



# HUMANITIES AND SOCIAL SCIENCES – CIVICS AND CITIZENSHIP

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## SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 6

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

### **Time allocation on which the outline is based**

Two hours of teaching per week for one school term (10 weeks).

### **Civics and Citizenship key concepts embedded**

- democracy
- the Westminster system
- participation
- rights and responsibilities

### **Prior knowledge**

In Year 5 Civics and Citizenship, students learned about the key values that underpin Australia's democracy, including freedom, equality, fairness and justice; the roles and responsibilities of electors (e.g. enrolling to vote, being informed) and representatives (e.g. representing their electorate's interests, participating in the parliamentary process) in Australia's democracy; the key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting; how regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights); the roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges); and why people work in groups to achieve their aims and functions, and exercise influence, such as volunteers who work in community groups (e.g. rural fire services, emergency services, youth groups).

### **Humanities and Social Science Skills**

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year different skills are emphasised in Civics and Citizenship, Economics and Business, Geography and History:

- Questioning and Research (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**)

***Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.***

## Australia's system of government and citizenship

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	Humanities and Social Sciences Skills	Teaching and Suggested Learning Activities
1-3	<p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts</p> <p><b>Key concepts:</b> Democracy; the Westminster system</p>	<p>How is the Westminster system central to Australia's system of government at the Commonwealth and State level?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/collect information (asking others)/use a method to record (table)</p> <p><b>A</b> &gt; interpret information and/or data collected/translate collected information in to different formats</p> <p><b>E</b> &gt; draw and justify conclusions based on information (identify similarities and differences)</p> <p><b>C&amp;R</b>&gt; present findings in a range of communication forms</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ the role and function of the three arms of government: <ul style="list-style-type: none"> <li>▪ executive (the monarchy/governor-general or governor)</li> <li>▪ legislature (the two houses of parliament)</li> <li>▪ judiciary (the courts in Australia and/or Western Australia)</li> </ul> </li> <li>○ the origins of the key institutions (Britain/USA)</li> <li>○ the reason that Britain and the USA is a model for Australia's system of government</li> </ul> <p><b>LA 1</b> Discuss and explore the Westminster system and the Magna Carta</p> <p><b>LA2</b> Examine the diagram showing the composition of the Australian parliament  <a href="http://www.peo.gov.au/image-library/parliament-of-australia/214.html">http://www.peo.gov.au/image-library/parliament-of-australia/214.html</a>                      create a concept map  <a href="http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Concept-Map.pdf">http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Concept-Map.pdf</a>                      complete the following activities:  <a href="http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_6_Worksheet1.pdf">http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_6_Worksheet1.pdf</a>  <a href="http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet2.pdf">http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet2.pdf</a>  <a href="http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet3.pdf">http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_UOW_Year-6_7-5_Worksheet3.pdf</a></p> <p><b>Reflection</b> &gt;Use a revision activity to allow students to reflect on their learning</p> <p><b>Suggested assessment</b> &gt; Evaluation of how the Westminster System underpins Democracy in Australia</p>

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Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	Humanities and Social Sciences Skills	Teaching and Suggested Learning Activities
4-6	<p>The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system</p> <p><b>Key concept:</b> the Westminster system</p>	<p>How is power divided between the three levels of government?</p> <p>How do the three levels of Australian government work together and separately? (Federalism)</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/collect information /use a method to record</p> <p><b>A</b> &gt; interpret information and/or data collected/translate collected information in to different formats</p> <p><b>E</b> &gt; draw and justify conclusions based on information</p> <p><b>C&amp;R</b>&gt; present findings in a range of communication forms</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ the federal system of government</li> <li>○ key features of the Westminster system that affect the operation of the levels of government (bicameralism, separation of powers)</li> </ul> <p><b>LA3</b> Explore 'the division of power' using Section 51, parts of Section 90 of the Commonwealth Constitution and excerpts of the Western Australian Constitution</p> <p><b>LA4</b> Explore the roles and responsibilities of Australia's three levels of government</p> <p><b>LA5</b> Organise an excursion to the Constitutional Centre of Western Australia (or an incursion)-options include: Three Levels of Government; Making Laws; Constitutional Challenge</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning</p> <p><b>Suggested assessment</b> &gt; Undertake a mini research project on the roles and responsibilities of one level of government in Australia</p>
7-8	<p>How laws are initiated and passed through the Federal parliament</p> <p><b>Key concept:</b> Participation</p>	<p>How laws are made</p>	<p><b>A</b> &gt; interpret information and/or data collected/identify different points of view/perspectives</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ the difference between a bill and a law</li> </ul> <p><b>LA6</b> Students read 'Making Laws'</p> <p><a href="http://www.peo.gov.au/learning/closer-look/governing-australia/making-laws.html">http://www.peo.gov.au/learning/closer-look/governing-australia/making-laws.html</a></p>

