


The Australian Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS, History, Geography, Civics and Citizenship, Economics and Business
Year levels	Year 3

Year 3 Content Descriptions

Inquiry and skills

Questioning

Pose questions to investigate people, events, places and issues ([ACHASSI052 - Scootle](#) )



Elaborations

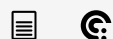
posing relevant questions when investigating the contribution individuals and groups have made to the development of the local community ('Who?', 'What?', 'When?', 'Where?', 'Why?')



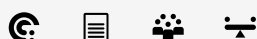
developing inquiring questions as they investigate (for example, 'Why there?' questions about location; 'What might happen?' questions about future consequences of natural processes or people's actions in places; and 'What ought to happen?' questions or other questions about ethical behaviour, sustainability and preferred futures)




asking key questions when investigating a topic (for example, questions such as 'How did people settle?', 'Who were they?', 'Why did they come to the area?' when researching the establishment of a local community) and probing questions during an investigation (for example, 'Why is that so?', 'What else do we need to know?')



posing evaluation questions (for example, 'Is the process fair?', 'Could the process have been managed better?')



Researching

Locate and collect information and data from different sources, including observations ([ACHASSI053 - Scootle](#) )



Elaborations

locating sources suited to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online)



collecting information in the field (for example, taking photographs, making sketches, taking water measurements or collecting natural objects to support the investigation of ecological health, settlement or demographic details of a place)



collecting data from maps, aerial photographs, satellite images or a digital application (for example, Google Earth) to identify, locate and describe different types of settlement



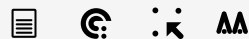
collecting information about the changing composition of their community from sources, such as census data, cemetery observations, interviews with older people or surveys




interviewing people to seek information about feelings, preferences, perspectives and actions (for example, to find out how people feel about places; how people celebrate and commemorate; how decisions are made in different situations; how and why people participate in their community)



acquiring geographical information from schools in geographically contrasting parts of Australia and/or neighbouring countries



Record, sort and represent **data** and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate **conventions** ([ACHASSI054 - Scootle](#) )



Elaborations

using information technologies to record and organise information in tables, databases and digital concept maps (for example, creating a consequence chart to show what happens when school rules are not followed, or when human settlement damages a component of the natural environment)



creating tables or picture and column graphs to show patterns in data collected from observations or other sources (for example, to show similarities and differences between places; the results of class votes on issues or decisions, participation in community activities, number of local monuments)



placing graphs and other data on electronic maps to visualise differences between types and patterns of settlements



constructing and annotating maps (for example, to show the natural and human features of Australia) using the appropriate cartographic conventions including map symbols, title and north point

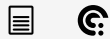


Sequence information about people's lives and events ([ACHASSI055 - Scootle](#) )

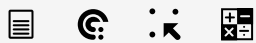


Elaborations

developing an annotated timeline (for example, a timeline of celebrations and commemorations)



creating visual representations of a sequence of events or happenings (for example, the stages involved in making decisions in a familiar context, such as a planning a class activity, the sequence of seasonal changes in different climates)



Analysing

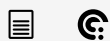
Examine information to identify different points of view and distinguish facts from opinions

([ACHASSI056 - Scootle](#) )



Elaborations

distinguishing fiction and non-fiction texts in relation to representation of places, environments and past events



identifying statements of fact and statements of opinion in class discussions



identifying differences in the meaning of celebrations when viewed from different perspectives that result in different actions (for example, the meaning of Australia Day for many Aboriginal and Torres Strait Islander Peoples when compared with its meaning for many other Australians)




exploring stories about places and people told by Aboriginal and Torres Strait Islander Peoples, and by people from other cultures including people from Asia and the Pacific region



sharing points of view and identifying different perspectives and actions relating to issues that affect themselves and their peers (for example, discussing class rules, the different responses to them by class members, different perceptions of the value of places and ecosystems in the local area, communicating across cultures)



Interpret [data](#) and information displayed in different formats, to identify and describe distributions and simple patterns ([ACHASSI057 - Scootle](#) )

