

BOARD OF STUDIES
NEW SOUTH WALES

Human Society & Its Environment K-6

Syllabus

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Introduction

This syllabus replaces the New South Wales policy documents *Investigating Social Studies (K–6) Curriculum Policy Statement* (1982) and *General Religious and Moral Education Curriculum for Primary Schools* (1964).

Human Society and Its Environment is the key learning area in which students develop knowledge, understandings, skills, and values and attitudes about people and their social and physical environments. K–6 syllabuses are organised in broad stages that describe the sequence of learning experiences through which students will progress. The outcomes and content in this Human Society and Its Environment K–6 Syllabus are organised in four strands:

- ✿ Change and Continuity
- ✿ Cultures
- ✿ Environments
- ✿ Social Systems and Structures.

Through the learning experiences in this syllabus, students will develop knowledge and essential understandings about Australia’s history and geography, the people who live within its territory and their social, cultural, economic and political lives. They will learn about Australians, European influences, the original occupation of Australia by Aboriginal people and Australia’s shared history, Australia in the context of the Asian and Pacific regions and the world, and other cultures in the world.

The development of academic and social skills is an important aspect of learning and teaching in Human Society and Its Environment. Students will develop skills that enable them to acquire information, use an inquiry process and participate in social and civic life.

The development of values and attitudes underpins learning and teaching in Human Society and Its Environment. Values and attitudes related to social justice, intercultural understanding, ecological sustainability, democratic processes, beliefs and moral codes and lifelong learning are incorporated into the outcomes and content of this syllabus.

Moral education is incorporated through the development of values and attitudes in this syllabus. General religious education is incorporated into the syllabus to assist students to understand the role of religion and spirituality in communities and societies and in the lives of individuals. Parents need to be made aware of this component and the ways in which it is incorporated into teaching programs.

In addition to the learning experiences in this syllabus, it is recognised that school, class and community events and practices contribute to the development of knowledge and understandings, skills, and values and attitudes in Human Society and Its Environment.

The content presented in this syllabus is inclusive of all learners. It incorporates gender, Aboriginal, citizenship, multicultural, environmental, work and global perspectives, and encourages the inclusion of studies of Asia where appropriate. It also recognises the importance of concepts that will support reconciliation between Aboriginal and non-Aboriginal Australians, such as the recognition of spirituality and shared heritage.

This syllabus recognises the central place of language in shaping and defining culture and identity. Human Society and Its Environment includes the study of languages other than English, which gives students opportunities to study the world through the medium of language, learn about languages and learn to use them. All students have an opportunity to develop an awareness of languages other than English in this key learning area. Learning another language enhances students’ abilities to communicate, increases their cultural awareness and cross-cultural understanding, and assists them to develop a greater understanding of their own language and culture. Schools may choose to introduce programs in languages other than English to meet the needs of students, or to utilise available resources. Aboriginal languages should be offered in negotiation with traditional language owners.

The Board of Studies' K–6 Generic Framework for Languages (1996) and Aboriginal Languages Interim Framework K–10 (1998) are documents that support schools wishing to develop specific language programs. Schools may also wish to use the Board's K–6 syllabuses in specific languages.

This syllabus provides opportunities for literacy learning through its content. It refers to the various text types that students will create and interpret when engaged in its learning experiences.

In Human Society and Its Environment K–6, teachers will provide opportunities for students to develop broad knowledge of primary and secondary source material as well as the ability to reflect critically on the subject matter of these texts. The syllabus also provides opportunities for students to consider and investigate current and future issues, ideas, problems and trends.

The syllabus is based on a recognition that students' formative learning experiences will often involve information technology. It recognises the opportunities that students will have to acquire, interpret and create information by using computers and other technologies. Information technology enables students to locate, access, view and analyse a range of source material. In addition, it provides opportunities for students to design and create information products, and to determine the usefulness, accuracy, reliability and validity of information.

Recent developments in information technology provide unequalled opportunities for student learning in Human Society and Its Environment. Information technology enables students to learn in new and diverse ways, including through interaction with people in distant places. The world wide web, for example, enables students to engage in dialogue with students in communities that are similar or different from their own, to monitor events that are of current interest or that are directly related to learning experiences in the classroom, to access commentary on local, national and global events, and to share the design of projects with students in other places and participate in group action.

Rationale

The future wellbeing of human society and its environment depends upon the quality of people's interactions with each other and with their cultural, social and physical environments as they strive to meet each other's needs.

Human Society and Its Environment K–6 provides a knowledge base for students to gain understandings about change and continuity, cultures, environments, and social systems and structures. Students will have opportunities to learn about people and the environments with which they interact. This knowledge base provides the foundation for studies of Australian and world history and geography, for social, cultural and legal studies, for environmental and economic studies, and for citizenship education.

The subject matter selected for this syllabus forms part of the K–10 continuum for Human Society and Its Environment. The focus in the K–6 syllabus on events and people in Australia's history up until Federation, for example, provides a basis for learning about people, events and consequences until present times, which is undertaken in Years 7–10.

This key learning area provides opportunities for students to ask challenging questions, to be curious and to develop a lifelong love of learning. It focuses on developing inquiry learning skills and providing experiences that are meaningful for students, engaging them with actual people, places and issues wherever possible. It is a vehicle for conveying the excitement and diversity of human society and the environment as well as origins, developments, consequences and possibilities for the future. Through analysing information and values, students can make responsible decisions about social, economic, religious, civic and environmental issues that may affect them now or in the future.

Learning in Human Society and Its Environment can assist students to empathise with others and understand and evaluate the nature of the society to which they belong. Studies include perspectives of females and males, Aboriginal and Torres Strait Islander peoples, various cultural and socioeconomic groups, people with different religions and belief systems, and people with disabilities.

As a result of learning in Human Society and Its Environment, students should develop a sense of personal, community, national and global identity and the knowledge, skills, values and attitudes that will equip them to participate as responsible citizens in maintaining and improving the quality of their society and environment.

Learning in Human Society and Its Environment K–6 provides a base for the secondary key learning areas of Human Society and Its Environment and Languages.

Aim

The aim of Human Society and Its Environment is to develop in students the values and attitudes, skills, and knowledge and understandings that:

- enhance their sense of personal, community, national and global identity;
- enable them to participate effectively in maintaining and improving the quality of their society and environment.

Objectives

Knowledge and Understandings

By studying change and continuity, students should develop historical knowledge and understandings about their heritages and the past, and how these have influenced the present and may influence the future.

By studying cultures, students should develop knowledge and understandings about cultures in Australia and other places, their diversity and similarities and how they influence people's identities and behaviours.

By studying environments, students should develop knowledge and understandings about places, and about how people interact with their environments and make decisions that support ecological sustainability.

By studying social systems and structures, students should develop knowledge and understandings about social groups and economic, political and legal systems to understand roles, rights and responsibilities of participation within those social groups, systems and structures.

Skills

By developing skills in:

- acquiring information,
- using an inquiry process and
- social and civic participation,

