

Year level description

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/ Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

Year 3 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

Year 3 achievement standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Inquiry and skills strand

Content descriptions

Questioning

- Pose questions to investigate people, events, places and issues

Researching

- Locate and collect information and data from different sources, including observations
- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions
- Sequence information about people's lives and events

Analysing

- Examine information to identify different points of view and distinguish facts from opinions
- Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns

Evaluating and reflecting

- Draw simple conclusions based on analysis of information and data
- Interact with others with respect to share points of view
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions

Communicating

- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).

Inquiry Questions

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Content descriptions

- The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area
- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community
- Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems
- Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan)

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment and interconnection**. Students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics (place). They examine climate (environment) and the types of settlements (space) in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).

Inquiry Questions

- What are the main natural and human features of Australia?
- How and why are places similar and different?
- What would it be like to live in a neighbouring country?

Content descriptions

- The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human
- The location of Australia's neighbouring countries and the diverse characteristics of their places
- The main climate types of the world and the similarities and differences between the climates of different places
- The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens, and citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

Inquiry Questions

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

Content descriptions

- The importance of making decisions democratically
- Who makes rules, why rules are important and the consequences of rules not being followed
- Why people participate within communities and how students can actively participate and contribute