

The Australian Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS, History, Geography, Civics and Citizenship, Economics and Business
Year levels	Year 4

Year 4 Content Descriptions

Inquiry and skills

Questioning

Pose questions to investigate people, events, places and issues ([ACHASSI073 - Scootle](#) )

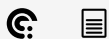


Elaborations

asking questions before, during and after an investigation using tools such as a KWL chart (what they know, what they want to know and what they have learned) and five W's + H (who, what, when, where, how and why)



developing 'How do we know?' questions for evidence, 'What could be done?' questions about alternatives, and 'Is that right or fair?' questions about decisions past and present




generating a range of questions (for example, evaluation questions, reflecting questions) about contemporary issues reported in the media



discussing how an investigation about the past (for example, a shipwreck explored through a museum display, video or interactive website) is guided by questions at different stages, including 'Why is that important now?'



Researching

Locate and collect information and data from different sources, including observations ([ACHASSI074 - Scootle](#) )



Elaborations

identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different



identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories



brainstorming ways that information might be collected for an inquiry (for example, surveys, interviews, tallying) and choosing, with teacher guidance, the most effective sources of data (for example, the internet, thematic maps, photographs, satellite imagery, field data collection)



using Google Earth or similar applications to collect geographical information (for example, the extent of vegetation in an area, or to explore settlement along a major river valley in Africa or South America, from its source to the sea)




exploring stories about the groups people belong to, for example, about cultural groups (such as groups that value Aboriginal, Torres Strait Islander or Asian heritage), from interest and community groups (such as recreational and volunteering organisations) and from gender or religious groups



acquiring geographical information about environments and resources from a range of sources, such as a knowledgeable Aboriginal community member or from schools in contrasting parts of Australia and/or other countries in the Southern Hemisphere



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** ([ACHASSI075 - Scootle](#) )



Elaborations

using graphic organisers to sort and record information (for example, flowcharts, consequence wheels, futures timelines, Venn diagrams, Y-charts, network diagrams) or to show simple relationships (for example, a food web in mangrove or Antarctic waters)



constructing maps, graphs or tables to display data and information (for example, changes in the distribution of different types of vegetation; the loss of native species; the movement of peoples over time; the population of places over time; resource distribution in places that have been colonised; social, cultural and religious groups in Australia's society) using digital applications as appropriate



recording and sorting collected information using tally sheets, murals, surveys, graphs and tables, databases or spreadsheets



showing historical and geographic information on maps (for example, collaboratively creating a large class map of world exploration by projecting a world map on a mural, and completing it with relevant geographical and historical details including compass points, sea routes, legends, dates, pictorial details, annotations and captions)



annotating maps using the appropriate cartographic conventions including map symbols, scale and north point to show places and their features, in Australia, and in selected countries of Africa and South America



Sequence information about people's lives and events ([ACHASSI076 - Scootle](#) )



Elaborations

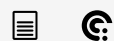
creating a timeline by accurately placing information about key events or people in chronological order and explaining the sequence




using graphic organisers to show the sequential stages of a process (for example, a flowchart that shows the stages of local government decision-making; a consequence wheel that shows causes and effects; seasonal charts such as an Aboriginal representation describing environmental evidence)



recounting and sequencing events associated with a particular history (for example, developing an annotated map to describe the sea route of the First Fleet and the timing of its passage)



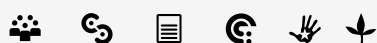
Analysing

Examine information to identify different points of view and distinguish facts from opinions ([ACHASSI077 - Scootle](#) )

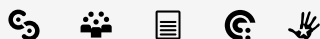


Elaborations

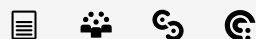
exploring different points of view about a familiar event (for example, Australia Day, National Sorry Day) or issue (for example, a school issue, an environmental issue)



exploring different stories associated with a past event to discover the experiences, thoughts or feelings of the people at that time (for example, the points of view of male, female and child convicts, soldiers, free settlers, some Aboriginal and Torres Strait Islander people in the early colonial era)



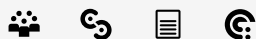
identifying differing viewpoints and considering their related ethical implications when discussing the past and present (for example, personal preference versus respecting the law such as personal freedom versus following the legal requirement to wear a bike helmet; different views over time about people's character such as convicts who stole food were sinful)