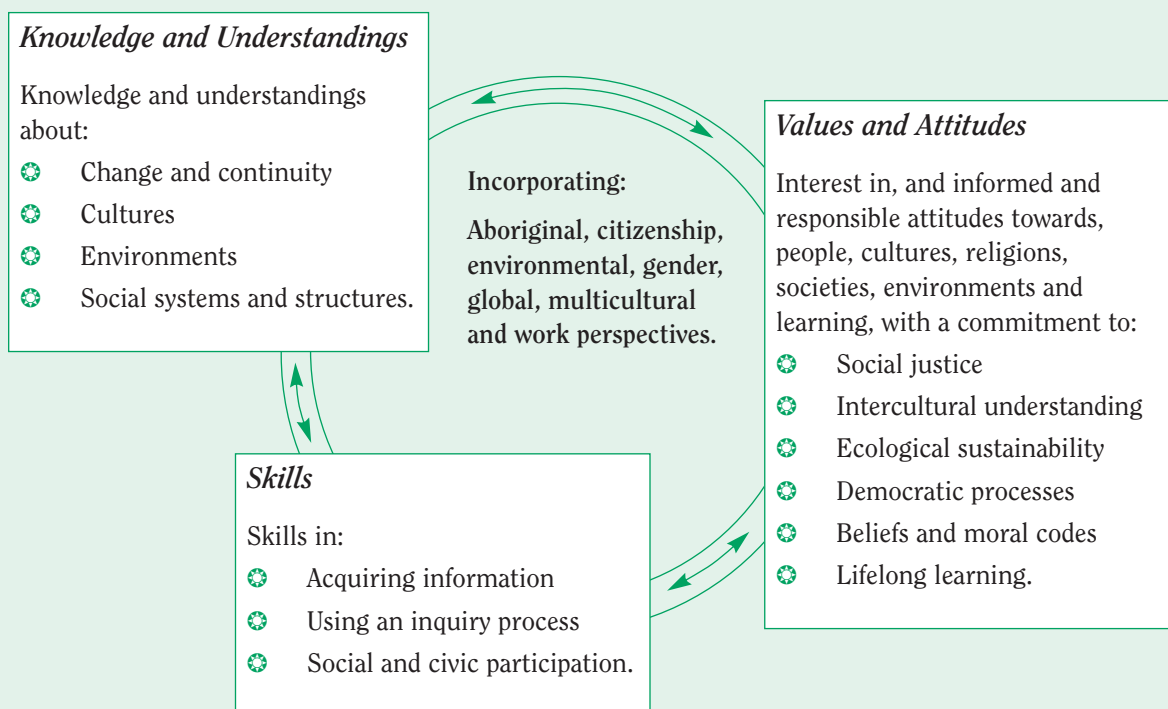
students should be able to take active, responsible and informed roles as citizens in a rapidly changing and diverse global society.

Values and Attitudes

By identifying, clarifying, analysing and evaluating their values and attitudes as well as those of others about issues and events, students should develop informed and responsible attitudes towards people, cultures, religions, societies, environments and learning.

This will enable them to contribute to intercultural understanding and the development of a democratic and socially just society in a sustainable environment.

Overview of Learning in Human Society and Its Environment



Human Society and Its Environment draws upon disciplines such as history, geography, economics, anthropology, archaeology, political science, environmental studies, Aboriginal studies, religious studies and sociology. The content in this syllabus is drawn from many sources, including recent research into historical and geographical thinking in young children and into the development of civic participation skills and citizenship ideals. The content has also been informed by exemplary current and past classroom practices used nationally and internationally, as well as theoretical perspectives.

The knowledge and understandings, skills, and values and attitudes that are embedded in the content of this syllabus are vital to **learning about** human society and the environment. Learning about their own society and environment will encourage students to accept and value cultural diversity and to value and care for environments. It will encourage students to develop and reflect on the concept of a shared history; it will also encourage an interest in, and an understanding of, the past.

Through the learning experiences in this syllabus, students will acquire a knowledge of civics, including the development of democracy and associated local, State and federal government structures and processes. They will learn about places, spaces, patterns and environments and the relationships and interactions that occur between them. They will learn about heritage — their own heritage and that of people they know, and about aspects of Australian and global heritage.

Students will learn about human society and the environment through the use and interpretation of primary and secondary source material as well as geographic tools such as maps, atlases and globes. They will communicate what they know through spoken and written texts such as observations, information reports, recounts, explanations, discussions and expositions. They will have opportunities to discuss, plan and apply knowledge. They will consider what they are learning in the context of their own lives, society, culture and environment, as well as in the context of their own time and heritage. Learning about human society and the environment will also provide scope for students to develop their own opinions, values and viewpoints, and to understand and respect the rights of others to have different opinions, values and viewpoints.

Human Society and Its Environment provides opportunities for students to learn to acquire information, to use an inquiry process and to participate in social and civic life.

Students will have opportunities to consider the past, present and future, to sequence chronologically and to consider how and why events and actions occur. They will have opportunities to explore situations from other times, developing empathy for people and groups and considering motivations for the actions taken. They will learn to use location skills such as mapping, following directions and considering relationships and patterns. Students will also learn to inquire, using skills that include initiating, identifying and gathering, analysing and organising, and synthesising and communicating — applying what they have learned and reflecting on their learning. Students will learn to study human society and the environment through the use of reference and research skills, including a range of technologies. They will use problem-solving and decision-making skills. They will learn to participate responsibly and cooperatively in group situations and will also learn when and how to take responsible social and civic action.

Knowledge and Understandings

The content in this syllabus has been organised into four interrelated strands. Collectively, they constitute the knowledge base for the key learning area. No strand of Human Society and Its Environment can be properly investigated without consideration of its connection with the other strands. It is expected that learning experiences in this key learning area should be drawn from all four strands.

Change and Continuity

Students learn that human societies and environments are affected by change and continuity. Emphasis is placed upon the importance of knowing about the past in order to understand the present and hypothesise about the future. They also learn about sites and places and the significance of these for their own and Australia's heritage.

Students learn about their historical roots, their shared history and the people, forces and events that have created present societies and cultures. They recognise their connections with the past and develop understandings and values about themselves and others and their heritages, what it means to be human and, in particular, what it means to be Australian. They learn about the history of the Aboriginal peoples and their contribution to Australia's heritage.

Cultures

In learning about cultures, students develop understandings about themselves, both as individuals and as members of groups. They identify and appreciate human similarities and differences. Understanding cultures helps students to relate to others in appropriate and socially just ways and to recognise the fact that, in democratic and culturally diverse societies, there are a variety of viewpoints that different people hold, and that these can influence behaviours.

Students learn that culture is transmitted by the shared understandings and practices of various groups based on inherent birthright, language, religion and belief systems, education, moral and ethical codes, the arts, symbolism, customs, rituals and practices such as rites of passage. Students need to understand the diverse cultures of Australia and their origins, including Aboriginal and Torres Straits Islander cultures and the shared Australian culture. They need to appreciate that cultures are dynamic and evolve over time.

Environments

The environment is the aggregate of all conditions that influence the life of an individual or population. The state of the environment ultimately determines both the quality and the survival of life. Responsible environmental management is an investment in our future.

Students learn to identify features, places, sites and environments and develop knowledge of relationships between them. Students learn to locate and represent themselves and others within environments by using a variety of location tools such as references to natural and built features, globes, maps, diagrams, and 3D representations.

By investigating components of environments, students learn about the impact of human activity and the need to protect living standards by promoting ecologically sustainable lifestyles. They learn that there needs to be a balance between protection and the use of our environment and natural resources. They learn about the need for an informed sense of responsibility for the environment, a commitment to participate in environmental management and improvement activities, and the development of personal lifestyles compatible with ecological sustainability.

Social Systems and Structures

People develop social systems and structures in order to achieve a range of purposes. Students learn about their needs and wants, and how interacting with other people in social and economic systems contributes to society. Students also develop understandings about roles, rights and responsibilities within social systems and structures.

Students explore how social systems and structures — in particular the democratic political and legal systems of Australia — are constructed to incorporate changing values and practices.

Skills

Students will develop skills in acquiring information, using an inquiry process, and social and civic participation. The development of these interconnected skills is crucial in equipping students for taking active, responsible and informed roles as citizens in a rapidly changing society.

Acquiring Information

In this rapidly changing society there has never been a greater need for students to have the skills to locate, access, manipulate, select and critically evaluate relevant sources of information. The skills developed in this key learning area will enable students to:

- ✿ read, view, write, listen to and talk about a range of subject matter;
- ✿ locate information using reference and information skills, drawing on the school library/information technology centre, maps, globes and community resources;
- ✿ select appropriate sources of information by observing, identifying, finding, arranging, tabulating, displaying, evaluating and reflecting;
- ✿ consider the usefulness, accuracy, reliability and validity of information;
- ✿ identify bias, differences between fact and opinion and omissions in information;
- ✿ consider information from a variety of perspectives;
- ✿ critically reflect on the purpose and intended audience of texts related to the subject matter;
- ✿ reflect on the existence of previous knowledge and experiences before selecting resources;
- ✿ reflect upon and evaluate the skills that they have used to acquire information;
- ✿ use a variety of sources, such as the Internet, e-mail, reference texts, artefacts, original sources, archives, computer technology, telecommunications, people and the media.

