



# HUMANITIES AND SOCIAL SCIENCES – CIVICS AND CITIZENSHIP

---

## SAMPLE TEACHING AND LEARNING OUTLINE

YEAR 5

---

## **Copyright**

© School Curriculum and Standards Authority, 2017

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

## **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 sample teaching and learning outline is based**

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

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

- democracy
- democratic values
- the Westminster system
- justice
- participation
- rights and responsibilities

### **Prior knowledge**

Civics and Citizenship is introduced in Year 3. In Year 4 Civics and Citizenship students learned about 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); the differences between 'rules' and 'laws'; and importance and purpose of laws; and that people belong to diverse groups.

### **Humanities and Social Sciences 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 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.***

## Roles, responsibilities and participation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–2	<p>The key values that underpin Australia's democracy, including freedom, equality, fairness and justice.</p> <p><b>Key concepts:</b> democracy, democratic values, justice</p>	<p>What is democracy? Why are the key values of democracy so important?</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/use a method to record (explosion diagram)</p> <p><b>A</b> &gt; interpret information and/or data (images)</p>	<p><b>LA 1</b> Students read/view a teacher-selected newspaper article or a YouTube video reflecting democratic or undemocratic values</p> <p><b>LA2</b> Conduct a class brainstorm on 'what is democracy?' Correct any misconceptions and have each student record the responses.</p> <p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ the idea of democracy</li> <li>○ the meaning of values that underpin Australia's democracy (including freedom, equality, fairness and justice)</li> </ul> <p><b>LA3</b> Conduct a card cluster (democratic/undemocratic/not sure) using examples such as vote, dictator.</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning (e.g. start a word wall of key C&amp;C terms; make a concept map about key values and democracy; think, puzzle, share, compare; a Colour, Symbol, Image chart for the idea of 'democracy').</p> <p><b>Suggested assessment</b> &gt; Analyse two contrasting images: one showing democratic values that underpin democracy and one showing undemocratic values that undermine democracy.</p>
3–4	<p>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</p>	<p>What is the role of the voter? How can I prepare and decide who to vote for? Who are the representatives in the Western Australian/Commonwealth Parliament? (Political parties compared to</p>	<p><b>Q&amp;R</b> &gt; identify current understandings on a topic/locate and collect information/use a method to record (explosion diagram and graphic organiser)</p>	<p><b>LA4</b> Each student brainstorms the roles and responsibilities of the members of the student council (or the system your school uses to select student representatives). Share and compare ideas with a partner. Discuss understandings with the class and correct any misconceptions.</p> <p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ the representatives in the Western Australian/Commonwealth Parliament</li> </ul> <p><b>LA5</b> Students explore the 'Enrol to vote?' page on the AEC website. Discuss with the class the roles and responsibilities of electors.</p>

## Roles, responsibilities and participation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
	<p><b>Key concepts:</b> The Westminster system, participation, rights and responsibilities</p>	<p>independents) What is the role of parliamentary representatives in the community as compared to inside the parliament?</p>	<p><b>A</b> &gt; interpret information collected (e.g. make connections with prior knowledge, manipulate data)/translate collected information and/or data</p> <p><b>C&amp;R</b> &gt; present findings as an oral report or a visual presentation/reflect on learning/use C&amp;C terminology and concepts</p>	<p><b>LA6</b> Students read the '<i>PEO fact sheets</i>' that explain the role of Members of Parliament at <a href="http://www.peo.gov.au/uploads/peo/docs/fact-sheets/parliament.pdf">http://www.peo.gov.au/uploads/peo/docs/fact-sheets/parliament.pdf</a></p> <p><b>LA7</b> Invite a Member of Parliament to discuss focus questions and address student-generated topics.</p> <p><b>LA8</b> Students complete interactive digital activity - 'PA for an MP' at <a href="http://www.peo.gov.au/learning/kidsview.html">http://www.peo.gov.au/learning/kidsview.html</a></p> <p>Locate the page that contains the 'Current Members of Parliament' at <a href="http://www.parliament.wa.gov.au/Parliament%5CMemblast.nsf/WAllMembers">http://www.parliament.wa.gov.au/Parliament%5CMemblast.nsf/WAllMembers</a></p> <p>Organise the class into groups and each group selects <b>one</b> Member of Parliament, identifies their electorate, their role/portfolio and the departments they are responsible for.</p> <p>Present the group's findings to another group as an oral report or a digital presentation (e.g. PowerPoint).</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on their learning.</p>
5-7	<p>The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting</p> <p><b>Key concepts:</b> democratic values, participation, rights and responsibilities</p>	<p>How does compulsory voting affect democratic values?</p> <p>How does the secret ballot affect democratic values?</p> <p>How does preferential voting affect democratic values?</p>	<p><b>A</b> &gt; interpret information/translate information (timeline)</p> <p><b>E</b> &gt; draw and justify conclusions based on information</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ compulsory voting</li> <li>○ the secret ballot</li> <li>○ preferential voting</li> </ul> <p><b>LA9</b> Students use teacher provided sources to create a timeline of events in Australian and Western Australian electoral history, including extension of the franchise (who can vote), compulsory voting, secret ballot and preferential voting to elect various houses of parliament in Australia.</p> <p>Use the timeline to discuss:</p> <ul style="list-style-type: none"> <li>● Has Australia become more democratic over time in terms of who can vote?</li> </ul>

