

Year level description

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.

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; interrelationships; roles, rights and responsibilities; and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strand or within a particular sub-strand context.

The content at this year level is organised into two strands: Knowledge and understanding and Inquiry and skills. The Knowledge and understanding strand draws from four sub-strands, history, geography, civics and citizenship and economics and business. These strands (Knowledge and understanding and Inquiry and skills) are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 5 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 have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?

Year 5 achievement standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Inquiry and skills strand

Content descriptions

Questioning

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges

Researching

- Locate and collect relevant information and data from primary and secondary sources
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps using discipline-appropriate conventions
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines

Analysing

- Examine primary and secondary sources to determine their origin and purpose
- Examine different viewpoints on actions, events, issues and phenomena in the past and present
- Interpret data and information displayed in a range of formats to identify and describe distributions, patterns and trends, and to infer relationships

Evaluating and reflecting

- Evaluate evidence to draw conclusions
- Work in groups to generate responses to issues and challenges
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects

Communicating

- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions

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 curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (change and continuity, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Content descriptions

- Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800
- The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal and Torres Strait Islander Peoples) and how the environment changed
- The impact of a significant development or event on an Australian colony
- The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony
- The role that a significant individual or group played in shaping a colony

Geography

Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment, interconnection, change and sustainability**. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence human characteristics of places (change, environment, interconnection), and how human actions influence environmental characteristics of places (change, space, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (change, environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (space, place).

Inquiry Questions

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Content descriptions

- The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- The influence of people, including Aboriginal and Torres Strait Islander people, on the environmental characteristics of Australian places
- The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- The impact of bushfires or floods on environments and communities, and how people can respond

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens, and citizenship, diversity and identity**. Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Inquiry Questions

- What is democracy in Australia and why is voting in a democracy important?
- Why do we have laws and regulations?
- How and why do people participate in groups to achieve shared goals?

Content descriptions

- The key values that underpin Australia's democracy
- The key features of the electoral process in Australia
- Why regulations and laws are enforced and the personnel involved
- How people with shared beliefs and values work together to achieve a civic goal

Economics & business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of why decisions need to be made when allocating resources (**resource allocation**) for society's needs and wants, and the various factors that may influence them when making decisions (**making choices**). Methods that help with these decisions, particularly for consumer and financial decisions are considered (**consumer and financial literacy**).

Inquiry Questions

- Why do I have to make choices as a consumer?
- What influences the decisions I make?
- What can I do to make informed decisions?

Content descriptions

- The difference between needs and wants and why choices need to be made about how limited resources are used
- Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations
- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices