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# Year 6 SyllabusTest

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**Year Level Description**

## Overview



Rationale

Aims

Organisation

Key Concepts and Skills

Student Diversity

Ways of Teaching

Ways of Teaching Video

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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 6 Syllabus

### Year Level Description

In Year 6, Humanities and Social Sciences and Economics and Business Studies

Students develop their skills in critical thinking and researching, and apply these skills to their understanding of social and economic developments, issues and challenges.

Students continue to develop their understanding of democratic systems and the court system, and the rights and responsibilities of citizens.

Students further develop their understanding of concepts such as scarcity and opportunity cost, and how resources are allocated to meet needs in a consumer and financial environment. Students also develop their understanding of the concepts of place and change.

The concepts of place and change continue to be explored through the study of factors that shape the physical and environmental places and environments, and the cultural, economic, and social factors that influence students' mental maps.

## Filters



### Show/Hide Curriculum

- ☒ Year level descriptors
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### 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

countries in the Asi



Students are given the key concepts of empathy and signif context of the deve factors that led to F 20th century.

## Knowledge and

### CIVICS AND CITIZENSHI

### Australia's system and citizenship

The key institutions democratic system based on the Westr including the mona and courts ([ACHAS](#);

-  Personal and socia
-  Ethical understand

The roles and respc three levels of gove the shared roles an within Australia's fe ([ACHASSK144](#))

✔ Personal and social capability

✔ Ethical understanding

✔ Intercultural understanding

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👤 Personal and social capability

⚖️ Ethical understanding

How laws are initiated through the federal government  
([ACHASSK146](#))

👤 Personal and social capability

⚖️ Ethical understanding

Who can be an Australian citizen?  
formal rights and responsibilities  
shared values of Australia  
([ACHASSK147](#))

👤 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

## ECONOMICS AND BUSINESS

### **Trade-offs and incentives in consumer and financial markets**

Choices about the use of resources result from the imbalance between unlimited wants and limited resources and underpin the concept of scarcity)

🧠 Critical and creative thinking

⚖️ Ethical understanding

Decisions about the resources result in trade-offs (e.g. using crops or to graze ca

🕒 Critical and creativ

⚖️ Ethical understand

The impact consum decisions can have broader community from the local grow supermarket chain) environment (e.g. p ([ACHASSK150](#))

🔢 Numeracy

🕒 Critical and creativ

👥 Personal and socia

⚖️ Ethical understand

Businesses provide in different ways (e centres, local mark small independent community stores) ([ACHASSK151](#))

🕒 Critical and creativ

⚖️ Ethical understand

### A diverse and complex world

The location of the world's major cities and the Asia region in relation to the world's major oceans and the geographic features of the region ([ACHASSK138](#))

 Numeracy

 Critical and creative thinking

Differences in the economic and social characteristics (e.g. energy consumption, population density) and social indicators (e.g. life expectancy, education) of different countries and regions ([ACHASSK139](#))

 Numeracy

 Critical and creative thinking

 Intercultural understanding

The world's cultural diversity and the influence of its indigenous populations in different regions (e.g. the Maori of Aotearoa New Zealand), and the cultural heritage of the world (e.g. Malaysia and Indonesia)

🎓 Critical and creativ

🌐 Intercultural under

Australia's connecti  
(e.g. trade, migratio  
education, defence  
these connections c  
places ([ACHASSK14](#)

🎓 Critical and creativ

🌐 Intercultural under

## HISTORY

### **Australia as a nat**

Key figures (e.g. He  
Barton, George Reid  
and events (e.g. the  
Oration, the Corowa  
referendums) that l  
Federation and Con  
British and America  
Australia's system o  
government (e.g. M  
federalism, constitu  
the Westminster sy  
Parliament) ([ACHAS](#)

🎓 Critical and creativ

🌐 Intercultural under

Experiences of Australia and citizenship, including and rights of Aboriginal Torres Strait Islander migrants, women and [\(ACHASSK135\)](#)

- 🎯 Critical and creative thinking
- ⚖️ Ethical understanding
- 🌐 Intercultural understanding

Stories of groups of people who have migrated to Australia from **one** Asian country) who have migrated (e.g. push and pull factors) and their contributions to Australia [\(ACHASSK136\)](#)[\(ACHASSK137\)](#)

- 🎯 Critical and creative thinking
- 🌐 Intercultural understanding

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## Achievement standard

At Standard, students collect relevant information using appropriate methods and ethical protocols with relevance of information



sequence information  
cause and effect. They  
information and draw  
Students engage in  
conclusions. They communicate  
communication forms  
materials, using sources  
findings to refine their

Students recognise  
and describe the role  
laws are made. They  
citizenship and describe

Students identify the  
allocation of resources  
disadvantages of supply  
the provision of goods  
consumer decisions  
for businesses and

Students identify the  
They recognise the  
physical and human  
Students identify the  
describe how these

Students explain the  
of Australia, and identify  
development of Australia  
relation to Australia

In Year 6, 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 building on their understanding of the conce  
system. They investigate Australia's democratic system of gove  
the court system. Students examine Australian citizenship, and  
entails.

Students further develop their understanding of economics and  
explore the ways resources are allocated to meet needs and wa  
and financial decisions on individuals, the community and the e  
with opportunities for concepts to also be considered in nationa

The concepts of place, space, environment, interconnection, su  
thinking. Students inquire into the factors that shape the divers  
environments are interconnected, including a study of the world  
development of the students' mental map of the world is exten  
region.

Students are given the opportunity to develop their historical u  
and change, cause and effect, perspectives, empathy and signi  
context of the development of Australia as a nation, particularly  
Australian society changed throughout the 20th century.

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