



# **SOCIAL SCIENCES**

## **SCOPE AND SEQUENCE**

## Early Childhood Band of Development

### ELA 21 The student understands about Australia and Australians

**Markers of Progress:** By the end of the early childhood band of development, students have a sense of Australia’s shape and geographical diversity. They describe the location of places that are familiar to them in the local community. They know that life was different for people in the past. They know that Indigenous Australians are the first inhabitants of Australia. They recognise some differences between and similarities in the people they know.

<b>Preschool</b> Students have the opportunities to learn about:	<b>Kindergarten</b> Students have the opportunities to learn about:	<b>Year 1</b> Students have the opportunities to learn about:	<b>Year 2</b> Students have the opportunities to learn about:
<p><b>Community Self</b>                      21.EC.2 some places and landmarks in the local community</p>			<p><b>Global Self</b>                      21.EC.1 Australia as a large land mass with a variety of environments (e.g. varied landscapes, places where people live)</p> <p>21.EC.2 some places and landmarks in the local community</p> <p>21.EC.3 the meaning of names given to some familiar places (e.g. names of Canberra’s streets and suburbs)</p> <p>21.EC.4 the stories of some people and events in Australia’s past (e.g. children’s lives at different times such as during war, in the bush, before television, before colonisation, during migration, in the local area)</p> <p>21.EC.5 Indigenous people as the first Australians and aspects of Australia’s history predating British colonisation</p> <p>21.EC.6 individuals and groups in the community (e.g. through simple information texts, family histories,</p>



			<p>Dreaming stories, folk tales)</p> <p><b>21.EC.7</b> some official and unofficial symbols used to represent Australia and Australians (e.g. national flag, anthem and coat of arms, flying kangaroo, boomerang, Vegemite)</p> <p><b>21.EC.8</b> the diversity of Australians (e.g. people may look and speak differently from each other and come from a variety of backgrounds)</p> <p><b>21.EC.9</b> important days and events celebrated by their family and local community</p> <p><b>15.EC. 2</b> the cultural background of people they know in their local community</p>
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Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
			<p><b>Global Self</b></p> <p><b>21.EC.10</b> recognise Australia's shape (e.g. in images and on maps) and some of its places (e.g. relevant to students' experiences or classroom focus)</p> <p><b>21.EC.11</b> find out about people's lives in the past by asking questions of people they know (e.g. find out what their parents' lives were like when they were children)</p> <p><b>15.EC.7</b> identify aspects of cultural diversity within the community</p>



**ELA 22 The student understands and values what it means to be a citizen within a democracy**

**Markers of Progress:** By the end of the early childhood band of development, students identify their rights and responsibilities as citizens within the class and school. They know they have a right to express their views. They discuss the purpose of rules and understand there are consequences for breaking them. They take an active role in classroom and school activities and events in a responsible way. They identify the contributions of people in their school and local community and recognise leaders within those contexts. They understand that voting is a way that groups make decisions and they make some class and group decision by voting.

<b>Preschool</b> <b>Students have the opportunities to learn about:</b>	<b>Kindergarten</b> <b>Students have the opportunities to learn about:</b>	<b>Year 1</b> <b>Students have the opportunities to learn about:</b>	<b>Year 2</b> <b>Students have the opportunities to learn about:</b>
<p><b><u>Community Self</u></b>  <b>22.EC.1</b> their personal rights and responsibilities in familiar contexts</p> <p><b>22.EC.2</b> the key purpose rules have in protecting people’s rights and responsibilities (e.g. in the classroom and in the school) and in supporting the values that help communities live and work together (e.g. understanding, tolerance, respect, being included and including others)</p> <p><b>22.EC.3</b> the concept of fair and unfair rules</p> <p><b>22.EC.6</b> how and why people make decisions, and situations where people make decisions for themselves and situations where decisions are made on their behalf (e.g. class rules, are designed collaboratively, but some school rules are predetermined)</p> <p><b>22.EC.9</b> how people use narratives (e.g. Dreaming stories, fables) to teach community values and appropriate behaviours</p>	<p><b><u>Community Self</u></b>  <b>22.EC.1</b> their personal rights and responsibilities in familiar contexts</p> <p><b>22.EC.2</b> the key purpose rules have in protecting people’s rights and responsibilities (e.g. in the classroom and in the school) and in supporting the values that help communities live and work together (e.g. understanding, tolerance, respect, being included and including others)</p> <p><b>22.EC.3</b> the concept of fair and unfair rules</p> <p><b>22.EC.4</b> voting as a key method for group decision-making in a democracy</p> <p><b>22.EC.5</b> significant places where people come together to discuss issues and make decisions</p> <p><b>22.EC.6</b> how and why people make decisions, and situations where people make decisions for themselves and situations where decisions are made on their behalf (e.g. class rules, are designed collaboratively, but some</p>		