Using an Inquiry Process

The inquiry process involves students participating in meaningful research related to important social and environmental issues. Students identify issues and problems, gather relevant information and organise this information in order to solve problems and take responsible action. The skills developed in this key learning area will enable students to:

- ✿ initiate investigations by defining the purposes of the investigation, posing questions about the investigation and planning the investigation;
- ✿ identify and gather information by selecting: relevant sources of information, including people such as parents, community members, workers, experts and representatives; places such as relevant sites, local areas, local councils, State Parliament, museums, historical societies, archives and libraries; and other sources such as artefacts, telephone directories, maps, year books, information technologies, media, surveys, interviews, oral histories, and various types of factual and literary texts;
- ✿ analyse, organise and store information through a variety of methods, including graphs, maps, models, timelines, diagrams, charts, matrices, databases, family trees and flow charts;
- ✿ synthesise and communicate information gained using a range of texts and technologies, including recounts, narratives, pictures, models, timelines, graphs, diagrams, tables, databases, information reports, family trees, maps, homepages, multimedia, videos, flow charts and desktop publishing;
- ✿ apply the information gained to new or different situations and issues by identifying the implications of their learning for future action, by predicting, evaluating, suggesting, defining, deciding or problem-solving either individually or in groups, and by judging value positions;
- ✿ plan and implement action individually or in groups by identifying situations in which participation is required, by contributing to the development of a supportive group, class and school climate, and by accepting and fulfilling social and civic responsibilities within their family, school and community;
- ✿ reflect on their learning by describing the sequence of activities undertaken, describing and reviewing their inquiry process, communicating increases in knowledge and skills, and reviewing and modifying individual and group participation.

Social and Civic Participation

Skills associated with social and civic participation enable citizens to accept and fulfil their social responsibilities. The skills developed in this key learning area will enable students to:

- ✿ listen to others, respond to each other's ideas and advance their own ideas;
- ✿ participate in activities and discussions;
- ✿ work productively individually, with partners and in groups;
- ✿ cooperate and negotiate;
- ✿ participate in delegating duties, organising, planning and making decisions;
- ✿ keep informed about current and relevant social and environmental issues;
- ✿ behave as responsible and informed citizens in school, family and community contexts;
- ✿ participate in appropriate forms of individual and group action that inform, encourage or initiate operations and solve problems;
- ✿ participate in activities associated with family, school and community events;
- ✿ participate in environmental management and improvement activities;
- ✿ reflect on the impact of particular decisions and actions;
- ✿ accept specific roles and responsibilities;
- ✿ consider their own rights and the rights of others;
- ✿ acknowledge different kinds of citizenship.

Values and Attitudes

Values and attitudes govern the ways in which people interact with each other and the environment. In this syllabus the values and attitudes are embedded in the content. Students are given opportunities to identify, clarify, apply, analyse and evaluate their own values and attitudes, and those of others.

These opportunities will help to develop students as active, informed and responsible citizens who will work towards promoting a democratic and socially just society in a sustainable environment at local, national and global levels. They will also help them to develop informed and responsible attitudes towards people, societies, cultures and environments in the past, present and future.

The values and attitudes promoted in Human Society and Its Environment K–6 are:

Social Justice

- ✿ taking responsibility for one's own actions;
- ✿ showing concern for the welfare, rights and dignity of all people;
- ✿ following rules and laws that have been developed to protect the rights, property and person of others;
- ✿ recognising past inequalities and injustices;
- ✿ rejecting racism, sexism and other forms of prejudice;
- ✿ showing commitment to redressing disadvantage and changing discriminatory and violent practices.

Intercultural Understanding

- ✿ identifying and appreciating the cultural, linguistic and spiritual heritages of oneself and others;
- ✿ respecting different viewpoints, ways of living, belief systems and languages;
- ✿ empathising with people of different cultures and societies;
- ✿ recognising that cultural and religious groups may differ in their views on moral issues;
- ✿ supporting cultural diversity within a cohesive society.

Ecological Sustainability

- ✿ appreciating the environment, one's personal relationship with it and one's responsibility for its future;
- ✿ recognising the interdependence of people and the environment;
- ✿ showing commitment to ecologically sustainable development and lifestyles;
- ✿ being environmentally responsible.

Democratic Processes

- ✿ showing commitment to individual freedom and to the rights and responsibilities of participating in a democracy;
- ✿ respecting the law and legitimate and just authority;
- ✿ respecting different viewpoints and choices, and showing commitment to peaceful ways of resolving conflict;
- ✿ showing commitment to ethical behaviour and to equitable participation in decision-making;
- ✿ using democratic means to become agents of change for the improvement of society;
- ✿ participating actively and responsibly in society as individuals and members of groups.

Beliefs and Moral Codes

- appreciating and valuing human spirituality and the diversity of its expression;
- appreciating and valuing the place of religions, beliefs and moral codes in the lives of individuals and groups;
- appreciating and valuing the different spiritual and religious traditions that have provided the foundations of our society and resulted in its diverse nature;
- recognising that some behaviours are considered morally wrong and that society has developed laws and sanctions in relation to these;
- continuing to develop a personal value system and acting accordingly and responsibly.

Lifelong Learning

- being curious and ready to participate in learning about people, society and environments;
- making connections between what one knows and what one is learning;
- appreciating the importance of lifelong learning in a constantly changing world.

A stylized graphic featuring a central globe with a compass rose pattern. The globe is surrounded by several elongated, hand-drawn shapes that resemble rays of a sun or stylized leaves. The background is split into four quadrants: top-left is light green, top-right is medium green, bottom-left is light green, and bottom-right is dark green. The word "Outcomes" is written in a bold, black, sans-serif font across the center of the globe.

Outcomes

Foundation Statements

Foundation Statements set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school.

Early Stage 1

Change and Continuity * Cultures * Environments * Social Systems and Structures

Students identify personally significant events, places and people and compare these with those of their peers. They use language associated with time, change and place.

Students examine characteristics common to people, including Aboriginal peoples, describing some of the similarities and differences. They acquire information by direct observation, talking to others, and by viewing, reading and listening to texts.

Students identify and explore familiar natural and built environments, how to care for them and the activities that occur in them. They communicate knowledge and understanding orally, through writing and drawing, and by constructing models.

Students identify people's needs and explain how these are met individually and cooperatively. They explore roles, responsibilities and rules in the classroom and at home.

Stage 1

Change and Continuity * Cultures * Environments * Social Systems and Structures

Students recount important family and community traditions and practices. They sequence events in the past and explain changes in their lives, in their communities and in other communities.

Students explore the composition of a number of groups, including Aboriginal peoples, in their community and recognise that groups have specific identifying features, customs, practices, symbols, religion, language and traditions. They acquire information about their local community by direct and indirect experience and communicate with others using various forms of electronic media.

Students make comparisons between natural, heritage and built features of the local area and examine the human interaction with these features. They investigate the relationship between people and environments including the relationship between Aboriginal peoples and the land. Students use the language of location in relative terms and construct and use pictorial maps and models of familiar areas.

Students identify roles, responsibilities and rules within the family, school and community and explore their interaction. They describe how people and technologies link to produce goods and services to satisfy needs and wants.

Foundation Statements

Stage 2

Change and Continuity * Cultures * Environments * Social Systems and Structures

Students explore change in communities from different perspectives and evaluate the effects of change on individuals and groups, including Aboriginal peoples, and the environment. They understand key events related to the British colonisation of Australia and identify the changes and consequences for Aboriginal and other peoples and the continent.

Students explain how different cultures and traditions contribute to Australian and community identity. They examine a variety of local and other communities, investigating similarities and differences including ways of living, languages and belief systems.

Students identify, locate and describe natural, heritage and built features in the local area and in other parts of Australia and explain their significance and management. They locate the four compass points and other significant features on a map and develop skills to locate and evaluate information from a variety of sources.

Students examine roles, responsibilities, rights and the decision-making processes in schools and local government. They participate in the planning, implementation and evaluation of school and community programs recognising how participation in these contributes to the quality of school and community life. They examine how technologies affect the provision of goods and services, lifestyles, the environment and monetary exchange. Students use a variety of texts and media to communicate information and data.

Stage 3

Change and Continuity * Cultures * Environments * Social Systems and Structures

Students explore the principles of Australian democracy and explain its development over time. They investigate significant events in Australia's past and explain the implications for the development of Australian identity, heritage and cultural diversity. They locate information from a variety of primary and secondary sources, presenting their findings in a range of ways.

Students explain how shared culture, heritage and language, including those of Aboriginal peoples, contribute to Australian and community identity. They explore cultural diversity by examining how cultures change through interactions with other cultures and the environment.

