

Humanities and Social Sciences (HASS)

Prep Year Plan 2025

The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Unit 1	Unit 2
Unit name	Who are our First Nations People?	Family, Celebrations and Connection to Country
Unit description	Students will experience foundational concepts related to First Nations Australians, with a focus on Country/Place, identity, and culture. Through engaging texts, storytelling, art, and guest speakers, students will explore the significance of Country to First Nations Australians and reflect on their own connections to family, special places, and community. Students will develop an awareness of local First Nations cultures, including symbols, Dreamtime stories, and local places of cultural importance. Learning will be monitored through participation in class discussions, artmaking, storytelling, and a personal "Who Am I" poster project.	Students explore the concept of identity through the lens of family, community, and cultural traditions. Students learn about the significance of family structures, Elders, and the deep connection First Nations Australians have to Country/Place. They investigate how people celebrate and commemorate significant events, and how stories (oral, artistic, and symbolic) preserve culture and history. Through storytelling, art, and community connections, students reflect on their own identity and shared cultural experiences. Students participate in a celebration that reflects their understanding of the importance of family, tradition, and belonging.

In Prep, students experience HASS in at least one semester. Learning is monitored but not summatively assessed or reported on, in alignment with the [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework).

Aspects of the achievement standard	Shade the cells to indicate aspects experienced	
Knowledge and Understanding 		
identify significant people and events in their own lives, and how significant events are celebrated or commemorated		
recognise the features of familiar places, why some places are special to people and the ways they can care for them		
Skills 		
pose questions, and sort and record information from observations and provided sources		
share a perspective and draw conclusions		
use sources and terms to share observations about places and the past		