

# Humanities and Social Sciences (HASS)

## Year 4 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	Sustainable Australia	The effects of colonisation
Unit description	Inquiry question: How does an individual's way of doing, being and knowing shape the way they behave as a citizen on Country/place? Students will investigate a local environment and the ways differing perspectives guide the sustainable allocation and management of resources within Country.	

Assessment		Unit	Unit
		Assessment task	Assessment task
Range and balance of assessment conventions <sup>1</sup>	Technique	Investigation	Extended response
	If other, or more than one, specify		
	Mode	<input checked="" type="checkbox"/> Written <input checked="" 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

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

History	describe the diversity of experiences of people in Australia prior to and following 1788		
	describe the events and causes of the establishment of the first British colony in Australia		
	describe the effects of colonisation on people and environments		
Geography	describe the importance of environments, and sustainable allocation and management of resources		
Civics and Citizenship	describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity		

### Skills (Banded Year 3-4)

develop questions and locate, collect and record information and data from a range of sources and formats		
interpret and analyse information and data to identify perspectives, and draw conclusions		
propose considered actions or responses		Speaking and Listening English Task
use ideas from sources and relevant 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.