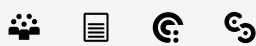
exploring different viewpoints about the sustainable use of a place (for example, environmental management laws and Aboriginal and Torres Strait Islander Peoples' practices)




sharing aspects of their cultural identity and considering how it might be similar and different to the cultural identity of others



identifying stereotypes presented in texts and pictures, such as generalisations about gender roles, and talking about who is advantaged by stereotypes and who is disadvantaged



Interpret [data](#) and information displayed in different formats, to identify and describe distributions and simple patterns ([ACHASSI078 - Scootle](#) )



Elaborations

decoding the meaning of symbols and emblems associated with Australian history, geography and civic life and applying an understanding of conventions, vocabulary and symbols when interpreting large-scale maps



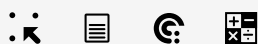
comparing information in sources to identify evidence of change (for example, Aboriginal, Dutch and French place names on Australia's west coast; past and present distribution of vegetation in North Africa that points to increasing desertification)



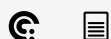
interpreting the data presented in picture, line, bar or column graphs to identify simple trends or distributions (for example, explaining survey results about types of waste produced in the school or how people in the community participate)



interpreting thematic maps and using Google Earth or similar applications to describe the characteristics of a continent or region or to identify the distribution of a particular characteristic (for example, languages of South America, equatorial rainforests, settlement along a major river valley in South America from its source to the sea)



comparing environments in places of similar climate and vegetation that are located on different continents (for example, sandy, icy and stony deserts of Australia, Africa, Antarctica and South America)



Evaluating and reflecting

Draw simple conclusions based on analysis of information and [data \(ACHASSI079 - Scootle\)](#)



Elaborations

describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) and making inferences about similar risks today (for example, the risks of space and deep sea exploration, colonising other planets, adapting to life in a new environment)



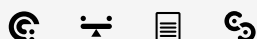
explaining how seeking resources is connected to trade, world exploration, colonisation and environmental change



finding connections, in order to draw conclusions, from an analysis of sources (for example, relationships between plants and animals in an ecosystem; languages of countries and the nations which colonised them; shipwreck locations and natural features; local government services and how people benefit)



concluding from an analysis of historical records how laws, and the consequences of not following them, have changed over time (for example, contrasting penalties applied in eighteenth-century Britain and those applied in modern Australia)




using new knowledge to make an argument on a topic relevant to them and their community (for example, whether they agree with a school rule, a proposed change in the community, what the local government can do about an issue)



reflecting on how people of the past are represented in fiction and other sources, and critically examining stereotypes in their representations (for example, claims that women did not work, inferences that all Aboriginal and Torres Strait Islander Peoples are the same)



Interact with others with respect to share points of view ([ACHASSI080 - Scootle](#) )



Elaborations

participating in role-plays and simple debates which allow for equal presentation of viewpoints




exploring and sharing, through a facilitated role-play, the experiences and/or feelings of different people involved in a past event (for example, the points of view of Aboriginal People, convicts, guards, women and children on settling at Botany Bay) or the different views about a current event (for example, the views of farmers, activists and government decision-makers about a road going through an endangered habitat)



participating in cooperative strategies that enable decision-making about roles and responsibilities (for example, using de Bonos' hats)

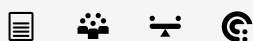


Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions ([ACHASSI081 - Scootle](#) )



Elaborations

reflecting on learning with the assistance of tools such as a KWL chart (what they know, what they want to know and what they have learned) when evaluating responses to an issue



forecasting a probable future and a preferred future relating to an environmental, local government or cultural issue (for example, developing a futures scenario of what oceans will be like if humans continue to allow waste plastic to enter waterways, and a preferred scenario of what oceans would be like if plastics were to be replaced by degradable materials)



reflecting on personal behaviours and identifying attitudes that may affect aspects of the environment


at a local or global level (for example, pouring paints down the sink; using products sourced from cleared rainforests) and proposing awareness-raising strategies to reduce impacts on the environment



proposing possible actions that could be taken to address an issue (for example, improving the management of waste in the school; choosing products not made from endangered species such as elephants) and identifying resources needed to support the actions and likely outcomes (for example, composting lunch waste and using it on the school garden; making socially responsible decisions)



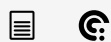
Communicating

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms ([ACHASSI082 - Scootle](#) )