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			<p><b>E</b> &gt; draw and justify conclusions based on information</p> <p><b>C&amp;R</b>&gt; present findings in a range of communication forms</p>	<p><b>LA7</b> Students use 'Pass the Bill' at Kidsview <a href="http://www.peo.gov.au/learning/kidsview.html">http://www.peo.gov.au/learning/kidsview.html</a></p> <p><b>LA8</b> Conduct a role play of passing a bill through the House of Representatives and Senate - use the transcripts on the PEO website – Law-making: Role play – a bill – choose from The No Homework Bill; The Drinking Age Bill <a href="http://www.peo.gov.au/teaching/role-play-lesson-plans.html">http://www.peo.gov.au/teaching/role-play-lesson-plans.html</a></p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning</p> <p><b>Suggested assessment</b> &gt; Analyse the roles of the various participants in the law-making process such as Ministers; the Prime Minister; Opposition leader; backbenchers. Consider if any participant is more important than the others</p>
9-10	<p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship</p> <p><b>Key concept:</b> Rights and responsibilities</p>	<p>What is a citizen? How does one become an Australian citizen?</p> <p>What values do Australian citizens uphold?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/collect information/use a method to record</p> <p><b>A</b> &gt; interpret information and/or data collected/translate collected information in to different formats/identify different points of view/perspectives</p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>○ the idea of citizenship</li> <li>○ the difference between a resident and a citizen</li> <li>○ eligibility to become an Australian citizen</li> <li>○ reasons why people may wish to become an Australian citizen</li> <li>○ the idea of a diverse population</li> </ul> <p><b>LA9</b> Students brainstorm the concept of citizen</p> <p><b>LA10</b> Students explore the government websites on eligibility and citizenship pathways and processes <a href="https://www.border.gov.au/Trav/Citi">https://www.border.gov.au/Trav/Citi</a> <a href="https://www.border.gov.au/Trav/Citi/Curr/Even/Why-">https://www.border.gov.au/Trav/Citi/Curr/Even/Why-</a></p> <p><b>LA11</b> Discuss with the class the question: Is everyone who resides in Australia a citizen?</p> <p><b>LA12</b> Collect data to show the diversity of the class (or the school)</p>

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			<p><b>E</b> &gt; draw and justify conclusions based on information</p> <p><b>C&amp;R</b>&gt; present findings in a range of communication forms</p>	<p><b>LA13</b> Locate and interpret data to show the diversity of the Australian population  <a href="https://www.statista.com/statistics/260502/ethnic-groups-in-australia/">https://www.statista.com/statistics/260502/ethnic-groups-in-australia/</a></p> <p><b>Suggested assessment</b> &gt; Evaluate the benefits of becoming an Australian citizen</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on 'Australia's system of government and citizenship'</p>

## Teaching resources

*The Discovering Democracy Units* - the electronic version of the Discovering Democracy Units books which were part of the Discovering Democracy Kits distributed to all primary and secondary schools in 1998 <http://www1.curriculum.edu.au/ddunits/index.htm>

### Parliamentary Education Office

Series of lessons on exploring the key institutions of Australia's democratic system of government, the roles and responsibilities of the three levels of government and how federal laws are passed through Parliament at: <http://www.peo.gov.au/teaching/units-of-work/year-6.html>

Fact Sheet 1 Separation of Powers: Parliament, Executive and Judiciary at: <http://www.peo.gov.au/learning/fact-sheets/separation-of-powers.html>

Fact Sheet 2 Australian Constitution at: <http://www.peo.gov.au/learning/fact-sheets/australian-constitution.html>

Fact Sheet 3 Governing Australia: three levels of law making at: <http://www.peo.gov.au/learning/closer-look/governing-australia.html>

### Australian Government- Department of Immigration and Border Protection

I am Australian: Exploring Australian Citizenship - upper primary unit - Teachers resource manual at: [https://www.border.gov.au/Citizenship/Documents/primary\\_school\\_teaching\\_resource.pdf](https://www.border.gov.au/Citizenship/Documents/primary_school_teaching_resource.pdf)