<p><b>22.EC.10</b> reasons people cooperate in groups</p>	<p>school rules are predetermined)</p> <p><b>22.EC.7</b> examples of how people work together to provide government services in familiar contexts</p> <p><b>22.EC.8</b> the contributions made in the school and local community by diverse groups (e.g. volunteers, community groups, parents, leaders, teachers and students)</p> <p><b>22.EC.9</b> how people use narratives (e.g. Dreaming stories, fables) to teach community values and appropriate behaviours</p> <p><b>22.EC.10</b> reasons people cooperate in groups</p>		
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<p><b>Preschool</b> Students have the opportunities to learn to:</p>	<p><b>Kindergarten</b> Students have the opportunities to learn to:</p>	<p><b>Year 1</b> Students have the opportunities to learn to:</p>	<p><b>Year 2</b> Students have the opportunities to learn to:</p>
<p><b>22.EC.11</b> make decisions in groups to achieve common goals (e.g. contribute to the development of class rules)</p> <p><b>22.EC.12</b> contribute to the formulation of agreed consequences for when people break rules and explore ways in which people can make amends</p> <p><b>22.EC.13</b> participate in school events that celebrate and commemorate special local, community and national days (e.g. cultural events, sporting events, Anzac Day)</p>	<p><b>22.EC.11</b> make decisions in groups to achieve common goals (e.g. contribute to the development of class rules)</p> <p><b>22.EC.12</b> contribute to the formulation of agreed consequences for when people break rules and explore ways in which people can make amends</p> <p><b>22.EC.13</b> participate in school events that celebrate and commemorate special local, community and national days (e.g. cultural events, sporting events, Anzac Day)</p>		



## ELA 23 The student understands world issues and events

**Markers of Progress:** By the end of the early childhood band of development, students recognise that important events are occurring in places that are far way from where they live. They know that the world is made of different countries, people and places. They know important events happening in the world before they were born and that some of these helped shape the world in which they live now.

Preschool Students have the opportunities to learn about:	Kindergarten Students have the opportunities to learn about:	Year 1 Students have the opportunities to learn about:	Year 2 Students have the opportunities to learn about:
		<p><b><u>Global Self</u></b></p> <p><b>23.EC.1</b> things that happen in the world beyond their local area (e.g. from the media and people they know)</p> <p><b>23.EC.2</b> past and present world events that are of interest or significance (e.g. to themselves, members of their family and their class)</p> <p><b>23.EC.3</b> the globe as a representation of the Earth and distinctive landscapes (e.g. land, masses, water)</p> <p><b>23.EC.4</b> some differences between Australia and places they talk about (e.g. climate, landscape, housing, population)</p> <p><b>23.EC.5</b> ways people live differently in different places (e.g. food, features of culture, language and religion, schooling, clothing, access to resources)</p> <p><b>23.EC.6</b> ways in which Australians, including young people, are connected to other people and places (e.g. families, travel, trade)</p>	



<b>Preschool</b> <b>Students have the opportunities to learn to:</b>	<b>Kindergarten</b> <b>Students have the opportunities to learn to:</b>	<b>Year 1</b> <b>Students have the opportunities to learn to:</b>	<b>Year 2</b> <b>Students have the opportunities to learn to:</b>
<p><b><u>Global Self</u></b>  <b>23.EC.9</b> recognise traditions, practices, customs and celebrations of the different members of their class and locate where in the world these come from</p>		<p><b>23.EC.7</b> locate places on a globe where significant issues and events are occurring</p> <p><b>23.EC.8</b> gather information about some past and present world events (e.g. from family members, media)</p> <p><b>23.EC.9</b> recognise traditions, practices, customs and celebrations of the different members of their class and locate where in the world these come from</p>	



## ELA 24 The students makes informed choices about money and finance

**Markers of Progress:** By the end of the early childhood band of development, students recognise money at least as coins and notes. They explain reasons why they need or want basic goods and services. They know that money is used to buy goods and services and that the price is the amount of money that must be paid. They understand that when they spend money they no longer have it and that they can save money. They understand the difference between giving and lending.

Preschool Students have the opportunities to learn about:	Kindergarten Students have the opportunities to learn about:	Year 1 Students have the opportunities to learn about:	Year 2 Students have the opportunities to learn about:
	<p><b>24.EC.1</b> forms of money (eg coins and notes, plastic cards)</p>	<p><b>24.EC.2</b> barter and money as ways of exchanging goods and services (eg barter as direct exchange, advantages of money as a more flexible medium of exchange)</p> <p><b>24.EC.3</b> the meaning of prices (eg the amount of money you need to buy particular goods and services)</p>	<p><b>24.EC.4</b> differences between needs and wants (eg basic human needs of food, clothing and shelter, wants such as a particular toys or games for entertainment)</p> <p><b>24.EC.5</b> the concepts of spending and saving money (eg when you spend money you don't have it anymore, saving money means delaying spending and accumulating money for future needs and wants)</p> <p><b>24.EC.6</b> the difference between giving and lending (eg situations in which each occurs and the need to be clear to avoid disputes)</p>

Preschool Students have the opportunities to learn to:	Kindergarten Students have the opportunities to learn to:	Year 1 Students have the opportunities to learn to:	Year 2 Students have the opportunities to learn to:
	<p><b>24.EC.7</b> recognise Australian coins and notes</p> <p><b>24.EC.8</b> use money to buy basic goods and services (eg identify price and money at hand, check change given)</p>	<p><b>Analytical Self</b></p> <p><b>24.EC.9</b> compare prices of similar items</p> <p><b>24.EC.10</b> order spending preferences</p>	





## Later Childhood Band of Development

### ELA 21 The student understands about Australia and Australians

**Markers of Progress:** By the end of the later childhood band of development, students know that there are dynamic relationships between people and places in Australia. They access and interpret information from a range of sources to find out things about Australia that interest them. They locate some significant landmarks, places and population centres on a map of Australia. They understand that Australia has a long Indigenous history, which extends to the present day. They describe some events and people in the past that influenced the development of Australia as a nation. They know about some of the diverse cultural groups that make up contemporary Australian society. They access and interpret information from a range of sources.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
	<p><b><u>Community Self</u></b></p> <p><b>21.LC.1</b> a range of natural environments and features in Australia, how these have shaped Australia’s settlement and development and how people have shaped these environments</p> <p><b>21.LC.2</b> significant landmarks, places and population centres in Australia</p> <p><b>21.LC.3</b> the ways Australia’s Indigenous peoples lived prior to colonisation, including distribution across Australia, diversity of cultures, languages, customs, social organisations, technologies and land uses</p> <p><b>21.LC.4</b> why Australia was colonised by Britain (eg context of colonisation, penal settlement)</p> <p><b>21.LC.5</b> aspects of Australia from colonisation to federation, including government (eg development of colonies and states, exploration and settlement, daily</p>	



