

# Humanities and Social Sciences (HASS)

## Year 1 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	Semester One Unit 1	Semester Two Unit 2
Unit name	Daily Life – change and continuity	
Unit description	Inquiry question: How do First Nations Peoples' ways of living influence daily life now? Students identify continuity and change in family structures, roles and significant aspects of daily life. Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives.	

Assessment		Unit 1	Unit 2
		Assessment task	Assessment task
Range and balance of assessment conventions <sup>1</sup>	Technique	Short response	Choose an item.
	If other, or more than one, specify		
	Mode	<input checked="" type="checkbox"/> Written	<input type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal
	Conditions	Refer to task sheet	Refer to task sheet

Aspects of the achievement standard	Shade the cells to indicate aspects covered in the assessment	
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### Knowledge and Understanding

History	identify continuity and change in family structures, roles and significant aspects of daily life		
Geography	identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people		

### Skills (Banded Year 1-2)

develop questions and collect, sort and record information and data from observations and provided sources		
interpret information and discuss perspectives		
draw conclusions and make proposals		
share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms		

Shaded cells indicate opportunities that **summative assessments** provide for students to demonstrate evidence against all aspects of the achievement standard.