## Roles, responsibilities and participation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p><b>C&amp;R</b> &gt; develop texts based on information collected (an explanation)/present findings (written/reflect on learning/use subject specific terminology and concepts)</p>	<ul style="list-style-type: none"> <li>• How does the secret ballot help to promote democracy?</li> <li>• Is compulsory voting truly democratic? Yes/No?</li> </ul> <p><b>LA10</b> Students write a few paragraphs to explain the extent of the democratic values of <i>equality</i> and <i>fairness</i> in Australia’s electoral system.</p> <p><b>LA11</b> Students explore the preferential voting system using the interactive voting tool at  <a href="http://education.aec.gov.au/democracy-rules/interactives/voting-tool/">http://education.aec.gov.au/democracy-rules/interactives/voting-tool/</a></p> <p><b>LA12</b> As a class, work through the result for the local electorate and how preferences were distributed at a recent election using the AEC website/ election results.</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; Written response evaluating the relationship between democracy and participation in the electoral process</p>
8 –9	<p>How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights)</p> <p><b>Key concept:</b> rights and responsibilities</p>	<p>What laws regulate our actions and activities?                      What are human rights?                      Why and how do laws and regulations protect people?</p>	<p><b>Q&amp;R</b> &gt; Locate and collect information</p> <p><b>E</b> &gt; Draw and justify conclusions, and give explanations based on the information</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>○ different types of laws</li> <li>○ the idea of human rights</li> </ul> <p><b>LA13</b> Students explore how different types of law (e.g. .road law; environmental law; criminal law; torts; family law) affect the lives of citizens. Sources include:</p> <p>Environmental law  <a href="http://www.edowa.org.au/files/factsheets/iel_introenvirolaw.pdf">http://www.edowa.org.au/files/factsheets/iel_introenvirolaw.pdf</a></p> <p>Work health and safety laws  <a href="http://workplaceohs.com.au/legislation/wa-legislation">http://workplaceohs.com.au/legislation/wa-legislation</a></p> <p>Other types of laws  <a href="http://www.youthcentral.vic.gov.au/know-your-rights/the-law-you/other-types-of-laws">http://www.youthcentral.vic.gov.au/know-your-rights/the-law-you/other-types-of-laws</a></p>

## Roles, responsibilities and participation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p><b>C&amp;R</b> &gt; present findings (written or visual presentation or oral)/reflect on learning/use subject specific terminology and concepts</p>	<p><b>LA14</b> As a class, brainstorm the regulations and laws that affect their lives (actions and activities). Discuss with the class the extent to which these <i>regulations</i> and <i>laws</i> are a positive influence on their lives</p> <p><b>LA15</b> Students read about how human rights are protected in Australian law at: <a href="https://www.humanrights.gov.au/how-are-human-rights-protected-australian-law">https://www.humanrights.gov.au/how-are-human-rights-protected-australian-law</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; Students identify <b>three</b> laws in Australia that protect particular human rights and explain how each of these laws protects people and upholds human rights.</p> <p>Present findings as a poster, a digital presentation, an oral presentation or in writing.</p>