Students analyse Australian and global environments, identifying environmental issues and problems and they explore ways in which individuals and groups can contribute to solutions for these. They investigate human interactions with environments and recognise ecologically sustainable development. Students recognise various beliefs and practices and explain how these influence interactions with environments. They sketch, label and use maps, applying appropriate conventions and terminology.

Students identify Australia's social and economic connection to the world and the rights and responsibilities of Australian and global citizens. They examine decision-making processes at state and federal levels and explain the structures, roles and responsibilities of government. They examine changes in work practices and the rights and responsibilities of producers and users of goods and services. Students apply knowledge of participatory democracy to formulate plans and create possible solutions illustrating fairness and social justice for school, local, national and global problems.

Overview of Outcomes

Outcomes

Syllabus outcomes are specific statements of the results intended by the syllabus. These outcomes are achieved as students engage with the content of the syllabus. They are arranged in stages. The outcomes are statements of the knowledge and understandings, skills, and values and attitudes expected to be gained by most students as a result of effective teaching and learning of Human Society and Its Environment K–6 by the end of each stage.

The stages of Human Society and Its Environment K–6 are as follows:

Early Stage 1	Kindergarten
Stage 1	Years 1 and 2
Stage 2	Years 3 and 4
Stage 3	Years 5 and 6.

Although most students will achieve the outcomes of each stage in the years listed above, there are some students who have learning needs which will dictate that they will be working towards outcomes at an earlier or later stage.

In this syllabus, the outcomes incorporate knowledge and understandings, skills, and values and attitudes.

A code has been applied to each of the outcomes. This does not indicate any intended sequence or hierarchy. Rather, it is a classification system that enables easy reference. The following codes are used:

CC	Change and Continuity	ES	Early Stage 1
CU	Cultures	S	Stage
EN	Environments		
SS	Social Systems and Structures		

For example, the following outcome:

ENS2.5 Describes places in the local area and other parts of Australia and explains their significance refers to an outcome from the Environment strand in Stage 2. The last number indicates that this outcome belongs to the fifth set of HSIE outcomes.

Indicators

Each outcome in this syllabus is accompanied by a set of indicators. An indicator is a statement of the behaviour that students might display as they work towards the achievement of syllabus outcomes.

The indicators included in this syllabus are examples only. They exemplify the range of observable behaviours that contribute to the achievement of outcomes, and are linked to the content. They assist teachers to monitor student progress within a stage and to make an informed judgement about the achievement of outcomes at the end of a stage. Teachers may wish to develop their own indicators or modify syllabus indicators as appropriate, as there are numerous ways that a student may demonstrate what they know and can do.

Overview of Change and Continuity Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Significant Events and People</i>	CCES1 Describes events or retells stories that demonstrate their own heritage and the heritage of others.	CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.	CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.	CCS3.1 Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.
<i>Time and Change</i>	(Outcome CCES1 also applies here.)	CCS1.2 Identifies changes and continuities in their own life and in the local community.	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.	CCS3.2 Explains the development of the principles of Australian democracy.

Overview of Cultures Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Identities</i>	CUES1 Communicates some common characteristics that all people share, as well as some of the differences.	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.	CUS3.3 Describes different cultural influences and their contribution to Australian identities.
<i>Cultural Diversity</i>	(Outcome CUES1 also applies here.)	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.

Overview of Environments Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Patterns of Place and Location</i>	ENES1 Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.	ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.	ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.
<i>Relationships with Places</i>	(Outcome ENES1 also applies here.)	ENS1.6 Demonstrates an understanding of the relationship between environments and people.	ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

Overview of Social Systems and Structures Outcomes

	Early Stage 1	Stage 1	Stage 2	Stage 3
<i>Resource Systems</i>	SSES1 Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.
<i>Roles, Rights and Responsibilities</i>	(Outcome SSES1 also applies here.)	SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.	SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

Change and Continuity Outcomes and Indicators

Early Stage 1

Stage 1

Significant Events and People

CCES1

Describes events or retells stories that demonstrate their own heritage and the heritage of others.

- *recounts events and situations involving themselves and others*
- *recalls aspects of their family heritage, including countries their relatives came from, valued family possessions and religious practices*
- *listens to and talks about stories of other families and their heritage, including countries of origin and Aboriginality*
- *links people to events in their own life, both past and present*
- *identifies and refers to relatives and people in their neighbourhood relevant to their life and their community*
- *locates items relevant to their heritage to share with the class*
- *identifies items relevant to the heritage of people from other cultures*
- *refers to current family, school, local, national and global events*
- *listens to Dreaming stories.*

CCS1.1

Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.

- *identifies and talks about the lives of people in their family and community*
- *identifies the origins of important days and events celebrated by their family and the community, eg Hanukkah, Easter, Vesak, Mothers' Day, Diwali*
- *retells the original stories associated with traditions of their family and community, including Dreaming stories, religious stories, recounts, narratives*
- *explains why a personal, family or community event is important*
- *participates in activities concerning family, school, local, national and global events*
- *recognises Aboriginal peoples as the first Australians*
- *locates some Aboriginal place names found in the local area and identifies the meanings and origins attached to them*
- *talks about the lives of people from different cultural backgrounds*
- *identifies the origins of important days and events celebrated by families in other countries, eg Childrens' Day in Japan*
- *organises and labels information about important past and present peoples.*

Stage 2

Stage 3

Significant Events and People

CCS2.1

Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

- explains why terms such as 'invasion', 'occupation', 'settlement', 'exploration' and 'discovery' reflect different perspectives on the same event
- sequences significant events related to human occupation in Australia
- demonstrates an awareness that Australia's human heritage spans many thousands of years
- describes the involvement of some people and groups from other countries in Australia's heritage, including European and Asian contact and exploration, eg the trading expeditions of the Macassans, exploration by the Dutch and Portuguese, James Cook, the British First Fleet
- identifies the consequences for all Australians of the assumption of terra nullius by the British Government
- describes some of the consequences of the British invasion for Aboriginal people, eg displacement, disease, dispossession, genocide, war
- explains the roles played by some significant people during the occupation of Australia as a penal colony by the British, eg Pemulwuy, Arabanoo, Arthur Phillip, Mary Reiby, Elizabeth Macarthur, Francis Greenway, James Ruse, Richard Johnson
- describes some of the environmental consequences of occupation in the Sydney region, eg changes in land practices
- describes some aspects of ways of life and achievements in the early colony for male and female convicts and ex-convicts, the military and their families, officials and officers, Aboriginal people, free settlers
- explains the importance of some significant places associated with British colonisation, eg Old Government House, Elizabeth Macarthur's Farm
- investigates the local area to identify the peoples who originally lived there and those who live there now
- identifies and explains why particular sites have relevance for Aboriginal people today
- selects and uses various sources for reconstructing the past, eg documents, letters, diaries, maps, oral traditions, Aboriginal paintings and rock carvings
- refers to different viewpoints and perspectives on a significant historical event
- describes some of the effects of dispossession on Aboriginal people today.

CCS3.1

Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.

- describes some aspects of colonial exploration and expansion and the impact these had on all Australians
- explains the impact of the discovery of gold on all Australians
- describes some of the consequences of colonial exploration and expansion, and the discovery of gold, for the environment
- examines viewpoints of women and of Aboriginal, Chinese and British people about the events, people and actions associated with the goldrush era in Australia
- describes ways of life associated with the goldrush era and colonial expansion from different perspectives, including those of women, children, Aboriginal people, Chinese people, miners and settlers
- describes some of the influences on changes in roles and patterns of work for men and women during colonial exploration and expansion and the goldrush era
- evaluates the significance of some Australian world achievements in the past and present, eg in medicine, sport, exploration, invention, the arts, human rights, considering unsung heroes
- refers to the motivating factors behind the achievements of some significant people, eg Caroline Chisholm, John Flynn
- identifies some links between events in the world and the arrival and plight of immigrant groups
- identifies places associated with nationally significant events and people
- identifies the origins of some events, days and actions of national significance to Australian citizenship, including Anzac Day, Australia Day, Survival Day and NAIDOC Week, and examines these events from different perspectives
- examines the impact of the stolen generations on all Australians
- researches some Australian human rights issues, past and present
- refers to the motivating factors behind the actions and achievements of significant groups.

Change and Continuity Outcomes and Indicators

Early Stage 1

Stage 1

Time and Change

(Outcome CCES1 also applies here.)

