

# Humanities and Social Sciences (HASS)

## Year 5 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 1	Unit 2	Unit 3
Unit name	Colonial Australia	Civics and Citizenship	
Unit description	<p>Students will investigate the colonial period of Australia. They will research historical inquiry questions focusing on the significant events and who the significant people were that helped shape Australian colonies and what we know about their lives.</p> <p>Students identify the cause and effect of changes and continuities in a colony, Moreton Bay. Conduct a historical inquiry to investigate how Peter Lalor and the Eureka Stockade were significant in bringing about change in Australian democracy.</p>	<p>What are the key values and features of Australian democracy and how have they impacted First Nations Peoples?</p> <p>Students explain the key values and features of Australia's democracy and how people achieve civic goals. Students select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations. Students suggest conclusions is based on evidence.</p>	

Assessment		Unit	Unit	Unit
		Assessment task	Assessment task	Assessment task
Range and balance of assessment conventions <sup>1</sup>	Technique	Project	Extended response	Extended response
	If other, or more than one, specify			
	Mode	<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 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
	Conditions	Refer to task sheet	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	explain the causes of the establishment of British colonies in Australia after 1800			
	explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments			
Geography	explain the influence of people on the characteristics of places and in the management of spaces			
Civics and Citizenship	explain the key values and features of Australia's democracy and how people achieve civic goals			
Economics and Business	explain the nature of resources, and how they meet needs and wants			

### Skills (Banded Year 5-6)

develop questions and locate, collect and organise information and data from primary and secondary sources			
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evaluate sources to determine origin and perspectives			
evaluate information and data to identify and describe patterns or trends			
suggest conclusions based on evidence			
consider criteria in proposing actions or responses			
select ideas and findings from sources and use relevant terms and conventions, 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.