## Roles, responsibilities and participation

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
9-10	<p>The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)</p> <p>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)</p> <p><b>Key concept:</b> participation</p>	<p>What are the key roles in law enforcement and in the legal system?</p> <p>What responsibilities do the key personnel in law enforcement and in the legal system have?</p>	<p><b>Q&amp;R</b> &gt; Identify roles and responsibilities of people involved in law enforcement</p> <p><b>Q&amp;R</b> &gt; Develop a range of questions, record information</p> <p><b>C&amp;R</b> &gt; present findings (written or visual presentation or oral)/reflect on learning/use C&amp;C terminology and concepts/identify new understandings</p>	<p><b>Teaching</b> &gt;</p> <ul style="list-style-type: none"> <li>• key personnel in law enforcement</li> <li>• key personnel the legal system</li> <li>• the idea of volunteering</li> <li>• volunteer groups in the local community</li> <li>• how working in a group helps</li> </ul> <p><b>LA16</b> Each student brainstorms roles/jobs associated with law enforcement and the legal system</p> <p><b>LA17</b> Students complete the ‘language of the law’ activity at <a href="https://www.lawsocietywa.asn.au/wp-content/uploads/2015/10/FBLEP-Year-5-West-Australian-Curriculum-Cross-Curricular-Programme-Teacher-Pre-Vist-Resource-with-CandC.pdf">https://www.lawsocietywa.asn.au/wp-content/uploads/2015/10/FBLEP-Year-5-West-Australian-Curriculum-Cross-Curricular-Programme-Teacher-Pre-Vist-Resource-with-CandC.pdf</a></p> <p><b>LA18</b> Organise the class into groups of six and have one member research the roles and responsibilities of a different one of the following personnel: police officer, customs officer, local government ranger, lawyer, judge, magistrate. Use the ‘jigsaw’ strategy to share and compare what the student from each group has found out about the personnel who they researched.</p> <p><b>LA19</b> Invite into the classroom a volunteer from a community group to discuss what the group does and why they are involved.</p> <p><b>Suggested assessment</b> &gt;Students research the role, aims and functions of <b>one</b> community group (e.g. Surf Lifesaving WA, ICEA Foundation, SES, WA Volunteer Fire and Rescue Services).</p> <p>Present findings as a poster, a digital presentation (e.g. Powerpoint or Prezi), a mindmap or an oral presentation)</p> <p><b>Reflection</b> &gt; Use a revision activity to allow students to reflect on ‘Roles, responsibilities and participation’.</p>



## Teaching resources

Year 5: Civics and Citizenship-Lindsay Marsh (Ready-Ed Publications)

*Civics and Citizenship: Year 5* (R.I.C. Publications, 2016)

*Discovering Democracy*

## Elections and voting

‘Why should I enrol? at:

[https://www.elections.wa.gov.au/sites/default/files/content/documents/Why\\_should\\_I\\_enrol\\_1.pdf](https://www.elections.wa.gov.au/sites/default/files/content/documents/Why_should_I_enrol_1.pdf)

‘Events in Australian electoral history’ at:

[http://www.aec.gov.au/Elections/Australian\\_Electoral\\_History/reform.htm](http://www.aec.gov.au/Elections/Australian_Electoral_History/reform.htm)

‘Federal Parliament History Timeline’ at: <http://timeline.peo.gov.au/>

‘How the House of Representatives votes are counted’ at: <http://education.aec.gov.au/teacher-resources/house-reps.html>

‘Counting the votes for the House of Representatives’ at:

[http://www.aec.gov.au/voting/counting/hor\\_count.htm](http://www.aec.gov.au/voting/counting/hor_count.htm)

‘How to make your vote count’ and ‘How to make your vote count on election day’ at:

<https://www.elections.wa.gov.au/EEC/resources>

‘Understanding preferential voting’ at

[https://www.elections.wa.gov.au/sites/default/files/content/documents/Understanding\\_pref\\_voting.pdf](https://www.elections.wa.gov.au/sites/default/files/content/documents/Understanding_pref_voting.pdf)

The interactive voting tool at: <http://education.aec.gov.au/democracy-rules/interactives/voting-tool/>

‘Interactive comic-making’

<http://timeline.peo.gov.au/>

## Parliament

Role-play - The Parliament (House of Representatives) – video at:

<http://www.peo.gov.au/multimedia/videos/role-play-house.html>

Parliament Question Time – video at: <http://www.peo.gov.au/multimedia/videos.html>

## Human Rights

Universal Declaration of Human Rights (Illustrated version) at:

<http://www.un.org/en/udhrbook/mobile.shtml>

Child friendly version of Rights of a Child at

[www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)

## Constitutional Centre

<https://www.constitutionalcentre.wa.gov.au/ForSchools/Pages/StandardProgramsAtTheCentre.aspx>

## Excursions

WA Electoral Education Centre (also provide an incursion)

Parliament House in Perth