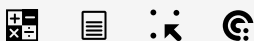


Elaborations

composing, in a range of different text types, information to communicate findings and conclusions (for example, information presented as imaginative recounts, biographies, journals, reports)



selecting appropriate representations to suit and enhance their communication, including graphs, tables, timelines, photographs and pictures, in digital and non-digital modes



describing the relative location of different features in a place by distance and compass direction (for example, the distance from their home to the local waste management site, the route of a navigator)



using accurate and subject-appropriate terms when speaking, writing and illustrating, for example, using historical terms (such as 'exploration', 'navigation', 'trade', 'penal', 'transportation', 'contact', 'frontier conflict', 'colonisation'), using geographical terms (such as 'continents', 'countries', 'natural resources', 'vegetation', 'environments', 'ecosystems', 'sustainability', 'consumption', 'waste' and 'management') and using civic terms (such as 'local government', 'decision-making', 'services', 'roles', 'responsibilities', 'rules', 'laws' and 'belonging')



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 4 curriculum introduces world history and the movement of peoples. Students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place (sources, perspectives, significance) and their contact with other societies (change and continuity, perspectives, empathy). Through a study of navigation, exploration and/or trade (sources), students come to learn about Australia's early colonisation and develop understandings about contact between societies (continuity and change, cause and effect) and its effects on people and their environments (perspectives, empathy).

Inquiry Questions

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) ([ACHASSK083 - Scootle](#) )

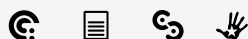


Elaborations

mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia and recognising the groups of their local area and state/territory (or considering why there may not be specific local records)



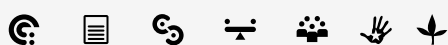
recognising that Australia has two indigenous cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples



studying early archaeological sites (for example, Nauwalabila, Devil's Lair, Lake Mungo) that show the long and continuous connection of Aboriginal Peoples to Country



investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity




exploring how Aboriginal Peoples exchanged ideas, technology and goods with each other and with

Torres Strait Islander Peoples across vast distances



studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems



The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts ([ACHASSK084 - Scootle](#) )



Elaborations

identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the European age of discovery



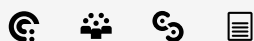
investigating what motivated countries to explore and colonise



examining the journey of one or more explorers (for example, Christopher Columbus, Vasco da Gama, Ferdinand Magellan), using navigation maps to reconstruct their journeys



examining the impact of European exploration or colonisation on ONE society




investigating networks of exchange and what was exchanged between different groups of people (for example, ideas, spices, food, slaves)



recognising that people from many continents have explored parts of the world (for example, Zheng He, Ibn Battuta)

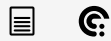


Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival ([ACHASSK085 - Scootle](#) )

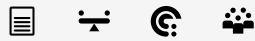


Elaborations

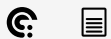
investigating reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported



investigating attitudes to the poor, the treatment of prisoners at that time, and the social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards



investigating daily life in the Botany Bay penal settlement and challenges experienced by the people there and how they were managed



The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments ([ACHASSK086 - Scootle](#))



Elaborations

investigating contact with Aboriginal and Torres Strait Islander Peoples before 1788 (for example, the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)



comparing the European concept of land ownership, including terra nullius, with the Aboriginal and Torres Strait Islander Peoples' relationship with the land, sea, waterways and sky, and how this affected relations between the groups



exploring early contact of Aboriginal people with the British including people (for example, Pemulwuy, Bennelong) and events of conciliation and resistance (such as the Black War)



exploring the impact that British colonisation had on the lives of Aboriginal and Torres Strait Islander Peoples (dispossession; dislocation; and the loss of lives through conflict, disease, loss of food sources and medicines)



considering whether the interactions between Europeans and Aboriginal and Torres Strait Islander Peoples had positive or negative effects



examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal Peoples' Country




Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **sustainability**. The content focuses on understandings about sustainability – the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments that support humans and other living things (environment, interconnection). They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability), including the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place (interconnection, sustainability). Students' mental map of the world expands to South America and Africa and their main countries and characteristics (space, place, environment).