- *sequences events and stages in their own life and in the lives of others*
- *talks about then and now*
- *describes changes in their life, changes in their family and changes in other families*
- *communicates information about change*
- *reflects on events in their life and what their life could be like in the future*
- *uses everyday vocabulary associated with understanding time and change, eg before, after, then, now.*

CCS1.2

Identifies changes and continuities in their own life and in the local community.

- *describes people at different stages of their life*
- *describes and sequences stages and events in their life and in the lives of family members and reflects on the significance of these stages and events*
- *identifies ways in which previous generations in their family and community played and worked*
- *explains how different generations of people lived in the local area*
- *gathers information about the Aboriginal peoples that lived in their community*
- *compares how things were, the way they are now and how they would like them to be*
- *provides information about the ways in which families, schools and communities change to meet needs, eg changes in schooling, changes in parenting roles, the addition of ramps to public buildings, the need for new technologies*
- *links changes in their life with changes in the community, eg option of using a personal computer instead of a pencil for writing, mobile phones, changes to the road system*
- *uses historical language of time and change, eg old, new, past, future generation*
- *communicates the value of the contribution of past generations to community life*
- *communicates the value of the contribution of migrants to community life.*

Stage 2

Stage 3

Time and Change

CCS2.2

Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

- *explains why some natural and built features in the local area have heritage value*
- *demonstrates an understanding that different groups, including families, may have different points of view about changes in the community*
- *compares different versions of local history, beginning with the Aboriginal community that lives/lived in the area*
- *identifies some of the effects of change on different individuals and groups in the local area, eg leaving the farm to work in the city, changes in transport leading to changes in the community*
- *identifies the effects of change on the environment, eg changes in land use, weed infestation*
- *compares their local area history with another local area, eg a local area in Asia, rural v urban, new urban v old urban*
- *identifies continuing and changing roles, practices, traditions and customs of men and women in the community and in families*
- *collects and uses primary and secondary sources to investigate the history of their community, beginning with Aboriginal people, eg observations, photographs, oral history, life stories, written histories*
- *listens to life stories of Aboriginal people*
- *listens to life stories of people from different cultural backgrounds*
- *distinguishes between primary and secondary source material when acquiring information*
- *uses historical language when referring to source material, eg primary source, secondary source, oral history, life story*
- *identifies the contributions of some significant people and events to community heritage.*

CCS3.2

Explains the development of the principles of Australian democracy.

- *sequences some significant developments in Australian government and electoral rights from penal colony to self-governing colony to Federation*
- *gives some reasons for Federation, eg State defence concerns*
- *investigates the roles of some key figures and events that have influenced the development of democracy worldwide, eg Pericles, King John and the Magna Carta, Abraham Lincoln, Nelson Mandela, Aung San Suu Kyi*
- *describes the roles of some key figures in the development of Australian parliamentary democracy, eg Henry Parkes, Edmund Barton, George Reid, Maybanke Anderson, Peter Lalor, Alfred Deakin*
- *gives examples of ways in which democracy in Australia continues to develop, eg involvement in UN agreements such as the Rights of the Child*
- *examines issues that have influenced the development of Australian democracy, eg reconciliation, definitions of citizenship, the republican movement*
- *considers the influence of religion in the development of democracy*
- *locates examples of events and issues that have influenced democratic practices in Australia, eg 1967 referendum, Royal Commission into Aboriginal Deaths in Custody*
- *examines examples of exclusion from citizenship, both past and present, and the effect of this exclusion, including the effects of government policies on Aboriginal peoples*
- *describes the contributions of some groups, movements and policies to the development of fairness, social justice and human rights in Australia, eg anti-discrimination legislation*
- *examines instances where democratic aims have not been met*
- *researches the contribution of individuals to women's suffrage, eg Mary Lee, Maybanke Anderson, Rose Scott, Catherine Helen Spence*
- *examines Aboriginal democratic practices before British invasion.*

Cultures Outcomes and Indicators

Early Stage 1

Stage 1

Identities

CUES1

Communicates some common characteristics that all people share, as well as some of the differences.

- *talks about the characteristics that we all share, eg we all have needs, we all communicate using a language*
- *identifies and describes their own characteristics, eg likes and dislikes, physical characteristics*
- *identifies their own desires and abilities, and reasons for these*
- *compares their own characteristics with those of others*
- *recognises easily identifiable Australian symbols, eg Australian flag*
- *describes the groups that individuals belong to, eg the class, the family group, friends, Aboriginal language group*
- *talks about their own worth as an individual, eg I can use a wheelchair, I speak two languages.*

CUS1.3

Identifies customs, practices, symbols, languages and traditions of their family and other families.

- *identifies and describes the groups that individuals belong to, including family, class and school groups, sporting groups, a community, religious groups, a language group*
- *identifies the significant people they know that belong to different groups*
- *identifies events that they attend with a particular group, eg sporting, religious, hobby, leisure*
- *locates and identifies the symbols and names used by family, school and community groups, eg surname, school flags, badges, community name signs*
- *identifies the events and activities that are practised by people in another country, eg Korea, India, Japan, Sri Lanka*
- *recognises the importance of flags and other symbols to cultural identity*
- *gives information about their own family background, including the language/s spoken at home, religion/s, traditions, practices, customs, celebrations and stories*
- *explains ways in which family members learn from each other about customs and traditions, eg through recounts, songs, dances, Dreaming stories*
- *identifies characteristics that make another family different or similar to their own*
- *identifies languages spoken in the school and other communities and participates in activities that involve using a different language*
- *participates in activities that involve the communication of cultural symbols, practices and customs, eg music, song, artworks, dance*
- *identifies local Aboriginal place names and stories about the land*
- *listens to Aboriginal stories and songs and views Aboriginal artworks and dance.*

Stage 2

Stage 3

Identities

CUS2.3

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

- *identifies some of the community groups that people can belong to*
- *identifies diverse customs, practices and symbols shared by their local community and all communities within Australia*
- *examines the different perceptions that people living within a community have of that community*
- *identifies some significant customs, practices and traditions of their local community, beginning with Aboriginal people*
- *gathers information about the roles, symbols and practices of some community groups*
- *compares their own community with another Australian community*
- *listens to and retells traditional, religious and ethical stories that relate to their local community*
- *gives some reasons why their local community is different to others and why it is of value and should be respected*
- *describes some similarities and differences between communities in Australia, Asia and other places in the world*
- *identifies major community religions and places of religious significance in their communities, eg temple, church, synagogue, mosque*
- *locates and identifies evidence of the languages used in their local community, beginning with the original Aboriginal languages, eg signage, place names, sign language*
- *identifies the advantages and disadvantages of living within a community*
- *identifies the effects of living in a community on family life*
- *listens to and retells traditional, religious and ethical stories that relate to some groups in the Australian community, eg Dreaming stories.*

CUS3.3

Describes different cultural influences and their contribution to Australian identities.

- *demonstrates an understanding of different viewpoints about what is an Australian identity and gives their own impressions and point of view*
- *examines the various regional, State and national symbols and colours that are associated with Australia*
- *identifies examples of Australian culture, eg music, literature, art*
- *examines some of the cultures, ideas and traditions that have influenced Australian culture and identity, including migration, trade, religion and belief systems*
- *examines the contributions of Aboriginal people to Australian culture and identity*
- *examines the contributions of women to Australian culture and identity*
- *examines the contributions of some migrant groups to Australian culture and identity*
- *identifies origins of place names and other words and expressions used in everyday language and experiences*
- *investigates examples of global language, eg computer terminology, Esperanto, braille*
- *identifies the influences of factors such as peer pressure, popular culture, technology and media on cultural change*
- *outlines benefits of living in a culturally diverse society*
- *outlines attitudes and behaviours that contribute to social cohesion*
- *identifies some contemporary tensions that occur in a culturally diverse society*
- *examines significant current events that are affecting Australian identity, eg the republican movement, Internet developments, immigration*
- *examines different ways of being a good citizen, eg caring within an extended family, learning and practising their own culture*
- *demonstrates an understanding of nationally remembered days, eg Wattle Day, Remembrance Day, Survival Day, Arbor Day, Anzac Day.*

Cultures Outcomes and Indicators

Early Stage 1

Stage 1

Cultural Diversity

(Outcome CUES1 also applies here.)

