

Curriculum leader: Linda Scott

Budget: \$1,000

HASS Values and Beliefs

All children can learn

Humanities and Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. In Western Australia, HASS is a stand-alone curriculum which engages four disciplines of equal standing.

Humanities and Social Sciences (HASS)	
History	Semester 1 (Yr P, 1, 2, 5, 6) Semester 2 (Yr 3, 4)
Geography	Semester 1 (Yr 3, 4) Semester 2 (Yr P, 1, 2, 5, 6)
Economics and Business (Yr 5 & 6)	Semester 1 (Yr 6) Semester 2 (Yr 5)
Civics and Citizenship (Yr 3, 4, 5 & 6)	Semester 1 (Yr 5) Semester 2 (Yr 3, 4, 6)

We want students to develop:

- A deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- A lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- A knowledge, understanding and an appreciation of the past and the forces that shape society
- The ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- Enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- An understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- A knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world

Overarching Teaching Approach

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Aboriginal and Torres Strait Islander Histories and Cultures

Across the Western Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

The Humanities and Social Sciences provides opportunities for students to learn about the traditional and contemporary experiences of the Aboriginal and Torres Strait Islander People in a social, economic, political

and legal context, and examine historical perspectives from their viewpoint. The priority also provides an opportunity to explore the relationships people have with place and their interconnection, and interactions, with the environment in which they live.

HASS Teaching Approach

- Draw on students' personal experiences and interests
- Build, extend and challenge existing understandings and perceptions
- Explore a range of viewpoints and different perspectives
- Involve the past, present and future
- Develop active and informed citizens
- Use meaningful, real-world contexts, current events and issues to exemplify the content
- Use a range of scales, from local area to regional, national and global areas
- Engage students in problem-solving tasks and inquiry to develop evidence-based arguments, or proposals for actions or solutions to real-world challenges and/or opportunities
- Involve students in learning outside the classroom through exposure to authentic experiences and making connections with local and wider communities
- Develop skills, many of which are transferable to other learning areas and are valuable for students' future learning
- Contribute to all the general capabilities and the cross-curriculum priorities
- Utilise the National Quality Standards to enhance the learning opportunities and development of children in P-2

Support/Resources	Assessment and Monitoring	Reflections and Evaluations
<ul style="list-style-type: none"> • Admin & School Board • Curriculum Team Leaders • Staff - teachers/EAs • Parents/P&C • IPS Cluster • Connect Communities and networks • Scootle • ABC Splash • Wastewise initiative 	<ul style="list-style-type: none"> • Observation • Group activities • Video and/or audio recordings • Practical task • Teacher made tests • Written work samples • Graphic organisers • Visual representations • Oral presentations • Conferences • Self-assessments and evaluations • Peer assessment • Excursions/incursions • Judging Standards Assessment pointers/work samples 	<ul style="list-style-type: none"> • Whole school reflection and evaluation processes • Performance Management • Term 2 open night • Class observations • Parent, teacher and student feedback • Reflect/evaluate PD • Provide PD to staff on art terminology/language and share lessons • Collaborative time/class for reflection and planning