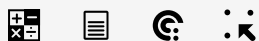


Elaborations

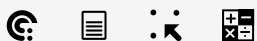
finding the meaning of acronyms/initialisms they encounter (for example, NAIDOC, ANZAC, NZ, USA, ACT)



interpret data to identify patterns of change over time using graphic organisers (for example, a Venn diagram using data collected from different times and groups to compare Australia Day celebrations over time; a scattergram of cemetery headstone information to make inferences about changing life expectancy)



identifying differences in the representation of a place on a map, in an aerial photo and in a satellite image and discussing how different methods of representation give different information about distributions and patterns



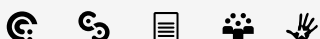
interpreting cartographic information such as titles, map symbols, north point, compass direction, grid references and major lines of latitude



using maps, ground and aerial photographs and satellite images or a digital application (for example, European Space Agency, NASA World Wind or Google Earth), to identify, locate and describe geographical patterns and distributions (for example, different types and patterns of settlements in Australia and Asia)



discussing and comparing how Aboriginal and Torres Strait Islander Peoples may represent places and their features visually (for example, in paintings and sand drawings) and identify symbols and patterns



Evaluating and reflecting

Draw simple conclusions based on analysis of information and [data \(ACHASSI058 - Scootle !\[\]\(eafc244b53721dd1ec133f0772f70fc7_img.jpg\)](#))



Elaborations

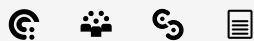
explaining conclusions about how their place and community have changed and developed (for example, settlement patterns, local changes in plant and animal species, historic events, cultural celebrations)



drawing conclusions about their community's heritage based on an evaluation of information provided by the local council (for example, the development of its multicultural profile; its significant events and how people have participated in them and contributed to their maintenance; the preservation of unique features of the natural environment)



examining the meaning of diversity using examples drawn from their community (such as celebrations and commemorations), drawn from other countries (such as environments, climate, lifestyle, settlement) and from the experiences of their peers (such as how they participate in their family and community)



Interact with others with respect to share points of view ([ACHASSI059 - Scootle !\[\]\(ab4e2b3fc7e7887b7a72f548aa6f5e60_img.jpg\)](#))



Elaborations

sharing and listening to others' stories about their community and place (for example, Aboriginal or Torres Strait Islander oral histories of an area, park ranger recounts, speakers from commemorative organisations, personal experiences of celebrations)



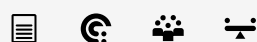
understanding their roles, rights and responsibilities in group situations




respecting ways to ensure others' points of view are shared in group situations (for example, adhering to and defending strategies that enable turn-taking and eliminate talking over others)



valuing for and against arguments when making personal and group decisions



Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ([ACHASSI060 - Scootle](#) )



Elaborations

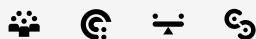
recalling what they know when contributing ideas to a group response to a community challenge (for example, planning how to celebrate a unrecognised cultural event; such as how local Aboriginal or Torres Strait Islander Peoples celebrate their Country/Place or how to retell a historical event from a silent or unfamiliar voice)



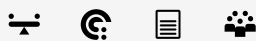
reflecting on anticipated effects of actions designed to protect and improve places that people perceive as important (for example, places of environmental value, cultural value or historic significance)




choosing and enacting roles for group work that recognise an awareness of members' knowledge and skills and customs



considering the findings of an inquiry when developing a plan of action to achieve a set goal (for example, to protect a place, to participate in a community festival or commemoration, to raise awareness about an issue, to raise money for a purpose)



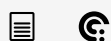
Communicating

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI061 - Scootle](#) )



Elaborations

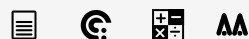
composing different types of texts to report findings of an investigation (for example, reporting on a historical investigation and its researched facts and findings by writing a biography about a noteworthy individual or group, a narrative account of a significant event, a report about a celebration, an explanation of the multicultural character of the community)



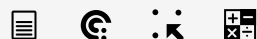
arguing a point of view on a civics and citizenship issue relevant to their lives (for example, the consequences of breaking school rules, the value of contributing in their community, the need to preserve an endangered species) and making effective use of persuasive language such as 'I think' and 'I dis/agree that' to gain the support of others



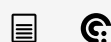
describing the location and direction from a local place in Australia to a local place in at least two neighbouring countries (for example, New Zealand and Indonesia) using a globe or wall map



selecting and applying appropriate media to communicate their findings, including the use of graphs, tables, timelines, photographs and pictures



using subject-appropriate terms when speaking, writing and illustrating, for example, historical terms (such as 'immigration', 'exploration', 'development', 'settlement', 'naming days of commemoration' and 'emblems'); geographical terms (such as 'climate', 'settlement', 'environment', 'natural' and 'constructed'); and civic terms (such as 'community', 'decision-making', 'participation')



Knowledge and Understanding

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).

Inquiry Questions

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

The importance of [Country/Place](#) to Aboriginal and/or Torres Strait Islander Peoples who belong to a [local area](#) (ACHASSK062 - Scootle [↗](#))



Elaborations

liasing with Community to identify original language groups of Aboriginal or Torres Strait Islander Peoples who belong to the local area and exploring the relationship between language, Country/Place and spirituality. (This is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied.)




listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to



discussing when to use 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to respectfully recognise the Country/Place and traditional custodians of the land, sea, waterways and sky



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 ([ACHASSK063 - Scootle](#) )



Elaborations

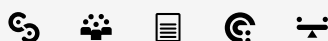
exploring photographs, newspapers, oral histories, diaries and letters to investigate how an aspect of life in the local community (for example, transport, entertainment, the natural and built environment, technology) has changed over time (for example, from the time of European settlement to the present day)



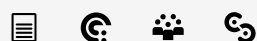
comparing photographs from the past and present of a specific location to identify the change or continuity (similarities and differences over time) associated with people, events/developments, places or ecosystems




identifying individuals and groups from the past of diverse backgrounds (for example, gender, culture, ability, age, socioeconomic circumstance) who have contributed to the community's development (for example, economic, social, cultural, civic or environmental contributions) and character (for example, culturally diverse, multi-faith, prosperous, helpful)



exploring how the contributions of individuals, groups and organisations are recognised (for example, parades, Australia Day Awards, monuments)

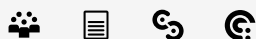


Days and weeks celebrated or commemorated in Australia (including Australia Day, [Anzac Day](#), and National Sorry Day) and the importance of symbols and emblems ([ACHASSK064 - Scootle](#) )



Elaborations

identifying and discussing the historical origins of an important Australian celebration or commemoration



generating a list of local, state and national symbols and emblems (for example, club emblems, school logos, flags, floral emblems, the Commonwealth Coat of Arms) and discussing their origins, use and significance




examining the symbolism of flags (for example, the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example, all three flags are flown during NAIDOC Week, National Reconciliation Week, National Sorry Day and Mabo Day) and the roles, rights and responsibilities the community has when observing protocols around flag flying



recognising the significance of other days or weeks (including the anniversary of the national Apology to Australia's Indigenous Peoples of 2008, National Reconciliation Week, International Women's Day, Labour Day and Harmony Day)

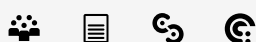


Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the [Asia region](#), Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) ([ACHASSK065 - Scootle](#) )



Elaborations

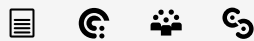
comparing the significance of national days in different countries, looking at why they developed and elements they have in common



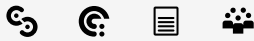
exploring through secondary sources significant events of cultures or countries around the world, including national days, and discussing whether they are celebrations or commemorations



investigating the origins and significance of some international celebrations or commemorations (for example, the International Day of Peace)



investigating the origins and significance of celebrations important to particular cultural groups in Australia and in other places of the world



Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment and interconnection**. Students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics (place). They examine climate (environment) and the types of settlements (space) in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).

Inquiry Questions

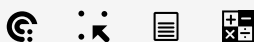
- What are the main natural and human features of Australia?
- How and why are places similar and different?
- What would it be like to live in a neighbouring country?

