

Humanities and Social Sciences (HASS)

Year 3 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		Semester Two	
Unit name	Unit 1	Unit 2	Unit 3	Unit 4
	First Nation’s Perspectives on Celebrations and Commemorations	Country and Place		
Unit description	Students identify the significance of events, symbols and emblems to Australia’s identity and diversity. Students explore significant events, symbols and emblems that are important to Australia’s identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals.	Students explore what Country means to Aboriginal and Torres Strait Islander Peoples, local languages, Aboriginal and Torres Strait Islanders connections with their land and language, and the importance of stories to Aboriginal and Torres Strait Islander Peoples. They will learn how the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community.		

Assessment		Unit		Unit	
		Assessment task		Assessment task	
Range and balance of assessment conventions ¹	Technique	Extended response	Extended response	Choose an item.	Choose an item.
	If other, or more than one, specify	Short response	Short response		
	Mode	<input checked="" type="checkbox"/> Written <input type="checkbox"/> Spoken/Signed <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input type="checkbox"/> Multimodal	<input checked="" 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	<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	<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	Refer to task sheets	Refer to task sheet
Aspects of the achievement standard		Shade the cells to indicate aspects covered in the assessment			

Knowledge and Understanding					
History	describe the causes, effects and contributions of people to change				
	identify the significance of events, symbols and emblems to Australia’s identity and diversity				
Geography	describe the representation of places within and near Australia				
	identify the similarities, differences and connections of people to places across those scales				
Civics and Citizenship	describe the importance of rules and people’s contributions to communities				

Skills (Banded Year 3-4)					
develop questions and locate, collect and record information and data from different sources					
interpret information and data in different formats					
analyse information and data to identify perspectives and they draw conclusions					
propose actions or responses					
use ideas from sources, and subject-specific terms to present descriptions and explanations					

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