	<p>lives of a variety of people, significant individuals and groups)</p> <p><b>21.LC.6</b> cultural groups within Australian communities, including some features of their histories, customs and beliefs</p> <p><b>21.LC.7</b> how cultural diversity, including Aboriginal and Torres Strait Islander cultures, have influenced national identity and community life in Australia over time</p> <p><b>21.LC.8</b> images and symbols used to represent Australians and the value they reflect (eg Australian flags and anthems, bush to beach and urban imagery)</p> <p><b>21.LC.9</b> the influences of Indigenous peoples on valuing and naming of Australian places</p>	
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<b>Year 3</b> <b>Students have the opportunities to learn to:</b>	<b>Year 4</b> <b>Students have the opportunities to learn to:</b>	<b>Year 5</b> <b>Students have the opportunities to learn to:</b>
	<p><b><u>Community Self</u></b></p> <p><b>21.LC.10</b> identify and represent key features of places in Australia on a map</p> <p><b>21.LC.11</b> interpret and construct timelines to sequence events</p> <p><b>21.LC.12</b> access and interpret information from a range of sources (eg atlases, satellite images, primary and secondary historical sources, census data, media)</p> <p><b>21.LC.13</b> explain current and past events using evidence from investigation</p>	



## Later Childhood Band of Development

### ELA 22 The student understands and values what it means to be a citizen within a democracy

**Markers of Progress:** By the end of the later childhood band of development, students identify the key features of democratic societies and know that Australia is a democracy. They understand their rights and responsibilities in a democratic society and engage with these within their school and local community. They understand the need to have rules and laws in communities and identify consequences when these are broken. They understand the role and purpose of elections, parliament and government. They recognise that they have a responsibility to be informed and active citizens of their school and local community and what this involves. They recognise leaders and leadership qualities among their class members and peers.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
		<p><b><u>Global Self</u></b></p> <p><b>22.LC.1</b> why society has laws (eg the purpose of laws within a democracy in protecting people's rights), some rules and laws which relate to children and what happens when people break laws</p> <p><b>22.LC.2</b> how the legal process plays and important role in protecting people's rights and key positions within the legal system (eg barrister, solicitor, judge)</p> <p><b>22.LC.3</b> the three levels of government in Australia (ie local, state, federal)</p> <p><b>22.LC.4</b> Australia as a democracy and the values that are fundamental to a healthy democracy (eg the rule of law, freedom of speech, freedom of religion, freedom of association)</p> <p><b>22.LC.5</b> the traditional methods of governance in Indigenous communities</p> <p><b>22.LC.6</b> the role and purpose of having a constitution, elections, parliament, government, political parties, elected representatives and civic participation</p>



		<p><b>22.LC.7</b> key civic terms used in Australia that have been inherited for other times and places (eg 'democracy', 'citizen', 'government' and 'parliament')</p> <p><b>22.LC.8</b> the concepts of community service, power and leadership, including why we have leaders, what good leaders do and the qualities of an effective leader</p> <p><b>22.LC.9</b> the right of people to be different within the rule of the law</p> <p><b>22.LC.10</b> the influence of different types of rule on people's lives (eg absolute monarchy, democracy) and that, when Austrians travel overseas, the laws of the other countries apply to them</p> <p><b>22.LC.11</b> the influence of significant individuals and events on the development of democracy in Australia (eg Henry Parkes, federation)</p> <p><b>22.LC.12</b> how shared values can help people resolve conflict or achieve a consensus between diverse views (eg understanding, tolerance, inclusion, respect)</p> <p><b>22.LC.13</b> the range of ways in which people work together to contribute to civil society</p> <p><b>22.LC.14</b> ways in which citizens are influenced by and can influence decisions, events and movements, considering relevant local, state, regional or global examples</p>
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Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
		<p><b>Global Self</b></p> <p><b>22.LC.15</b> identify and exercise personal rights and responsibilities within their school and community</p> <p><b>22.LC.16</b> participate in activities that celebrate diversity and support social cohesion (eg Harmony Day, reconciliation, racism No Way, Seniors Week)</p> <p><b>22.LC.17</b> contribute effectively to representative groups in familiar contexts (eg students</p>



		<p>representative council)</p> <p><b>22.LC.18</b> consider whether laws and likely sanctions are fair and appropriate for all people in all situations (eg whether punishment is always appropriate when a law is broken)</p> <p><b>22.LC.19</b> access and evaluate the range of media and ICT as sources of information for active, informed citizens</p>
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## Later Childhood Band of Development

