

# Humanities and Social Sciences (HASS)

## Year 2 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	Significant Places in Our Community 'How has our local area changed over time?'	
Unit description	Inquiry question: How has First Nations Peoples technologies changed and adapted over time? Students will demonstrate and explain how First Nations Peoples technologies and everyday objects have changed and adapted over time.	

Assessment		Unit	Unit
		Assessment task	Assessment task
Range and balance of assessment conventions <sup>1</sup>	Technique	Short response	Assignment
	If other, or more than one, specify		
	Mode	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed (English) <input checked="" type="checkbox"/> Visual
	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 the significance of a local person, group, place and/or building		English Speaking and Listening Task
	identify the effects of changes in technologies on people's lives		
Geography	identify that those places can be spatially represented in different geographical divisions		
	identify how people and places are interconnected both at local and broader scales		

### Skills (Banded Year 1-2)

develop questions, and collect, sort and record related information and data from observations and provided sources		
interpret information and data, and identify and discuss perspectives		
use interpretations to draw conclusions and make proposals		use interpretations to draw conclusions
use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales		

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