

Downloaded from

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/humanities-and-social-sciences/year-5> on 20/04/2024
check website for latest version.



School Curriculum
and Standards
Authority

The Authority

Kindergarten to Year 10

Years 11 and 12

Student

 Extranet Login

[Home](#)

[Principles](#) ▾

[Teaching](#) ▾

[Assessing](#) ▾

[Policy](#) ▾

[Re](#)

You are here > [K-10 Outline](#) > [Teaching](#) > [Western Australian Curri](#)

Year 5 SyllabusTest

[Download Curriculum as PDF](#)

Year Level Description

Overview



Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching

Ways of Teaching Video

Ways of Assessing

General Capabilities

Cross-Curriculum Priorities

Glossary



Humanities & Social Sciences Scope and Sequence [↗](#)



Humanities & Social Sciences Scope and Sequence [↗](#)



Humanities & Social Sciences Additional Content [↗](#)



EAL/D Humanities and Social Sciences Pre-primary to Year 10 [↗](#)



ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)



ABLEWA Humanities and Social Sciences Scope and Sequence [↗](#)

Year 5 Syllabus

Year Level Description

In Year 5, Humanities and Social Sciences and Economics and Business Studies

Students develop their skills in critical thinking and researching, and apply these skills to their own investigations, issues and decisions.

Students continue to develop their understanding of values, justice and equity, and their understanding of the lives of citizens. Students as they explore the

The importance of the concept of making a decision, allocation of resources, and how to relate this to a person's own decision-making.

The concepts of place and change continue to be explored, and the opportunity to inquire into how these interrelate, and how these interrelate with the mental map of the world, and the characteristics of the

Filters



Show/Hide Curriculum

- ☒ Year level descriptors
- ☒ Content Descriptions
- ☒ Achievements Standards
- ☒ Icons

Year Levels

- ☒ Select All

Strands

- ☒ Select All
- ☒ Humanities and Social Sciences skills
- ☒ Knowledge and understanding

General Capabilities

- ☒ Select All
- ☒ Literacy
- ☒ Numeracy
- ☒ Information and Communication Technology (ICT) capability
- ☒ Critical and creative thinking



Students are given the key concepts of empathy and significance in the context of colonial and post-war Australia, which shaped the political

Knowledge and

CIVICS AND CITIZENSHIP

Roles, responsibilities and participation

The key values that underpin Australia's democratic system are freedom, equality, and justice ([ACHASSK115](#))

-  Personal and social capability
-  Ethical understanding

The roles and responsibilities of citizens and electors (e.g. enroll and vote, be informed) and represent their interests, participate in parliamentary processes and democracy ([ACHAS](#))

-  Personal and social capability

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

✚ Ethical understand

The key features of process in Australia compulsory voting, preferential voting

✚ Personal and socia

✚ Ethical understand

How regulations an lives of citizens (e.g of laws, how laws p rights) ([ACHASSK11](#))

🌀 Critical and creativ

✚ Personal and socia

✚ Ethical understand

🌀 Intercultural under

The roles and respo personnel in law en customs officials, p legal system (e.g. l ([ACHASSK117](#)))

✚ Personal and socia

✚ Ethical understand

Why people work ir

their aims and functions, and their influence, such as their role in community groups, services, emergency groups) ([ACHASSKI](#))

🧠 Critical and creative thinking

👥 Personal and social skills

⚖️ Ethical understanding

🌐 Intercultural understanding

ECONOMICS AND BUSINESS

Wants, resources

The difference between wants, and how the difference between individuals

🧠 Critical and creative thinking

⚖️ Ethical understanding

Resources can be natural or human (e.g. worker, machinery), and how they are used to make goods and services to meet needs and wants of present and future generations ([ACHASSKI](#))

🧠 Critical and creative thinking

⚖️ Ethical understanding

Due to scarcity, choices are made about how land is used (e.g. using the land for to graze cattle) (

🕒 Critical and creative thinking

⚖️ Ethical understanding

The factors that influence decisions (e.g. age, advertising, price) and how decisions affect resources (ACHASSK121)

🔢 Numeracy

🕒 Critical and creative thinking

👥 Personal and social competence

⚖️ Ethical understanding

Strategies for making decisions (consumer and financial budgeting, comparing the future) (ACHASSK121)

🔢 Numeracy

🕒 Critical and creative thinking

👥 Personal and social competence

⚖️ Ethical understanding

GEOGRAPHY

Factors that shape environmental characteristics of places

The main characteristics (natural vegetation, animals) of the continent of South America and North America, the location of their major cities in relation to Australia

✚✖ Numeracy

🔄 Critical and creative thinking

🌐 Intercultural understanding

The way people alter the environment and the characteristics of Australian places (e.g. land clearance, fencing, drainage, irrigation, plantations, mining)

🔄 Critical and creative thinking

🌐 Intercultural understanding

Features of the environment (landforms, vegetation, climate) and human activities are the main characteristics of places ([ACHASSK](#))

🔄 Critical and creative thinking

The impact of bush
environments and c
how people can res

🎓 Critical and creativ

👥 Personal and socia

HISTORY

The Australian co

The economic, polit
reasons for establis
in Australia after 18
establishment of pe
([ACHASSK106](#))

🎓 Critical and creativ

The patterns of col
and settlement (e.g
features, climate, w
transport, discovery
this impacted upon
(e.g. introduced spe
lives of the differen
convicts, free settle
Torres Strait Island
([ACHASSK107](#))

🎓 Critical and creativ

🌀 Intercultural understanding

The economic, social and cultural impact of **one** significant historical event on a colony and the outcomes created by these scenarios (e.g. from the gold rushes; the Euromadan Pinjarra Massacre; the impact of the expansion of farming) ([ACHASSK107](#))

🌀 Critical and creative thinking

The contribution of an individual or group to the River Colony, including their motivations and actions, such as explorers, farmers, pastoralists, convicts, such as James Stirling, Roe, Thomas Peel)

🌀 Critical and creative thinking

🌀 Intercultural understanding

Achievement standard

At Standard, students

collect relevant information using appropriate methods and ethical protocols with the relevance of information to the sequence of information, cause and effect. They use information and draw conclusions. They communicate findings in various forms, using sources and findings to refine the process.

Students identify the process, and explain how participants describe how participants

Students identify the scarcity of resources and strategies to inform

Students identify the countries, in relation to the interconnection of the impact of these geographical challenges

Students identify the different aspects of different experiences, group, individual, e

Colony.

In Year 5, Humanities and Social Sciences consists of Civics and Students develop their understanding and application of skills, communicating and reflecting. They apply these skills to their c developments, issues and phenomena, both historical and cont

Students continue to build on their understanding of the concep they further develop their understanding of laws, including how Students are introduced to the concept of the Westminster syst process.

The importance of informed consumer decision-making is intro the factors that impact upon the allocation of resources and thi personal or community context, questioning what influences th

The concepts of place, space, environment, interconnection, su thinking. Students have the opportunity to inquire into the contr interactions influence one another. The development of the stu the location and characteristics of North America and South Ar

Students are given the opportunity to develop their historical u and change, cause and effect, perspectives, empathy and signi context of colonial Australia in the 1800s and the significant ev that time are considered.

[Principles](#)

[Teaching](#)

[Assessing](#)

[Policy](#)

[Resources](#)

Subscribe to our monthly K-10 Circular

wa.gov.au 