### ELA 23 The student understands world issues and events

**Markers of Progress:** By the end of the later childhood band of development, students explain the significance of particular world events by identifying who was involved, what happened, where the events happened and what consequences followed. They locate key features, such as continents, cities and geographic areas, where issues and events occur. They identify connections between current world issues and events and others that have occurred in the past.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p><b>Global Self</b></p> <p><b>23.LC.1</b> significant world events and how they affect people's lives in different places (eg natural disasters, wars)</p> <p><b>23.LC.2</b> some of the links between people in Australia and other countries in the Asia-Pacific region that relate to current issues and events (eg family, social, political, economic)</p> <p><b>23.LC.3</b> how present and future global issues and events may impact on people in Australia and Asia (eg environment, health, conflict)</p> <p><b>23.LC.4</b> some of the cause of extreme poverty in the world today and the ways people support international charity organisations to provide aid</p> <p><b>23.LC.5</b> significant geographical areas (eg deserts, seas, continents) and reference points in the world (eg countries, capital cities the equator, poles)</p> <p><b>23.LC.6</b> how issues and events that are happening in the world are connected to things that happened in the past</p> <p><b>23.LC.7</b> features of cultures and societies relating to</p>		



world issues and events		
<b>23.LC.8</b> how different people can have different values and beliefs in different times and places		

Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
<u><b>Global Self</b></u> <b>23.LC.9</b> locate places and geographic features on world maps (eg the Asia-Pacific region)  <b>23.LC.10</b> ask historical questions (eg who, what, hen, where, why, how)  <b>23.LC.11</b> develop a timeline that indicates significant world events that are connected to one another  <b>23.LC.12</b> discuss and provide opinions on current and past global issues and word events, considering some different perspectives		



## Later Childhood Band of Development

### ELA 24 The student makes informed choices about money and finance

**Markers of Progress:** By the end of the later childhood band of development, students understand that money has value as a medium of exchange and recognise some of its common forms. They know that purchasing involves making choices in relation to their needs and wants, prices and value for money. They understand that saving money means forgoing spending in order to satisfy future needs and wants. They know the basic services offered by banks and how families use them to manage their finances. They understand why people raise and donate money to help others in need.

Year 3 Students have the opportunities to learn about:	Year 4 Students have the opportunities to learn about:	Year 5 Students have the opportunities to learn about:
<p><b>24.LC.1</b> common forms of money (eg coins, notes, EFTPOS, credit cards, cheques)</p> <p><b>24.LC.2</b> benefits of saving (eg storing and building wealth for future needs and wants, interest earned on deposits in savings accounts)</p> <p><b>24.LC.3</b> factors to consider when making purchasing decisions (eg needs, wants, function, cost, quality, income, savings)</p>	<p><b>24.LC.6</b> basic services offered by banks or similar financial institutions (eg savings accounts, debit and credit cards, cheque accounts, loans)</p> <p><b>24.LC.7</b> individuals and families having limited incomes and needing to plan their spending and saving</p> <p><b>24.LC.8</b> why people fundraise and donate money</p>	<p><b>Analytical Self</b> <b>24.LC.4</b> the influences of advertising and peers on purchasing choices</p> <p><b>24.LC.5</b> basic consumer rights and responsibilities (eg people have the right to receive goods that meet health and safety standards and people have the responsibility to pay on time and repay borrowings)</p>

Year 3 Students have the opportunities to learn to:	Year 4 Students have the opportunities to learn to:	Year 5 Students have the opportunities to learn to:
<p><b>Analytical Self</b> <b>24.LC.9</b> reflect on their own needs and wants in relation to spending priorities and choices (eg explore clear and not so clear differences between needs and wants, such as a need for clothing but a want for a particular brand of clothing)</p>	<p><b>Analytical Self</b> <b>24.LC.10</b> make short-term savings plans or simple budgets</p> <p><b>24.LC.13</b> explore opportunities that may contribute to income (eg class fundraising)</p>	<p><b>Analytical Self</b> <b>24.LC.11</b> compare goods and services (eg functions, features and prices) and make judgements about value for money</p> <p><b>24.LC.12</b> identify and use information on product labelling (eg amount, ingredients, health and safety information) and sales receipts (eg price charged, warranty)</p>





