

# Humanities and Social Sciences (HASS)

## Year 6 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 4
Unit name		Australia as a nation	The historical importance of the 1967 Referendum		
Unit description		<p>Students will investigate how the development of the Australian Nation, since the arrival of the First Fleet, impacted on people, such as: Aboriginal and Torres Strait Islander people, convicts, soldiers and free settlers. Students will compare and contrast the British and Australian systems of law and government.</p> <p>Students will explore immigration to Australia and the events and developments that shaped Australia as a democratic nation. Students will research migrant experiences and then examine the diverse groups who have contributed to and are/were affected by these events and developments, past and present.</p>	Students investigate the multiple views regarding citizenship and democracy in history within Australia with a focus on historical experiences of Aboriginal peoples and/or Torres Strait Islanders peoples. Students create a folio of work through reflective journaling.		

Assessment		Unit	Unit	Unit	Unit
		Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment conventions <sup>1</sup>	Technique	Extended response	Extended response	Choose an item.	Choose an item.
	If other, or more than one, specify				
	Mode	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Spoken/Signed <input type="checkbox"/> Visual <input type="checkbox"/> Aural <input type="checkbox"/> Practical <input type="checkbox"/> Gestural <input checked="" type="checkbox"/> Multimodal	<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 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	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 roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship				
	explain the causes and effects of migration to Australia since Federation				
Geography	explain the geographical diversity of places and the effects of interconnections with other countries				
Civics and Citizenship	explain the key institutions, roles and responsibilities of Australia's levels of government, and democratic values and beliefs				
Economics and Business	explain influences on consumers and strategies for informed consumer and financial choices				

### Skills (Banded Year 5-6)

develop questions, and locate, collect and organise information and data from a range of primary and secondary sources				
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evaluate sources to determine origin, purpose and perspectives				
evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships				
evaluate evidence to draw conclusions				
propose actions or responses and use criteria to assess the possible effects				
select and organise ideas and findings from sources, and use a range of 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.