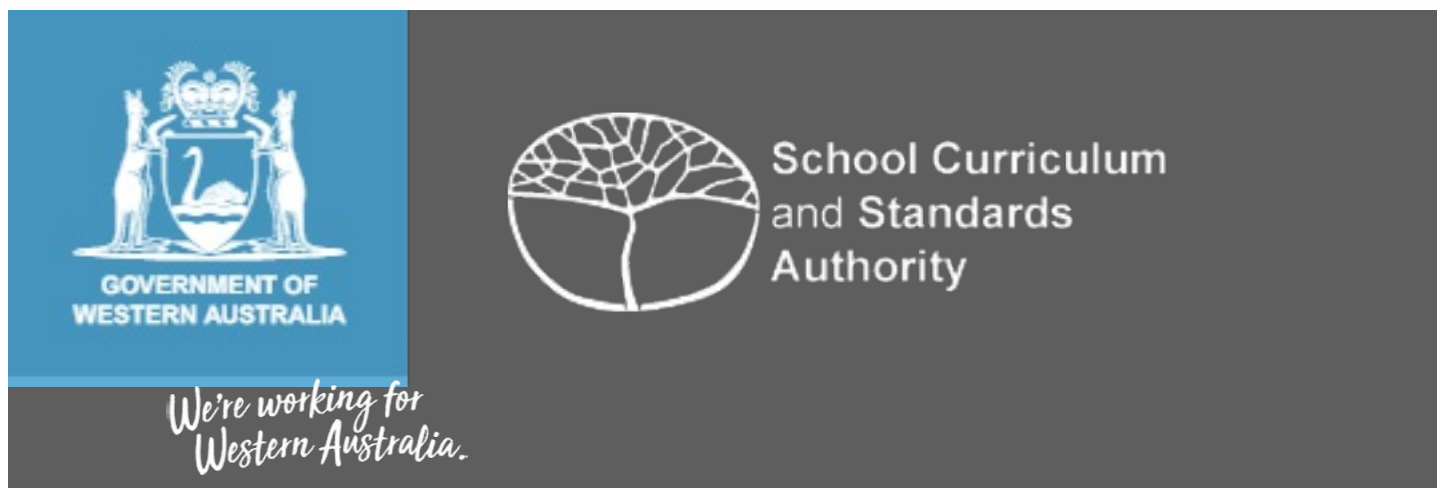


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# Year 5 SyllabusTest

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## Year 5 Syllabus

### **Year Level Description**

In Year 5, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, 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 continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens. Students

are introduced to the concept of the Westminster system as they explore the key features of Australia's electoral process.

The importance of informed consumer decision-making is introduced through the concept of making choices. Students focus on the factors that impact upon the allocation of resources and this is underpinned by the concept of scarcity. They relate this to a personal or community context, questioning what influences their own decision-making.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking. Students have the opportunity to inquire into the connections between people and the environment, and how these interactions influence one another. The development of the students' mental map of the world is extended through a study of the location and characteristics of North America and South America.

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 historical context of colonial Australia in the 1800s and the significant events and people who shaped the political and social structures at that time are considered.

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## Knowledge and understanding

### CIVICS AND CITIZENSHIP

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#### **Roles, responsibilities and participation**

The key values that underpin Australia's democracy, including freedom, equality, fairness and justice ([ACHASSK115](#))


## Humanities and Social Sciences skills

### QUESTIONING AND RESEARCHING

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Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50)

 Literacy

 Personal and social capability

 Ethical understanding

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 ([ACHASSK116](#))

 Personal and social capability

 Ethical understanding


The key features of the electoral process in Australia, such as compulsory voting, secret ballot, preferential voting ([ACHASSK116](#))

 Personal and social capability

 Ethical understanding

How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) ([ACHASSK117](#))

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

 Critical and creative thinking


Develop and refine a range of questions required to plan an inquiry (WAHASS51)

 Literacy

 Critical and creative thinking

Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53)

 Literacy

 Numeracy

 Critical and creative thinking

Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others,

The roles and responsibilities of key personnel in law enforcement (e.g. customs officials, police) and in the legal system (e.g. lawyers, judges)

([ACHASSK117](#))

- 👤 Personal and social capability
- ⚖️ Ethical understanding

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) ([ACHASSK118](#))

