



HUMANITIES AND SOCIAL SCIENCES – CIVICS AND CITIZENSHIP

SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 4

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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 12 weeks

Civics and Citizenship key concepts embedded

- democracy
- democratic values
- justice
- participation
- rights and responsibilities

Prior knowledge

In Year 3 Civics and Citizenship, students learned about how and why community groups create rules and make decisions, as well as considering their own contribution to the community and society. This was connected to both democracy and participation.

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, Geography and History:

- Questioning and Researching (**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.

Government and society

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1-4	<p>The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management)</p> <p>Key concepts: democracy, participation</p>	<p>What is government? How is government at the local level different from the government in Canberra? What does government actually do? Can government do whatever it wants to? Is government limited in what it does? What is my local government? Where is it based? What services does it provide and how? What role does it play in the community?</p>	<p>Q&R > identify current understanding of a topic/develop a range of focus questions to investigate/locate and collect information from a variety of sources/record selected information and/or data/recognise the ethical protocols that exist when gathering information and/or data</p> <p>A > develop criteria for selecting relevant information/interpret information collected (make connections between old and new information)</p> <p>C&R > present findings in a range of communication forms /using relevant terms/ using researched facts/ reflect on learning</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ what would happen if there was no government ○ what we expect from government ○ the different levels of government in Australia ○ the purpose of local government and the services provided by the local council <p>LA1 Brainstorm words/terms associated with government and then discuss what is known about each of the words/terms</p> <p>LA2 Show a short film and discuss what is suggested about government and its purpose. Explore what life would be like without government. https://www.youtube.com/watch?v=JY7umgfV8gg</p> <p>What is Government?-an intro for kids- Sanger Academy https://www.youtube.com/watch?v=S2bxkt3Nbpk</p> <p>Purpose of Government First and second Grade Social Studies Lesson for Kids (a very simple introduction)</p> <p>LA3 What is local government compared to other governments in Australia? Show a film such as: <i>Introduction to Local Council</i> https://www.youtube.com/watch?v=H5NlyFcwOCE</p> <p>Discuss the difference between the three levels of government, representing these in a diagram and indicating the names of the various levels and then focus on local government and what was indicated in the film about its purpose and the services provided.</p> <p>LA4 A study of 'my local government'</p>

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				<p>Use local resources such as: a guest speaker from the local council, visit the local council chamber or other venues operated by the council, local council website, local newspaper articles concerning council activities.</p> <p>Constitutional Centre of Western Australia Year 4 incursion: 'Where I Live'</p> <p>Explore what the local council does and the purpose of local government.</p> <p>Reflection > Use a revision activity to allow students to reflect on their learning about government and its purpose and the role of local government in the community.</p> <p>Suggested assessment > a guided inquiry by the teacher emphasising:</p> <ul style="list-style-type: none"> ▪ developing a range of focus questions to investigate, how to locate information, how to record selected information ▪ a presentation of the type chosen by the teacher which uses relevant terminology, factual evidence and specific examples
5-6	<p>The difference between 'rules' and 'laws'</p> <p>Key concepts: justice</p>	<p>What rules apply in the classroom and school?</p> <p>What would happen if one person broke a particular rule compared to the whole class breaking the rule?</p> <p>Why have rules for a particular team sport? What would be the result for the</p>	<p>A > develop criteria for selecting relevant information/interpret information collected (identify cause and effect)/translate collected information into different formats (timeline/maps)/ identify different points of view</p>	<p>Teaching ></p> <ul style="list-style-type: none"> ○ what is a rule ○ what is a law <p>LA5 Use the Discovering Democracy Unit 'Rules and Laws' http://www1.curriculum.edu.au/ddunits/units/mp2rules-glance.htm</p> <p>Work through the various focus questions with associated teaching and learning activities, as deemed appropriate. Teacher notes are informative.</p> <p>LA6 The Constitutional Centre has an incursion/excursion option titled: Rules and Laws https://www.constitutionalcentre.wa.gov.au/ForSchools/Pages/StandardProgramsAtTheCentre.aspx</p>

