

Year level description

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

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.

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 have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from 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 6 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 key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

Year 6 achievement standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Inquiry and skills strand

Content descriptions

Questioning

- Develop appropriate questions to guide an inquiry process 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, describe and compare 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 Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance). Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

Inquiry Questions

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Content descriptions

- Key figures, events and ideas that led to Australia's Federation and Constitution
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children
- Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated
- The contribution of individuals and groups to the development of Australian society since Federation

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place**, **space**, **environment**, **interconnection** and **change**. Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

Inquiry Questions

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Content descriptions

- The geographical diversity of the Asia region and the location of its major countries in relation to Australia
- Differences in the economic, demographic and social characteristics of countries across the world
- The world's cultural diversity, including that of its indigenous peoples
- Australia's connections with other countries and how these change people and places

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 study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

Inquiry Questions

- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be an Australian citizen?

Content descriptions

- The key institutions of Australia's democratic system of government and how it is based on the Westminster system
- The roles and responsibilities of Australia's three levels of government
- The responsibilities of electors and representatives in Australia's democracy
- Where ideas for new laws can come from and how they become law
- The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens
- The obligations citizens may consider they have beyond their own national borders as active and informed global citizens

Economics & business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing students' understanding of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices (**resource allocation and making choices**). This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services (**consumer literacy, business environment**). Students consider the effect of consumer and financial decisions on individuals, the community and the environment (**consumer and financial literacy**). The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

Inquiry Questions

- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

Content descriptions

- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
- The effect that consumer and financial decisions can have on the individual, the broader community and the environment
- The reasons businesses exist and the different ways they provide goods and services