## Early Adolescence Band of Development

### ELA 21 The student understands about Australia and Australians

**Markers of Progress:** By the end of the early adolescence band of development, students can locate and describe key features of Australia's landscape. They explain how geographical features influence where people live and what they do. They evaluate significant events in Australian history and explain their effects. They describe the changing rights of Indigenous peoples and other social groups in Australia. They understand that people from diverse cultures and backgrounds have shaped Australia as a nation. They describe aspects of Australian identity and how this can vary according to people's experiences and perspectives.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
	<p><b>Global Self</b></p> <p><b>21.EA.1</b> characteristics that make Australia unique (e.g. landforms, basins, climate, weather, resources, vegetation, flora and fauna, natural hazards, latitude and longitude)</p> <p><b>21.EA.2</b> how the geography of Australia influences what people do to survive and prosper (e.g. where people live, the location of natural resources and the development of industries and cities)</p> <p><b>21.EA.3</b> Indigenous perspectives of colonisation and how Indigenous peoples' lives were affected (e.g. impact of disease, frontier wars, dispossession and land disputes, differing experiences in different locations, increasing government control)</p> <p><b>21.EA.4</b> past and contemporary people, movements, events and ideas, which shaped Australia as a nation with a sense of Australian identity (e.g. Federation, stories of the bush, ANZAC legend, Great Depression, sporting heroes, role of women, mateship, larrikinism, White Australia policy, migration and multiculturalism, 1967 referendum)</p>	



	<p><b>21.EA.5</b> the importance of 'country' to Australia's Aboriginal and Torres Strait Islander peoples (e.g. different ways individuals are related to the land)</p> <p><b>21.EA.6</b> the factors that can influence, change, standardise and perpetuate identity (e.g. media, stereotypes, symbols and global trends)</p> <p><b>21.EA.7</b> the values reflected in national celebrations and commemorations, what these represent to diverse people and groups and how these have changed over time (e.g. Australia Day, Anzac Day)</p> <p><b>21.EA.8</b> current issues and challenges facing the local community and Australian society.</p> <p><b>15.EA.2</b> Indigenous and other cultures represented in Australia through their arts and literature (eg visual art, dance, music, novels, plays, films, news reports, documentaries)</p> <p><b>15.EA.5</b> how a person's first language influences their pronunciation in another language</p> <p><b>15.EA.6</b> features of multicultural societies (eg a variety of cuisine, art, clothing, religion, games and social activities), benefits of multiculturalism and reasons for intercultural tensions</p>	
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<b>Year 6</b> <b>Students have the opportunities to learn to:</b>	<b>Year 7</b> <b>Students have the opportunities to learn to:</b>	<b>Year 8</b> <b>Students have the opportunities to learn to:</b>
	<p><b>Global Self</b></p> <p><b>21.EA.9</b> use geographical language, tools and conventions to interpret and create representations of Australia's physical and human geography (e.g. a variety of maps, diagrams, images and data)</p> <p><b>21.EA.10</b> sequence key historical events to create a narrative of a key period in Australian history</p> <p><b>21.EA.11</b> find out about, discuss and evaluate historical events using appropriate genres, sources and evidence</p> <p><b>21.EA.12</b> identify and suggest reasons for different</p>	



	<p>perspectives in accounts of history and contemporary society.</p> <p><b>15.EA.7</b> compare different lifestyles (eg reflect on the way food plays a part in cultural expression, explain the way different cultures place value on the number and gender of children in a family)</p> <p><b>15.EA.9</b> recognise how words from other languages are used to convey and enrich particular meanings (eg Latin terms in science, Greek terms in civics, French and Asian culinary terms)</p> <p><b>15.EA.10</b> identify commonalities with their own cultural frame of reference to enable them to enter into another's (eg personal interests, musical tastes, sport and leisure)</p>	
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## Early Adolescence Band of Development

