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| Year 2 HASS Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a year level in the Australian Curriculum: HASS. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| In Year 2, the focus is on “past and present connections to people and places”.  The Year 2 curriculum builds on each student’s prior learning and experiences investigating the past and places. Through exploring the history of their local community and places across a range of scales, students develop an understanding of how connections to history and place shape identity, diversity, connection and belonging. They consider how they can contribute to their world by exploring perspectives on the historical, cultural or spiritual significance of a person, place and/or building. Students continue to develop skills and processes to investigate the history of their local community and places across a range of scales. They develop dispositions for learning such as curiosity, imagination, problem-solving and researching. They resource their own learning through connecting with people, places and technologies.  The Year 2 curriculum extends contexts for study from the local to the regional and state/territory, exploring connections between the past and present, and between people and places. Through studies of their local area, students explore, recognise and appreciate the history of their community, and what it reveals about significant people or places. They examine the causes and effects of changes in communication and transport technology. Students learn about the scale by which places are defined. They learn about the ways local people and places are connected to people and places at broader scales within their region, state or territory. Students explore how places have meaning to people and the connection First Nations Australians have with local Countries/Place.  Inquiry questions provide a framework for developing students’ knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts.   * What does my place tell me about the past and present? * How are people connected to their place and other places, past or present? * How has technology affected daily life over time and the connections between people in different places? | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.  Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales. | | By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.  Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales. | | By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.  Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales. | | By the end of Year 2, students identify the significance of a local person, group, place and/or building. They identify the effects of changes in technologies on people’s lives. Students identify that places can be spatially represented in different geographical divisions. They identify how people and places are interconnected both at local and broader scales.  Students develop questions, and collect, sort and record related information and data from observations and provided sources. They interpret information and data, and identify and discuss perspectives. Students use interpretations to draw conclusions and make proposals. Students use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Knowledge and understanding | 1 | 2 | 3 | 4 | Skills | 1 | 2 | 3 | 4 |
| **History**  a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance  AC9HS2K01 |  |  |  |  | **Questioning and researching**  develop questions about objects, people, places and events in the past and present  AC9HS2S01 |  |  |  |  |
| how technological developments changed people’s lives at home, and the ways they worked, travelled and communicated  AC9HS2K02 |  |  |  |  | collect, sort and record information and data from observations and from sources provided, including unscaled timelines and labelled maps or models  AC9HS2S02 |  |  |  |  |
| **Geography**  how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales  AC9HS2K03 |  |  |  |  | **Interpreting, analysing and evaluating**  interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS2S03 |  |  |  |  |
| the interconnections of First Nations Australians to a local Country/Place  AC9HS2K04 |  |  |  |  | discuss perspectives related to objects, people, places and events  AC9HS2S04 |  |  |  |  |
|  |  |  |  |  | **Concluding and decision-making**  draw conclusions and make proposals  AC9HS2S05 |  |  |  |  |
|  |  |  |  |  | **Communicating**  develop narratives and share observations, using sources, and subject-specific terms  AC9HS2S06 |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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