- *compares their own characteristics with those of others in the class*
- *talks about other children in Australia and in other countries*
- *identifies languages spoken in the class and in the community, including Aboriginal languages*
- *identifies words and expressions from other languages*
- *observes and describes different forms of communication, including body language and gesture*
- *contributes to class discussions about special events and holidays important to them, including events they celebrate with their family and those they share with their class, eg Chinese New Year, Christmas, Feast of Eid, Hanukkah*
- *identifies and gathers information about aspects of the cultural backgrounds of students in the class or school.*

CUS1.4

Describes the cultural, linguistic and religious practices of their family, their community and other communities.

- *identifies cultural, spiritual and/or religious aspects of their family life*
- *identifies the family life of others in their community and in other communities in Australia*
- *identifies family life in another country, eg Japan, USA, India*
- *examines what contributes to positive relationships within families and identifies what can cause conflicts*
- *communicates an understanding of how families express their cultures through customs, celebrations, practices, symbols and traditions*
- *talks about special people associated with their family or groups they belong to, eg grandparents, priests, elders, rabbis, ancestors*
- *identifies and demonstrates similarities between ways in which people express their culture, eg celebrations usually involve music and food*
- *communicates an understanding of how people in another country express their culture by mentioning some customs, practices, symbols and traditions*
- *recognises examples of obvious racism and strategies for dealing with these.*

Stage 2

Stage 3

Cultural Diversity

CUS2.4

Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

- *describes the cultural, linguistic and religious diversity of communities in Australia*
- *gathers information and explains the various lifestyles and experiences that different groups have within communities in Australia*
- *identifies major world religions (Buddhism, Christianity, Hinduism, Islam, Judaism)*
- *examines the different viewpoints that people might have about cultural, linguistic and religious issues that arise in their local community and in other communities*
- *describes different ways in which citizens in communities can value and respect others, eg acknowledging that people have the right to hold different viewpoints*
- *examines religious groups and forms of spirituality in the community*
- *gathers information about, and participates in, local community celebrations*
- *gathers information about significant multicultural celebrations in the local community or in other communities*
- *recognises examples of systemic unfairness, eg discrimination based on race, skin colour, language, religion, gender*
- *discusses ways in which systemic unfairness can be addressed, eg anti-racism policies.*

CUS3.4

Examines how cultures change through interactions with other cultures and the environment.

- *describes the cultural diversity that exists in Australia today, including the languages spoken*
- *identifies ways in which education, religion and culture influence the viewpoints people have about their own identity in Australia*
- *examines cultures within another nation, eg Indonesia, a Pacific Rim country, USA, South Africa*
- *compares cultural change in Australia with cultural change in other nations*
- *identifies the impact that the environment can have on any culture*
- *identifies some of the influences of technology on cultural change, eg television, Internet, satellite, short-wave radio, fax*
- *examines how cultural diversity causes cultural change, including conflict situations*
- *recognises examples of stereotyping, sexism and racism*
- *explores cultural change in their country of origin or in a country of interest*
- *identifies significant sites, both past and present, and the influence these have had on Australian culture and identity, eg the Snowy Mountains Scheme, the Opera House.*

Environments Outcomes and Indicators

Early Stage 1

Stage 1

Patterns of Place and Location

ENES1

Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

- *identifies activities that occur in specific places*
- *talks about the features and location of their home*
- *matches features in photographs, pictures, books and models to those seen in their environment*
- *demonstrates an awareness of flat and sloping places*
- *uses and makes 3D models of environmental features*
- *names and talks about places and features in their home, school and immediate environment*
- *describes places that they view as special*
- *uses a variety of senses to gather information about their environment*
- *uses everyday vocabulary associated with understanding location, position and place, eg up, down, over, under, near, far*
- *demonstrates ways in which they can care for their home, classroom, school and local community*
- *demonstrates an awareness that the world extends beyond their immediate environment*
- *suggests environments that they would like to learn about.*

ENS1.5

Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.

- *examines the differences between natural and built features and places*
- *identifies similarities and differences between natural features and places in their local area and those in other areas*
- *identifies similarities and differences between built features in their immediate environment and those of other locations*
- *describes and categorises places in their local area, eg places where people work, places where people can swim, places where people live, places where people shelter, places of prayer or meditation*
- *uses a range of geographical terms to describe location and features (eg east, west, mountain, valley, hill, city) and terms for geographical tools (eg maps, globes, atlas)*
- *uses geographical tools to locate and investigate places, eg maps, globes, atlases*
- *uses geographical tools to locate and investigate a country in the world, eg in the Asia-Pacific region, Africa*
- *examines the values that people place on natural and built features and places*
- *associates geographical terms for places and features with visual images*
- *recognises the globe as a representation of Earth, differentiating between land and water*
- *makes and interprets 3D models of features and places in their local area*
- *constructs pictorial maps and uses these maps to locate real features*
- *expresses feelings for particular environments and why they have these feelings*
- *demonstrates an awareness that the features and places that are a part of their local area exist within a broader context, eg within a town/city, country*
- *recognises Aboriginal peoples' special relationship with the land.*

Stage 2

Stage 3

Patterns of Place and Location

ENS2.5

Describes places in the local area and other parts of Australia and explains their significance.

- *names and locates natural, built and heritage features in their local area and evaluates their significance*
- *locates and names the capital city of Australia and of each State, and major regional centres*
- *gives reasons why particular activities may be associated with particular natural, built and heritage features and places, eg states why the railway station is where it is*
- *compares natural and built features, sites and places in their local area with other locations in Australia or the world*
- *compares ways in which members of the community use features of the local area to meet their needs*
- *recognises the importance of some Aboriginal land and water management practices*
- *describes how people can construct and modify environments in a manner that reflects ideas, culture, needs and wants, eg designs of playgrounds, gardens*
- *uses geographical terminology to describe natural and built features in their local area*
- *locates and maps cities, rivers and mountains in New South Wales and uses locational terminology such as north, south, east, west*
- *recognises that Aboriginal nations and boundaries are a way of understanding the Australian continent*
- *identifies the location of Australia in relation to the Equator, Tropic of Cancer, Tropic of Capricorn and North and South Poles*
- *describes ways in which Aboriginal peoples have used and interacted with the environment to meet their needs*
- *gathers information about Aboriginal names for geographical features*
- *demonstrates an aesthetic awareness of environments, both natural and built*
- *explores environmental practices of other cultures, eg in the Asia-Pacific region, Africa, USA.*

ENS3.5

Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.

- *uses maps and globes to locate global and Australian reference points, eg hemispheres, political states, lines of latitude and longitude, mountains and oceans, physical and cultural regions*
- *locates patterns of movement of people, products and information, including where the goods and services they use come from, migration and travel patterns of people, ancient trade routes of Aboriginal people*
- *locates and describes patterns of human involvement in environmental areas of Australia, eg human use of rainforest areas or river systems such as the Murray-Darling Basin*
- *compares human use of an environmental area with use in another area of the world, eg cities of Sydney and Jakarta, rainforests of Queensland and Malaysia, urban and rural areas*
- *explains the effects of human changes on an environment, evaluating the positive and negative aspects of these changes*
- *explains the effects of natural changes on the environment, such as floods, earthquakes and fires, and how people respond to these changes*
- *participates in the maintenance or improvement of an environment, eg supports bush regeneration*
- *explains some ways in which Aboriginal management of environments contributes to ecological sustainability*
- *locates places on a globe that they hear about or view in written, media and electronic texts*
- *draws accurate sketch maps of a known area and includes title, key, scale and direction*
- *evaluates a variety of ways of addressing environmental problems in Australia and other countries*
- *uses geographical terminology and tools to locate and investigate environments*
- *identifies how some aspects of religious and other belief systems can affect the way in which groups interact with the environment, eg the spiritual significance of the Ganges River in India*
- *investigates an environmental issue of local, State, national, regional or global significance.*

Environments Outcomes and Indicators

Early Stage 1

Stage 1

Relationships with Places

(Outcome ENES1 also applies here.)

- *identifies ways in which they use natural and built environments for their own activities*
- *participates in activities where they can care for their home, school and local environments*
- *describes the different ways in which people care for the environment*
- *contributes to class discussions about ways of caring for natural things in their home, school or local environment*
- *gathers information about how the environment influences their health and happiness*
- *demonstrates an awareness of the relationship between features, sites and places in the context of particular natural or built environments.*

ENS1.6

Demonstrates an understanding of the relationship between environments and people.

