining how the use of the space within their local place is organised through zoning

investigating a current local planning issue (for example, redevelopment of a site, protection of a unique species), exploring why people have different views on the issue, and developing a class response to it

The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114 - Scootle ↗)
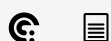
Elaborations

mapping and explaining the location, frequency and severity of bushfires or flooding in Australia

explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities

researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding
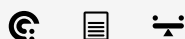
Civics and citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens and citizenship, diversity** and **identity.** Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Inquiry Questions

- What is democracy in Australia and why is voting in a democracy important?
- Why do we have laws and regulations?
- How and why do people participate in groups to achieve shared goals?

The key values that underpin Australia's democracy (ACHASSK115 - Scootle ↗)
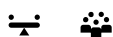
Elaborations

discussing the meaning of democracy
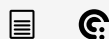
discussing the meaning and importance of the key values of Australian democracy (for example, freedom of election and being elected; freedom of assembly and political participation; freedom of speech, expression and religious belief; rule of law; other basic human rights)
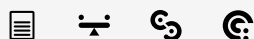
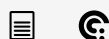considering how students apply democratic values in familiar contexts

The key features of the electoral process in Australia (ACHASSK116 - Scootle ↗)
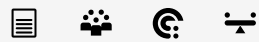
Elaborations

exploring the secret ballot and compulsory voting as key features of Australia's democracy

recognising the role of the Australian Electoral Commission in administering elections that are open, free and fair

clarifying who has the right to vote and stand for election in Australia

Why regulations and laws are enforced and the personnel involved (ACHASSK117 - Scootle ↗)
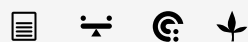
Elaborations

categorising the different types of laws and regulations in their community and who enforces them (road laws – police; health laws – public health department; pollution laws – environmental protection officer)

identifying and researching the role of different people associated with law enforcement (for example, quarantine and customs officials, police) and the legal system (for example, judges and lawyers)
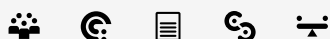
How people with shared beliefs and values work together to achieve a civic goal

(ACHASSK118 - Scootle ↗)

Elaborations

discussing how and why people volunteer for groups in their community (for example, rural fire services, emergency services groups and youth groups)

using social media to share and discuss ideas about how people can work together as local, regional and global citizens(for example, as communities for a local environmental issue or project)

examining Aboriginal and Torres Strait Islander organisations and the services they provide

discussing ways people resolve differences (for example, through negotiation and Reconciliation)
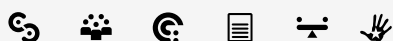
Economics and business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of why decisions need to be made when allocating resources (resource allocation) for society's needs and wants, and the various factors that may influence them when making decisions (making choices). Methods that help with these decisions, particularly for consumer and financial decisions, are considered (consumer and financial literacy).
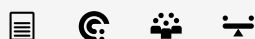
Inquiry Questions

- Why do I have to make choices as a consumer?
- What influences the decisions I make?
- What can I do to make informed decisions?

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119 - Scootle ↗)
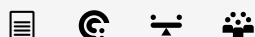
Elaborations

debating whether one person's need is another person's need or want

explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice

explaining reasons for differences in needs and wants for different groups

Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120 - Scootle ↗)
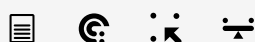
Elaborations

categorising resources as natural (water, coal, wheat), human (workers, business owners, designing, making, thinking) and capital (tools, machines, technologies)

brainstorming resources that a local community might use

identifying and categorising the factors of production used in the production of goods and services that satisfy the needs and wants of a local community

listing the needs and wants of a local community and exploring the ways resources are currently used to meet these needs and wants and how resources might be used more sustainably to meet these needs and wants into the future
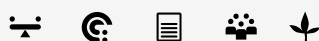
exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways

Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121 - Scootle ↗)

Elaborations

identifying goods they have purchased and categorising and explaining factors that influence consumer purchasing decisions (for example, personal preferences, social trends, economic factors such as budgets and the amount of money available to spend; psychological factors such as advertising and peer pressure; cultural, environmental, legal and ethical factors)

comparing the influence of a variety of selling and advertising strategies used by businesses on consumer choices (for example, the influence of television and internet advertising compared to email promotions)
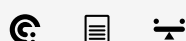
recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items

exploring the strategies that can be used when making consumer and financial decisions (for example, finding more information, comparing prices, keeping a record of money spent, saving for the future)