The [representation](#) of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human ([ACHASSK066 - Scootle](#))



Elaborations

using geographical tools (for example, a globe, wall map or digital application such as Google Earth) to locate and name significant places such as the states, territories, major cities and regional centres in Australia



identifying and describing the major natural features of Australia (for example, rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef and islands of the Torres Strait) and describing them with annotations on a map



comparing the boundaries of Aboriginal Countries with the surveyed boundaries between Australian states and territories to gain an appreciation about the different ways Australia can be represented



describing how the territory of Aboriginal and Torres Strait Islander Peoples contains the Country/Places of many individuals and language groups



exploring how oral traditions of Aboriginal and Torres Strait Islander Peoples were used to map landscapes



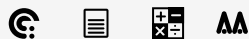
The location of Australia's neighbouring countries and the diverse characteristics of their places

([ACHASSK067 - Scootle](#))



Elaborations

using a globe to locate the Pacific Island nations, New Zealand, Papua New Guinea, Timor-Leste and Indonesia and countries relevant to students, labelling them on a map, and identifying the direction of each country from Australia



describing the similarities and differences between their local place and places in neighbouring countries (for example, Indonesia, Pacific Island nations) in their natural and human characteristics



The main [climate](#) types of the world and the similarities and differences between the climates of different places ([ACHASSK068 - Scootle](#))



Elaborations

examining how weather contributes to a climate type



identifying the hot, temperate and polar zones of the world and the difference between climate and weather



identifying and locating examples of the main climatic types in Australia and the world (for example, equatorial, tropical arid, semi-arid, temperate and Mediterranean)



investigating and comparing what it would be like to live in a place with a different climate to their own

place



The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

(ACHASSK069 - Scootle [↗](#))



Elaborations

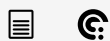
exploring people's feelings for place and the factors that influence people's attachment to place, through reading and viewing poems, songs, paintings and stories



discussing why it is important to protect places that have special significance for people (for example, a wetland, a sacred site, a national park or a World Heritage site)



exploring different types of settlement, and classifying them into hierarchical categories (for example, isolated dwellings, outstations, villages, towns, regional centres and large cities)



investigating the diversity of people who live in their place (for example, surveying the school community about age, birthplace and ancestry) and comparing them with a school in another place in Australia or neighbouring country



examining the similarities and differences between their daily lives and those of people in another place in Australia or neighbouring country, and inferring what it would be like to live in these places



Civics and citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens and citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

Inquiry Questions

- How are decisions made democratically?
- Why do we make rules?

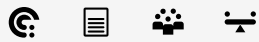
- How can I participate in my community?

The importance of making decisions democratically ([ACHASSK070 - Scootle](#) )

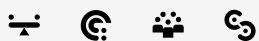


Elaborations

making a decision as a class by allowing everyone to have a say and a vote




building empathy by reflecting on how it feels to be included or excluded from making decisions and identifying situations when it is fair for decisions to be made without taking a majority vote (for example, by teachers or parents)



identifying places and situations in communities where decisions are made democratically

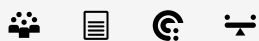


Who makes rules, why rules are important and the consequences of rules not being followed ([ACHASSK071 - Scootle](#) )

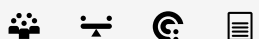


Elaborations

developing and justifying a set of fair rules and consequences for the class



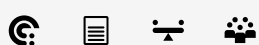
identifying familiar rules, how rules protect the rights of others, what their responsibilities are to others, and the consequences when rules are not followed



considering why rules differ across contexts (for example, a library, the playground, in class, at home, in games and in cultural groups)



discussing situations where it is not fair to have one rule that treats everyone the same, if some people (for example, students with a disability) have different needs or would be unable to follow the rules



exploring cultural norms behind some rule-making (for example, removing shoes before entering places of cultural significance)



identifying who has the authority to make rules (for example, at school or in a sporting club)



Why people participate within communities and how students can actively participate and contribute

(ACHASSK072 - Scootle [↗](#))



Elaborations

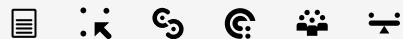
identifying groups in the local community or through a virtual community and exploring their purpose



exploring how they could participate in a school or community project (for example, raising money for a relevant aid project such as sponsorship of a sports team; working to protect a bird habitat)



investigating an individual's contribution and why it was recognised (for example, an individual who was awarded an Order of Australia)



exploring the motivations of people who have contributed to communities (for example, local community volunteers, leaders and Elders)