- *identifies and labels how the elements of an environment rely on each other*
- *identifies ways in which people depend on the environment*
- *identifies ways in which people's interactions with the environment can change that environment, eg the result of blocking up a river or chopping down trees*
- *evaluates results of human change on environments relevant to them*
- *describes interactions with the environment that can affect their life or the lives of others, eg moving from the country to the city, engaging in sport and leisure, dressing appropriately, building and modifying housing, planning and constructing roads*
- *identifies ways that places in their immediate environment have changed and are continuing to change, eg erosion in the playground, new footpaths, old train station now used as a shop*
- *shows an interest in environmental issues at local, national and global levels*
- *participates in activities to clean up environments, eg Clean Up Australia Day*
- *identifies wise and unwise use of resources*
- *participates in activities that demonstrate personal and shared responsibilities about the care of environments*
- *suggests ways of caring for sites, features, places and environments to which they can contribute*
- *recognises that Aboriginal people have interacted positively with the environment for a long time*
- *recognises that people from other cultures have differing relationships with the environment*
- *demonstrates an aesthetic appreciation of the environment*
- *identifies ways in which people use technology to modify environments.*

Stage 2

Stage 3

Relationships with Places

ENS2.6

Describes people's interactions with environments and identifies responsible ways of interacting with environments.

- *identifies issues about the care of places in the community or places of importance to them*
- *identifies some organisations concerned with the care of features, places and environments in the community*
- *examines some regulations, laws and practices associated with the management and care of natural and built features and sites*
- *gives reasons why groups are associated with a feature or site, eg Streamwatch, National Trust*
- *evaluates the necessity of caring for and conserving a feature, site or place*
- *plans and implements a strategy for caring for a particular feature or site*
- *presents alternatives to, and consequences of, using features, sites and places in particular ways*
- *identifies the viewpoints of others regarding how sites, places and features can be cared for and demonstrates an appreciation of the rights of others to have these viewpoints*
- *gives reasons why a specified feature, place or site should be cared for*
- *compares uses of environments in Australia with uses outside Australia*
- *recognises that Aboriginal peoples have a special relationship with the land and sea*
- *examines the advantages and disadvantages of various land uses*
- *examines some of the practices used by Aboriginal peoples to care for land and water environments*
- *identifies processes used by people to design environments.*

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

- *examines factors that may give rise to different views about the care of places, eg economic circumstances, occupation, age, gender, interest in heritage*
- *evaluates alternative views about the use of natural and built environments, eg economic, spiritual, sentimental, historical perspectives*
- *examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments*
- *identifies the different viewpoints that may be held by groups and individuals, including Aboriginal peoples, farmers and miners, about land use*
- *identifies their own code of behaviour as it applies to their local area*
- *examines issues associated with differing values about natural and built environments, using a variety of sources, including the media*
- *expresses a personal point of view on an environmental issue and provides supporting evidence*
- *recognises that Aboriginal Dreaming stories explain the origins of features of the landscape, natural phenomena and ways of caring for the environment*
- *compares the relative costs and benefits of different technologies used to modify and create environments.*

Social Systems and Structures Outcomes and Indicators

Early Stage 1

Stage 1

Resource Systems

SSES1

Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

- *identifies their own needs and the needs of others*
- *demonstrates ways in which they can take responsibility for meeting their own needs*
- *identifies people who meet their needs and the needs of others*
- *makes connections between personal and class needs and people who meet these needs, including peers and adults in the school*
- *describes the structure of their own family*
- *talks about the origin of products used, eg milk comes from a cow or plant on a farm*
- *explains how to use money and participates in activities involving the use of money*
- *demonstrates an understanding of their own safety needs at home and at school*
- *asks questions to acquire information on a topic of interest.*

SSS1.7

Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.

- *identifies different goods and services that fulfil their needs*
- *identifies the difference between goods and services*
- *examines the impact of a system on lifestyle and on the environment, eg the transport system*
- *discusses the rights and responsibilities of operating in or using a system*
- *explains how people help them, including paid and unpaid helpers and workers, eg ambulance officer, police officer, nurse, SES volunteer, parent helper in the classroom*
- *explains how paid and unpaid work within the school and classroom helps to meet their needs, eg lunch monitor*
- *identifies the resources used by people who work and where they come from, eg source of building materials, country of origin*
- *identifies the different forms of monetary exchange, eg cash, credit card, cheque.*

Stage 2

Resource Systems

SSS2.7

Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

- *identifies the components of a system that provides goods and services and how the components need to interlink*
- *examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use, eg sewerage treatment works, postal system, electricity system*
- *examines possible consequences if a system changes in some way, eg if components are missing or break down, if technology improves*
- *explains the changes to a system over time and the advantages and disadvantages of these changes, eg shops, market gardens*
- *examines some of the goods and services provided within the community and by community organisations to meet needs, eg veterinary surgery, Community Health Service*
- *makes statements about the responsibilities of producers and consumers within systems towards people and the environment*
- *describes how changes in technology have affected lifestyles and the environment, eg media technologies*
- *identifies the different technologies involved with monetary exchange*
- *identifies some ways that religious and/or belief systems operate to satisfy needs*
- *examines the contributions made by paid and unpaid workers and voluntary organisations in the community*
- *describes some ways in which people cooperate with and depend on one another in their work*
- *describes ways in which people obtain goods and services in the local community*
- *identifies Aboriginal organisations and explains reasons for their development.*

Stage 3

SSS3.7

Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

- *gathers information about some of Australia's major exports and imports*
- *explains how global interactions need to be assessed for their global implications, eg the export of uranium*
- *describes how, and gives reasons why, Australia is interdependent with other nations, eg trade, international treaties and organisations*
- *explains the ways in which technologies and systems assist global interconnections, including global communication systems, eg computer linkages, satellites*
- *identifies human rights, when these are respected, and situations in which they are not respected, in Australia and the world*
- *describes universal human needs and the efforts of organisations in meeting these needs, eg United Nations, Red Cross*
- *examines some reasons for changes in work and industries in Australia, eg influence of technology on workplace practices*
- *identifies some organisations that support employers and workers, eg associations, federations, unions*
- *makes statements about global responsibilities, eg responsibilities of users and producers of goods and services, care of the planet, human rights*
- *identifies some organisations involved with monetary exchange, eg stock exchange, banks, credit unions*
- *describes some examples of Australia's obligations under international treaties.*

Social Systems and Structures Outcomes and Indicators

Early Stage 1

Stage 1

Roles, Rights and Responsibilities

(Outcome SSES1 also applies here.)

- *identifies their own rights, roles and responsibilities and those of others at home and in the classroom*
- *participates in activities which ensure that the classroom is a happy, healthy and safe place*
- *demonstrates an awareness of the rights of others in the classroom*
- *participates in the formation of classroom rules and routines*
- *follows class and school rules*
- *participates in activities that allow students to consider fair and unfair practices in their classroom.*

SSS1.8

Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.

- *identifies the organisation of their school community, including who works there, voluntary work undertaken, rights, roles and responsibilities, routines*
- *identifies similarities between their rights, roles and responsibilities in their family and at school*
- *explains the importance of having rules in the family, at school and in the local community*
- *provides examples of how rules can vary within different families, schools and communities*
- *participates in creating and observing rules to protect their rights and the rights of others in the class and at school*
- *explains how the roles and responsibilities of family members meet family needs and that these can differ in families*
- *examines the roles of male and female members within families*
- *identifies different family structures, including their own, and the ways in which roles and responsibilities can vary, eg single-parent, extended, blended families, families with adopted children*
- *describes their responsibilities as a family, school and community member*
- *identifies roles and responsibilities of community workers, both paid and unpaid*
- *identifies the roles and responsibilities of religious workers in the community*
- *identifies fair and unfair practices in their school and at home.*