Inquiry Questions

- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia ([ACHASSK087 - Scootle](#) )



Elaborations

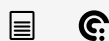
using geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of Africa and South America and their relative locations



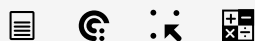
using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America



researching the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America



using a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographic features, environments, cities)



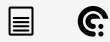
The importance of environments, including [natural vegetation](#), to animals and people ([ACHASSK088 -](#)

Scoutle [↗](#)



Elaborations

identifying the main types of vegetation, including forest, savannah, grassland, woodland and desert, and explaining the relationship between climate and natural vegetation



exploring how vegetation has an important role in sustaining the environment by producing oxygen, protecting food-producing land from erosion, retaining rainfall, providing habitat for animals, sheltering crops and livestock, providing shade for people, cooling urban places, producing medicines, wood and fibre, and making places appear more attractive



explaining how people's connections with their environment can also be aesthetic, emotional and spiritual



explaining the significance of vegetation endemic in the local area to survival of Aboriginal and/or Torres Strait Islander Peoples (for example, as a source of food, shelter, medicine, tools and weapons)



exploring strategies to protect particular environments that provide the habitats for animals (for example, planting bird-attracting vegetation)

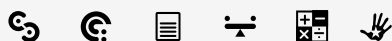


The [custodial responsibility](#) Aboriginal and Torres Strait Islander Peoples have for Country/[Place](#), and how this influences views about [sustainability](#) (ACHASSK089 - [Scoutle](#) [↗](#))



Elaborations

recognising that the distribution of Aboriginal and Torres Strait Islander Peoples before colonisation was across Australia, but concentrated in sustainable areas such as in the coastal and riverine areas of Australia




investigating how Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to the resources of their Country/[Place](#) (for example, the alpine country of the Ngarigo People; the rainforests, beaches and dunes of the KuKu Yalanji People; the desert country of the Arrernte People; the savannah country of the Jawoyn People; the riverine plains of the Wiradjuri People; and the local Country/[Place](#))



investigating how knowledge and practices shared among Aboriginal and Torres Strait Islander Peoples are linked to sustainable use of resources and environments (such as rotational use and harvesting of resources, mutton-bird harvesting in Tasmania, the use of fire, and the collection of bush food from semi-arid rangelands)

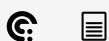


The use and management of natural [resources](#) and waste, and the different views on how to do this sustainably ([ACHASSK090 - Scootle](#) )

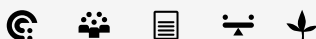


Elaborations

identifying some of the resources produced by the environment and where they come from (for example, water, food and raw materials such as fibres, timber and metals that make the things they use)



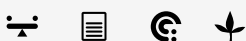
exploring how some natural resources are used and managed in sustainable and non-sustainable ways



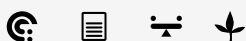
identifying renewable and non-renewable resources



investigating where a particular renewable natural resource comes from, how it is used and sustainable management strategies (for example, recycling paper or planting more trees)



exploring the work of groups and organisations which manage natural resources and/or waste



Civics and citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens and citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community; in particular, how belonging to

different groups can shape personal identity (diversity and identity).

Inquiry Questions

- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?

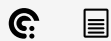
The role of local government and the decisions it makes on behalf of the community

(ACHASSK091 - Scootle [↗](#))



Elaborations

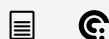
examining how local government is chosen and by whom



exploring what local government does, including the services it provides (for example, environment and waste, libraries, health, parks, cultural events, pools and sport, arts and pet management)



describing how local government services impact on the lives of students



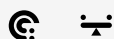
The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples

(ACHASSK092 - Scootle [↗](#))

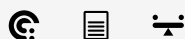


Elaborations

distinguishing between 'laws' (for example, speeding in school zones) and 'rules' (for example, sun safety in the school)



exploring the purpose of laws and recognising that laws apply to everyone in society



discussing examples of laws and why they are important to students' lives



investigating the impact of laws on Aboriginal and Torres Strait Islander Peoples (for example, environmental laws, native title laws and laws concerning sacred sites)



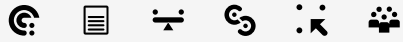
The different cultural, religious and/or social groups to which they and others in the community belong

(ACHASSK093 - Scootle [↗](#))

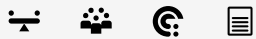


Elaborations

identifying diversity through the different social, cultural and religious groups students belong to



listing and comparing the different beliefs, traditions and symbols used by groups



recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions



describe real, virtual or vicarious experiences with other cultures and groups