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		team/game if these rules were ignored? Are rules concerning riding a bike on the road a rule or law? Why is a rule of the game or the classroom not a law? Who does a rule apply to compared to a law? Who enforces a rule compared to a law?	E > draw conclusions and give explanations, based on information/use decision-making processes (recognise different points of view) C&R > present findings in a range of communication forms/using relevant terms/reflect on learning	Reflection > Use a revision activity to allow students to reflect on the difference between rules and laws.
7-9	The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) Key concepts: democratic values, justice	What is a law? Are laws a new concept or part of ancient civilisations and their beliefs? What are the origins of particular laws? Why have particular laws? What would happen if no laws existed in a society/ community/ country?	A > develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/identify patterns and trends/make connections between old and new knowledge E > draw conclusions and give explanations, based on	Teaching > <ul style="list-style-type: none"> ○ Examine some early examples of ancient legal codes and their purpose ○ Religion and legal codes ○ Laws today, their importance and purpose LA7 Students in groups explore (an) ancient legal code(s) such as: The Code of Ur-Nammu (Mesopotamia, ca. 2,380-2,360 BC) The Code of Hammurabi (Babylonia, ca. 1786 BC); Code of the Nesilim (Hittite Empire, ca. 1650-1500BC) ; 42 Negative Confession (Egypt, ca. 1250BC) ; the Draconian Constitution (Greece, ca. 7 th century BC); Dharmasutras (India, ca. 600-100BC)); Twelve Tables of Roman Law (Rome, 451BC). Report to the class, discussing the types of laws in the code(s) and the purpose of these laws at the time. Are there common features/laws between the codes?

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			<p>information/show similarities and differences/use decision-making processes</p> <p>C&R > present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p>Is there a common purpose to a particular law? Are the laws reflective of society's values at the time? Can we see any of these laws reflected in today's laws in Australia?</p> <p>LA8 Compare the 'commandments' associated with specific religions and discuss their importance and purpose. These could include: Judaism and the 613 Commandments; Judaism and Christianity and the Ten Commandments; Islam the Koran and the classic Sharia and its three components of 'belief', 'character' and 'actions'.</p> <p>LA9 Watch YouTube, Why people have laws? (Ontario Provincial Police). https://www.youtube.com/watch?v=rOLJeOHF8G0</p> <p>Make a list of rules as they watch the video.</p> <p>Can there be too many rules/laws?</p> <p>What happens if there are no rules/laws?</p> <p>Discuss the purpose/importance of rules/laws in society</p> <p>LA10 Take one law in Australia that helps to maintain social cohesion and/or reflects society's values and discuss how the law does help to achieve this.</p> <p>Laws include: driving/riding on the left hand side of the road; wearing a bike helmet; stealing; law of negligence; shopping hours law; litter laws.</p> <p>Reflection > Use a revision activity to allow students to reflect on laws past and present, their importance and purpose.</p> <p>Suggested assessment >A poster or an oral presentation showing the connection between ancient laws and particular laws in Australia today.</p>
10-12	People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity	Who/what influences each individual? How do each of these influences shape the individual? (What they	A > develop criteria for selecting relevant information/interpret information and/or data collected /identify	<p>Teaching ></p> <ul style="list-style-type: none"> ○ People belong to diverse groups ○ How belonging to diverse groups can shape identity

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	<p>Key concepts: Democracy, democratic values, participation</p>	<p>believe, how they behave, how they interact with others?) Do particular group activities within the local community help shape how we think of ourselves and the community we belong to? What are the major influences on 'my identity'?</p>	<p>different points of view/ translated collected information and/or data into different formats</p> <p>E > draw conclusions and give explanations based on the information and/or data/use decision making processes</p> <p>C&R > develop texts, including narratives and biographies, that use researched facts, events and experiences</p>	<p>LA11 Brainstorm the various groups to which students and/or their families belong. Use the list of groups to categorise the different types of groups in the community. Discuss whether or not there is diversity (age, gender, ethnicity, religion) within the group. Discuss the various influences of each group on the individual's sense of belonging to the group and/or the community. Show Dr Seuss' <i>The Sneetches</i> Full Version You Tube to discuss differences and community. Does being a member of a community mean that we have to be all the same? https://www.youtube.com/watch?v=PdLPe7XjdKc LA12 Watch: <i>Indigenous Australians: Aboriginal and Torres Strait Islander people</i> (transcript available) https://aiatsis.gov.au/explore/articles/indigenous-australians-aboriginal-and-torres-strait-islander-people Discuss what is suggested by John Paul Janke about the shaping of his identity. Have students use this as a stepping stone to discuss their identity and what has shaped it. Assessment > Collect images of cultural, religious and social groups' activities in the community. Students list and discuss what is suggested about the identity of the community. Discuss if any one activity/action of a group will totally influence the identity of the individual within the group.</p>

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				<p>Reflection > Use a reflection activity to discuss the role of government in society.</p> <p>Useful resource: https://www.facinghistory.org/resource-library/identity-and-community <i>Identity & Community: An Introduction to 6th Grade Social Studies</i> a selection of useful lesson ideas directly related to belonging to groups and the community and their connection to identity.</p>