

F-6/7 Humanities and Social Sciences: Key skills – Sub-strand illustrations

Skill	History	Geography	Civics and citizenship	Economics and business
Questioning	<p>Pose questions before, during and after an inquiry about the past and how the past relates to the present</p> <p>Develop questions that help identify the concepts of historical thinking (for example, sources)</p> <p>Develop questions to guide the stages of a historical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)</p> <p>Create questions appropriate to their purpose (for example, open-ended questions for interviews, critical questions about source reliability, questions that follow cultural protocols)</p>	<p>Pose questions before, during and after an inquiry about geographical phenomena and contemporary geographical challenges</p> <p>Develop questions that help identify the concepts of geographical thinking (for example, place)</p> <p>Develop questions to guide the stages of a geographical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)</p> <p>Create questions appropriate to their purpose (for example, closed questions for surveys, questions that follow cultural protocols)</p>	<p>Pose questions before, during and after an inquiry about civics and citizenship issues</p> <p>Develop questions that help identify the concepts of civics and citizenship (for example, democracy)</p> <p>Develop questions to guide the stages of an inquiry about civics and citizenship, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)</p> <p>Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions for self-reflection)</p>	<p>Pose questions before, during and after an inquiry about economic or business issues or events</p> <p>Develop questions that help identify the concepts of economics and business (for example, consumer choices)</p> <p>Develop questions to guide the stages of an inquiry about economics and business, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned)</p> <p>Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions that consider ethical choices)</p>
Researching	<p>Identify and locate primary (sources from the time) and secondary sources to support a historical inquiry</p> <p>Collect information, evidence and/or data using methods most suited to an historical inquiry (for example, interview, observation, digital search tools)</p> <p>Record, arrange and sort information about the past and how it relates to the present in a range of forms (for example, concept map, object display, table)</p>	<p>Identify and locate primary sources (for example, interviews, navigation journal, stories from Country/Place, field sketches) and secondary sources (for example, maps, diagrams) to support a geographical inquiry</p> <p>Use representations of place (for example, map, globe, model, picture) to gather geographical information</p> <p>Collect information and/or data using qualitative methods (for example, observation) and quantitative methods (for example, Google Earth, digital</p>	<p>Identify and locate primary sources (for example, survey, interview, photograph) and secondary sources (for example, electoral data, news article, diagram, report) to answer questions about civics and citizenship</p> <p>Collect information and/or data using a range of methods (for example, interview, photograph, survey data) suited to civics and citizenship questions</p> <p>Record and represent civics and citizenship information and/or data in</p>	<p>Identify and collect information and/or data using qualitative methods (for example, photograph, survey) and quantitative methods (for example, statistical data, advertisement) to explore economic and business processes and phenomena</p> <p>Categorise and arrange data for useful interpretation (for example, spreadsheet and database fields)</p> <p>Record and represent economic and business information and/or data in appropriate forms (for example, spreadsheet, model, graph, flowchart)</p>