### ELA 22 The student understands and values what it means to be a citizen within a democracy

**Markers of Progress:** By the end of the early adolescence band of development, students understand the rights and responsibilities associated with being a citizen in Australia and know about some ways they can contribute as global citizens. They identify the roles and principles of key institutions underpinning democracy in Australia and understand the role of each level of government. They understand that laws exist to protect rights and freedoms in a democracy and there are differences between democratic and non-democratic forms of government. They describe the general process of elections and how governments are formed. They know about ways that individuals, groups and organisations can influence decisions and engage in school or community activities that demonstrate this understanding.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
		<p><b><u>Global Self</u></b></p> <p><b>22.EA.1</b> the purpose of democratic civil society and the origins of law and democracy, including comparison of governments in ancient societies with contemporary Australia</p> <p><b>22.EA.2</b> features of Australia’s representative democracy, including the purpose of the Australian Constitution, the difference between parliaments and governments, elections, how governments are formed, roles of elected representatives, functions and services provided by the three levels of government and the roles of courts</p> <p><b>22.EA.3</b> how laws and courts protect democratic rights and freedoms, impact on people’s lives and change to reflect community values</p> <p><b>22.EA.4</b> key events and ideas in the development of Australian self-government and democracy (e.g. governors representing the British monarchy, representative democracy)</p> <p><b>22.EA.5</b> the values that underpin a diverse society and how these are demonstrated in the local</p>



		<p>community (e.g. care, compassion, integrity, respect, fair go, tolerance, inclusion)</p> <p><b>22.EA.6</b> the influence of international agreements on Australian law</p> <p><b>22.EA.7</b> the principles and institutions that underpin Australia's representative democracy and civil society (e.g. parliament, free and fair elections, political parties, secret ballot, head of state)</p> <p><b>22.EA.8</b> the ways in which people's attitudes and actions influence the social cohesion of a community and contribute to the achievement of a democratic civil society</p> <p><b>22.EA.9</b> the civic values, rights and responsibilities of Australian citizens</p> <p><b>22.EA.10</b> ways in which governments make decisions and how these decisions impact on people</p> <p><b>22.EA.11</b> the responsibilities of global citizenship for individuals, organisations and governments (e.g. international aid, refugees, environmental cooperation, peacekeeping)</p> <p><b>22.EA.12</b> ways in which individuals and non-government organisations can contribute to and influence representative bodies, including government</p> <p><b>22.EA.13</b> ways to become involved in, or influence, representative groups in the school or community (e.g. a campaign to raise awareness about a significant issue, elections).</p>
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Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
		<p><b>Global Self</b></p> <p><b>22.EA.14</b> investigate the contributions of people and groups who have helped achieve civil and political rights in Australia through historical and contemporary examples (e.g. Alfred Deakin, William Spence, Vida Goldstein, Pearl Gibbs)</p>



		<p><b>22.EA.15</b> compare democratic and non-democratic systems of government</p> <p><b>22.EA.16</b> express their own viewpoints on issues and contribute to class and group decision-making.</p>
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## Early Adolescence Band of Development

### ELA 23 The student understands world issues and events

**Markers of Progress:** By the end of the early adolescence band of development, students explain why significant events in the world occurred in the past and the consequences that followed. They evaluate different historical interpretations and perspectives of the same issues and events and draw conclusions about these. They recognise that major events in the world happen as a result of people’s actions and decisions. They use geographical language to locate different places on a world map.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p><b>Global Self</b></p> <p><b>23.EA.1</b> the causes and effects of significant world events and their connections to current issues</p> <p><b>23.EA.2</b> global inequalities and different life opportunities and some of their causes and effects</p> <p><b>23.EA.3</b> the role of the United Nations and international care organisations in world affairs, issues and events</p> <p><b>23.EA.4</b> how Australians are connected to other people in the Asia-Pacific region and the world (e.g. economic, political and cultural links)</p> <p><b>23.EA.5</b> the origins of conflicts around the world based on geography (e.g. availability of natural resources)</p> <p><b>23.EA.6</b> the main features of some ancient and medieval societies and their relevance for contemporary societies (e.g. ancient civilisations of Greece, Egypt, Rome or China or medieval societies of England, Europe, Asia)</p> <p><b>23.EA.7</b> the roles of women in different societies and periods of time relating to world issues or events</p>		



