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Year 3 SyllabusTest

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Year Level Description

In Year 3, Humanities and Social Sciences consists of Civics and Citizenship, Geography and History.

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.

Students build on their understanding of civics and citizenship through the concepts of democracy and participation. Using familiar contexts, they consider how and why community groups create rules and make decisions. Students think about their own

participation in the local community and how this contributes to society.

The concepts of place, space, environment and interconnection continue to be developed as a way of thinking. Students examine the similarities and differences between places, with the opportunity to inquire into the natural and human characteristics of places in various locations at the local, regional and national scale. The development of the students' mental map of the world is extended through a study of the location and characteristics of places in the southern hemisphere, including Australia and its near neighbours.

Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the context of exploring the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Economics and Business does not commence until Year 5. The Year 3 Mathematics curriculum provides opportunities for students to engage in economics and business concepts, such as simple transactions and financial literacy.

Knowledge and understanding

CIVICS AND CITIZENSHIP

Communities

Communities make decisions in different ways and voting is a way that groups make decisions democratically

[\(ACHASSK070\)](#)

Humanities and Social Sciences skills

QUESTIONING AND RESEARCHING

Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26)

 Literacy

 Critical and creative thinking

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding
- 🌐 Intercultural understanding

Who makes rules, why rules are important and the consequences of rules not being followed ([ACHASSK071](#))

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding

Why people participate in community groups, such as a school or community project, and how students can actively participate and contribute to their local community ([ACHASSK072](#))

- 🧠 Critical and creative thinking
- 👥 Personal and social capability
- ⚖️ Ethical understanding

GEOGRAPHY

Places are both similar and different

The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g.

Develop a range of focus questions to investigate (WAHASS27)

- 📖 Literacy
- 🧠 Critical and creative thinking

Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28)

- 📖 Literacy
- 🗣️ Information and Communication Technology (ICT) capability
- 🧠 Critical and creative thinking

Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies) (WAHASS29)

- 📖 Literacy
- 🔢 Numeracy
- 🧠 Critical and creative thinking

Recognise the ethical protocols that exist when gathering information and/or data (e.g. respecting others' work) (WAHASS30)

- 📖 Literacy
- 👥 Personal and social capability
- ⚖️ Ethical understanding

rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) ([ACHASSK066](#))

 Literacy

Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories ([ACHASSK066](#))

 Intercultural understanding

The location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics ([ACHASSK067](#))

 Intercultural understanding

The difference between climate and weather, the main climatic zones of the world (e.g. equatorial, tropical, arid, temperate) and the similarities and differences between the climates of different places ([ACHASSK068](#))

 Critical and creative thinking

The similarities and differences between places in terms of their type of

ANALYSING

Develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness) (WAHASS31)

 Literacy

 Critical and creative thinking

Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) (WAHASS32)

 Literacy

 Numeracy

 Critical and creative thinking

Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Translate collected information and/or data into different formats (e.g. create a

settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places ([ACHASSK069](#))

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

HISTORY

Communities and remembrance


One important example of change and **one** important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) ([ACHASSK062](#))

 Literacy

The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community ([ACHASSK063](#))

timeline, change data in to a table and/or graph) (WAHASS34)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability


 Critical and creative thinking

EVALUATING

Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences) (WAHASS35)

 Literacy

 Critical and creative thinking

 Personal and social capability

Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36)


 Literacy


 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems ([ACHASSK064](#))

 Critical and creative thinking

 Intercultural understanding

The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan) ([ACHASSK065](#))

 Personal and social capability

 Intercultural understanding

COMMUNICATING AND REFLECTING

Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

Develop texts, including narratives and biographies, that use researched facts, events and experiences (WAHASS38)

 Literacy

 Critical and creative thinking

 Personal and social capability

Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39)

 Literacy

 Critical and creative thinking

Achievement standard

At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action.

Students identify the importance of rules and the democratic processes that groups follow when making decisions. They describe how people participate in community groups, and identify the benefits to both the individual and the community.

Students map and locate various boundaries and natural features that define Australia. They describe the diverse characteristics of Australia's neighbouring countries, and identify different climatic zones of the world. Students identify simple interconnections between people and places, and describe how people's perceptions of places are influenced.

Students describe an example of continuity and change over time in a given area. They identify the contribution of different cultural groups on a community. Students identify the ways people in Australia, and around the world, acknowledge days and events that have historical significance.

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