Skill	History	Geography	Civics and citizenship	Economics and business
Researching <i>(continued)</i>	Order information about lives, events developments and phenomena over time using sequences, timelines and oral recounting	image search) suited to the geographical inquiry Record, organise and represent geographical information and/or data in appropriate forms (for example, map, scattergram, model, diagram)	appropriate forms (for example, diagram, graph, table)	
Analysing	Apply relevant concepts of historical thinking (for example, cause and effect) when interpreting information, evidence and/or data about people, events and phenomena over time Identify and compare aspects of the past and present as represented in a range of sources, including facts and opinions, and different historical interpretations, points of view and perspectives Critique sources for their origin, purpose, reliability and usefulness to support a historical inquiry Identify patterns and trends and infer cause-effect and temporal relationships about people, events and phenomena of the past and present	Apply relevant geographical concepts (for example, change) when interpreting information, evidence and/or data in a geographical inquiry Identify and compare information, evidence and/or data about places (for example, features of places; elements of environments; perceptions, points of view and perspectives about places) Analyse information and data in maps, charts, graphs, diagrams and tables to identify patterns, trends and anomalies and infer relationships Interpret information and/or data (for example, map, diagram, picture, report) to identify elements and processes in simple systems and to infer connections	Apply relevant concepts of civics and citizenship (for example, identity) when interpreting information, evidence and/or data in an inquiry Identify and compare aspects of civics and citizenship as represented in a range of sources, including facts and opinions, points of view and perspectives Critique sources for their origin, purpose, reliability and usefulness when investigating civics and citizenship issues and phenomena Interpret civic information and/or data (for example, media report, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships	Apply relevant concepts of economics and business (for example, resource allocation) when interpreting information, evidence and/or data in an inquiry Identify and compare aspects of economics and business as represented in a range of sources, including persuasive language, points of view and perspectives Critique sources for their origin, purpose, reliability and usefulness when examining economics and business issues and phenomena Interpret economics and business information and/or data (for example, media reports, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships
Evaluating and reflecting	Apply relevant concepts of historical thinking (for example, significance) when proposing explanations, evaluations and conclusions about the past and how it relates to the present Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence Listen to, share with and engage with others to generate responses to	Apply relevant concepts of geographical thinking (for example, interconnections) when proposing explanations, evaluations and conclusions about places, environments and people's connections to them Evaluate the usefulness of sources in a geographical inquiry and support conclusions with data and/or evidence	Apply relevant civics and citizenship concepts (for example, government) when proposing explanations, evaluations and conclusions in an inquiry Evaluate the usefulness of sources in an inquiry of civics or citizenship issues and phenomena and support conclusions with data and/or evidence	Apply relevant economics and business concepts (for example, opportunity-cost) when proposing explanations, evaluations and conclusions in an inquiry Evaluate the usefulness of sources in an economics and business inquiry and support conclusions with data and/or evidence

Skill	History	Geography	Civics and citizenship	Economics and business
Evaluating and reflecting <i>(Continued)</i>	<p>issues and challenges about historical phenomena, people and events</p> <p>Reflect on learning about the past to predict possible changes and continuities, consider effects of proposed actions, and imagine preferred futures</p>	<p>Listen to, share with and engage with others to generate responses to geographical issues and challenges</p> <p>Reflect on learning to predict the possible impact of a geographical event, issue, phenomenon and/or proposed action on people and places, and imagine preferred futures</p>	<p>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue</p> <p>Reflect on learning to consider multiple perspectives and ambiguities associated with a civics or citizenship issue, predict possible effects of a proposed action, and imagine preferred futures</p>	<p>Listen to, share with and engage with others to generate responses to economics and business challenges</p> <p>Reflect on learning to make decisions and recommend a course of action using cost-benefit analysis and criteria, and predict the potential consequences of the proposed action</p>
Communicating	<p>Compose appropriate text types (for example, narrative recount and account, report, argument, biography) to convey findings, conclusions and understandings of a historical inquiry</p> <p>Select appropriate representations to suit and enhance their communication (for example, timeline, photograph, picture) in digital and non-digital modes</p> <p>Use accurate historical terms and concepts</p>	<p>Compose appropriate text types (for example, description, report, argument) to convey findings, conclusions and understandings of a geographical inquiry</p> <p>Select appropriate representations to suit and enhance their communication (for example, map, diagram, field sketch) in digital and non-digital modes</p> <p>Use accurate geographical terms and concepts</p>	<p>Compose appropriate text types (for example, report, argument, explanation) to convey findings, conclusions and understandings from a civics and citizenship inquiry</p> <p>Select appropriate representations to suit and enhance their communication (for example, chart, diagram, photograph, audio file) in digital and non-digital modes</p> <p>Use accurate civics and citizenship terms and concepts</p>	<p>Compose appropriate text types (for example, report, memo, plan, budget, argument, explanation) to convey findings, conclusions and understandings from an economics and business inquiry</p> <p>Select appropriate representations to suit and enhance their communication (for example, flowchart, diagram, categorised list) in digital and non-digital modes</p> <p>Use accurate economic and business terms and concepts</p>