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

## ECONOMICS AND BUSINESS

### **Wants, resources and choices**

The difference between needs and wants, and how they may differ between individuals ([ACHASSK119](#))

- 🧠 Critical and creative thinking
- ⚖️ Ethical understanding

reference work appropriately, obtain permission to use photographs and interviews) (WAHASS54)

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

## ANALYSING

Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question) (WAHASS55)

- 📖 Literacy
- 🧠 Critical and creative thinking

Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56)

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

Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) (WAHASS57)

Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations ([ACHASSK120](#))

🧠 Critical and creative thinking

⚖️ Ethical understanding

Due to scarcity, choices need to be made about how limited resources are used (e.g. using the land to grow crops or to graze cattle) ([ACHASSK119](#))

🧠 Critical and creative thinking

⚖️ Ethical understanding

The factors that influence purchase decisions (e.g. age, gender, advertising, price) and how these decisions affect resource use ([ACHASSK121](#))

🧮 Numeracy

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

Strategies for making informed consumer and financial decisions (e.g. budgeting, comparing prices, saving for the future)

📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58)

📖 Literacy

🧮 Numeracy

🗣️ Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

## EVALUATING

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Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59)





📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

Use decision-making processes (e.g. share opinions and personal

[\(ACHASSK121\)](#)




-  Numeracy
-  Critical and creative thinking
-  Personal and social capability
-  Ethical understanding

## GEOGRAPHY

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### **Factors that shape the environmental characteristics of places**

The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of South America and North America, and the location of their major countries in relation to Australia ([ACHASSK111](#))





-  Numeracy
-  Critical and creative thinking
-  Intercultural understanding

The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining)

[\(ACHASSK112\)](#)

-  Critical and creative thinking





perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60)

-  Literacy
-  Critical and creative thinking
-  Personal and social capability
-  Intercultural understanding

## COMMUNICATING AND REFLECTING

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Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)

-  Literacy
-  Information and Communication Technology (ICT) capability
-  Critical and creative thinking
-  Personal and social capability

Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials

🌀 Intercultural understanding

Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places

([ACHASSK113](#))

🌀 Critical and creative thinking

The impact of bushfires or floods on environments and communities, and how people can respond ([ACHASSK114](#))

🌀 Critical and creative thinking

🧑‍🤝‍🧑 Personal and social capability

## HISTORY

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### **The Australian colonies**

The economic, political and social reasons for establishing British colonies in Australia after 1800 (e.g. the establishment of penal colonies)

([ACHASSK106](#))

🌀 Critical and creative thinking

The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced

(WAHASS62)

📖 Literacy

🌀 Critical and creative thinking

🧑‍🤝‍🧑 Personal and social capability

Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63)

📖 Literacy

🌀 Critical and creative thinking

🧑‍🤝‍🧑 Personal and social capability

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species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) ([ACHASSK107](#))

🧠 Critical and creative thinking

🌐 Intercultural understanding

The economic, social and political impact of **one** significant development or event on a colony and the potential outcomes created by 'what if...?' scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) ([ACHASSK107](#))

🧠 Critical and creative thinking

The contribution or significance of **one** individual or group in shaping the Swan River Colony, including their motivations and actions (e.g. groups such as explorers, farmers, pastoralists, convicts or individuals such as James Stirling, John Septimus Roe, Thomas Peel) ([ACHASSK110](#))

🧠 Critical and creative thinking

🌐 Intercultural understanding



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## Achievement standard

At Standard, students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.

Students identify the key features of Australia's democracy, describe the electoral process, and explain the significance of laws and how they are enforced. They describe how participation in groups can benefit the community.

Students identify the imbalance between wants and resources, and the impact of scarcity on resource allocation. They identify that, when making choices, people use strategies to inform their purchasing and financial decisions.

Students identify the location of North America and South America and their major countries, in relation to Australia. They describe the characteristics of places, and the interconnections between places, people and environments. Students identify the impact of these interconnections and how people manage and respond to a geographical challenge.

Students identify the cause and effect of change on Australia's colonies, and describe aspects of the past that have remained the same. They describe the different

experiences of people in the past. Students recognise the significance of a group, individual, event or development in bringing about change in the Swan River Colony.

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