<p><b>23.EA.8</b> the key values of some of the major belief systems in the world (e.g. major religions, ideologies) and their relevance for contemporary issues and events.</p>		
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<p style="text-align: center;"><b>Year 6</b> Students have the opportunities to learn to:</p>	<p style="text-align: center;"><b>Year 7</b> Students have the opportunities to learn to:</p>	<p style="text-align: center;"><b>Year 8</b> Students have the opportunities to learn to:</p>
<p><b>Global Self</b></p> <p><b>23.EA.9</b> locate places on a world map where significant issues and events are occurring and identify their geographical features using geographical language (e.g. scale, grid references, legends, latitude and longitude)</p> <p><b>23.EA.10</b> use a range of historical sources to investigate world issues and events (e.g. eyewitness accounts, media, images, books, journals, newspapers, census data, artefacts)</p> <p><b>23.EA.11</b> compare and contrast representations of a current issue or event in the media</p> <p><b>23.EA.12</b> engage in ‘what if’ discussions about how an issue or event might have unfolded differently if people had chosen a different course of action.</p>		





## Early Adolescence Band of Development

### ELA 24 The student makes informed choices about money and finance

**Markers of Progress:** By the end of the early adolescence band of development, students understand the need to manage their income and spending and to develop savings plans for future purchases or events. They access and evaluate information about goods and services to justify purchasing choices. They know that financial institutions offer a range of services, either free or attracting charges. They understand that people have different forms and levels of income, spending priorities and standards of living. They recognise that government, citizens and charitable organisations have roles in supporting people in need.

Year 6 Students have the opportunities to learn about:	Year 7 Students have the opportunities to learn about:	Year 8 Students have the opportunities to learn about:
<p><b>24.EA.1</b> the benefits of personal financial planning (eg short- and long- term planning to meet needs and wants; managing income, spending and saving)</p> <p><b>24.EA.4</b> main functions and services of banks and other financial institutions</p>	<p><b>24.EA.2</b> the range of factors that affect consumer choice (eg needs and wants, income, advertising and peer influence, price and quality of products, price variation and the benefits of shopping around)</p> <p><b>24.EA.3</b> consumer rights, responsibilities and protection (eg basic elements of a contract, consequences of breach of contract, requirements to provide accurate information to consumers and sell products that meet health and safety standards, consumer protection and dispute resolution services)</p> <p><b>24.EA.5</b> obligations involved in borrowing and interest as a cost of borrowing</p>	<p><b>24.EA.6</b> the role of government in providing goods and services to meet citizens' needs, funded through taxation (eg schools and health services, consumer protection services, police, legal services, social welfare)</p> <p><b>24.EA.7</b> the role of business and industry, including banks and financial institutions, in providing goods and services which generate profits</p> <p><b>24.EA.8</b> the role of charitable organisations and volunteers in supporting people in need, and that businesses sometimes donate funds for community activities and charities</p>

Year 6 Students have the opportunities to learn to:	Year 7 Students have the opportunities to learn to:	Year 8 Students have the opportunities to learn to:
<p><b>Analytical Self</b> <b>24.EA.10</b> develop savings plans to achieve short- and long-term goals</p> <p><b>24.EA.11</b> construct, evaluate and modify simple budgets and keep financial records</p> <p><b>24.EA.12</b> consider opportunities for generating</p>	<p><b>Analytical Self</b> <b>24.EA.9</b> evaluate a range of consumer information and justify purchasing choices (eg product appraisals, advertising claims, comparative prices, value for money, warranties, additional costs and charges)</p>	



income (eg develop a plan for a fundraising activity or small business enterprise)		
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