



# Chapel Hill State School

## HASS Curriculum and Assessment Overview 2025 (v8)

### YEAR 3



#### Curriculum Intent

#### *Year Level Description*

#### **Diverse communities and places and the contribution people make**

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

#### **Achievement Standards**

#### *Spiral Progression and Alignment*

Developing the same concepts from one grade level to the next in increasing complexity and application.

#### **YEAR 2**

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

#### **YEAR 3**

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

#### **YEAR 4**

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline specific terms in a range of communication forms.

Year 3		HASS Curriculum and Assessment Overview		Chapel Hill State School	
Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
<b>Unit 1</b>			<b>Unit 2</b>		
<p><b>Our Unique Communities</b></p> <p>Inquiry questions: <i>How do people contribute to their unique communities?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>investigate the significance of ANZAC Day</li> <li>identify individuals, events and aspects of the past that have significance in the present</li> <li>identify and describe aspects of their community that have changed and remained the same over time</li> <li>explain how and why people participate in and contribute to their communities</li> <li>identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>			<p><b>Exploring Places Near and Far</b></p> <p>Inquiry questions: <i>How and why are places similar and different?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>identify connections between people and the characteristics of places</li> <li>describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>record and represent data in different formats, including labelled maps using basic cartographic conventions.</li> <li>explain the role of rules in their community and share their views on an issue related to rule-making</li> <li>describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>		
<b>Assessment</b>					
<p><b>Assessment task</b></p> <p><b>History</b></p> <p><b>Part A:</b> ANZAC Day – Significance and Timeline</p>		<p><b>Assessment task</b></p> <p><b>History</b></p> <p><b>Part B:</b> ERP – The significance of commemorations / celebrations</p>		<p><b>Assessment task</b></p> <p><b>Geography</b></p> <p><b>Part A &amp; B:</b> Representing places and identifying similarities and differences</p>	
				<p><b>Assessment task</b></p> <p><b>Civics and Citizenship</b></p> <p><b>Part C:</b> ERP - Rule making and making decisions democratically</p>	
<b>Achievement Standard – Elements Assessed</b>					
<p>By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline specific terms.</p>			<p>By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</p>		