Stage 2

Stage 3

Roles, Rights and Responsibilities

SSS2.8

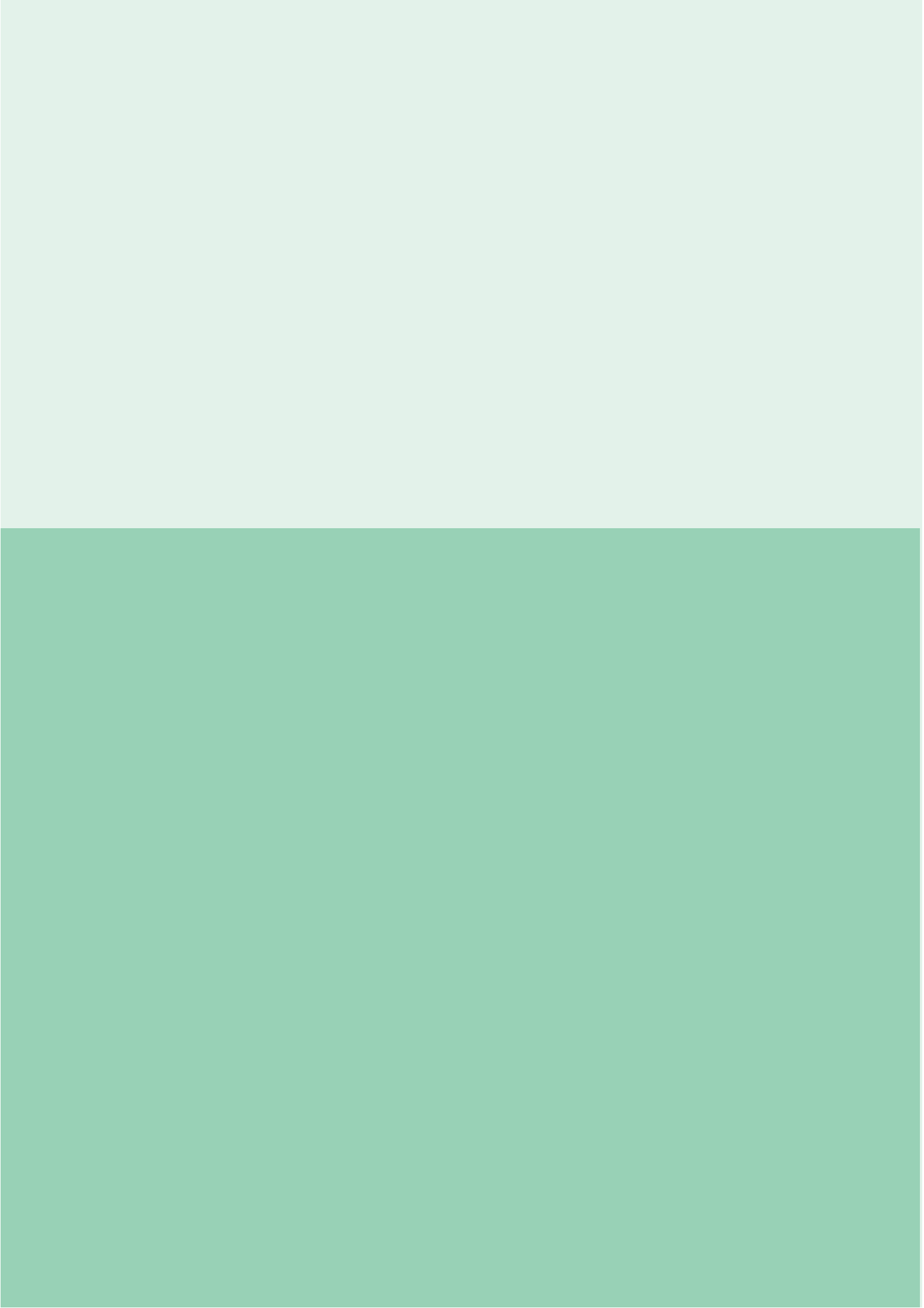
Investigates rights, responsibilities and decision-making processes in the school and community, and demonstrates how participation can contribute to the quality of their school and community life.

- *describes how decisions are made in local government and the roles and responsibilities of those involved*
- *explains the processes involved in civic action within the community*
- *identifies the contributions made by some community organisations and groups to the quality of community life, eg Apex, Country Women's Association (CWA), Rotary*
- *investigates the contribution of religious groups in their community*
- *investigates current community issues*
- *contributes to decision-making processes in the class and school*
- *investigates consumer rights and responsibilities*
- *identifies how work and leisure meet people's needs*
- *identifies racism, sexism and other forms of prejudicial behaviour and discusses more appropriate behaviour*
- *investigates some Aboriginal organisations and their contribution to community life*
- *describes how rights might conflict.*

SSS3.8

Explains the structures, roles, responsibilities and decision-making processes of State and federal governments, and explains why Australians value fairness and socially just principles.

- *outlines the broad democratic political structures and gives examples of State and federal government responsibilities*
- *researches and gives examples of how civic action has improved local, national and global communities*
- *describes the means by which citizens influence the decisions and actions of their governments, eg referendums, protest*
- *explains how laws are developed and changed*
- *demonstrates an understanding of representation and democratic processes by participating in class and school decision-making, eg contributes to the student council or school parliament as either a class representative or through a representative*
- *describes the interdependence of State and federal responsibilities*
- *discusses the responsibility of the judiciary and the executive arms of government to carry out laws passed*
- *gathers information about the rights and responsibilities of being an Australian citizen*
- *shows an interest in, and a willingness to provide opinions about, community issues*
- *describes the electoral processes used in Australia*
- *describes the contributions of some groups, movements and policies to the development of fairness and social justice in Australia, eg anti-discrimination legislation*
- *reflects on situations where majority vote or public opinion may lead to harmful consequences for social cohesion*
- *reflects on the ways in which religious beliefs affect decision-making*
- *examines instances where democratic beliefs have not been met*
- *compares Australian and other systems of government in terms of fairness and socially just principles and human rights.*





Content

Content Overview

The content is the knowledge and understandings, skills, and values and attitudes that students from Early Stage 1 to Stage 3 will be engaged in when learning in Human Society and Its Environment. A content overview is provided for each stage. The content overviews incorporate the knowledge and understandings, skills, and values and attitudes of Human Society and Its Environment.

Students should be provided with opportunities to engage in the core subject matter in order to achieve the syllabus outcomes. The overviews outline the subject matter that students will learn as well as the implications for learning and teaching. The implications for learning and teaching provide guidance for teachers in the selection of learning experiences and teaching strategies.

The support document, *Human Society and Its Environment K–6 Units of Work*, contains units that incorporate the subject matter and related implications for learning and teaching.

Early Stage 1 Content Overview – Subject Matter

Change and Continuity

<i>Significant Events and People</i>	CCES1
<i>Time and Change</i>	Describes events or retells stories that demonstrate their own heritage and the heritage of others.

Cultures

<i>Identities</i>	CUES1
<i>Cultural Diversity</i>	Communicates some common characteristics that all people share, as well as some of the differences.

Environments

<i>Patterns of Place and Location</i>	ENES1
<i>Relationships with Places</i>	Gathers information about natural and built environments and communicates some of the ways in which they interact with, and can care for, these environments.

Social Systems and Structures

<i>Resource Systems</i>	SSES1
<i>Roles, Rights and Responsibilities</i>	Identifies ways in which their own needs and the needs of others are met, individually and cooperatively.

Students in Early Stage 1 will learn about:

- events and stages in their lifetimes
- family origins, including country of origin
- people in their families, past and present
- people who have met their needs in the past
- places in their immediate environment
- changes in their lives, both past and present
- changes to people and places in their neighbourhood
- family, school, local, national and global events
- Aboriginal Dreaming stories as a reflection of the creation of Australia.

- characteristics, desires and abilities of students
- family languages
- their own class and family groups
- special events they celebrate
- easily recognisable Australian and school symbols
- groups that individuals belong to
- recognisable differences between languages spoken in their neighbourhood
- use of body language for communication
- events shared with class members and with families.

- features and places in the immediate environment
- natural and built features of their immediate environment and of areas they have visited
- experiences and interactions with their immediate environment and with areas they have visited
- features, places and environments that are clean and safe
- care of natural things in the immediate environment.

- the structure of students' families
- personal and class needs and how they are met
- the roles of people who are at school
- products that students use and where they come from
- the use of money
- roles, rights and responsibilities in the classroom and at home
- classroom rules and routines.

Early Stage 1 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Early Stage 1 will have opportunities to:

Change and Continuity

Significant Events and People

- listen to texts about change, both literary and factual
- share familiar family stories with the class, eg a grandparent's recount, a story from a country of origin
- recount and share past events in their lives that they consider to be significant
- make connections between their own memories of events and other students' recounts of the same events
- bring photographs/items from home that relate to their lives.

Time and Change

- discuss photos, paintings, drawings and pictures from the past, looking for evidence of a former time, and relate them to their own lives and experiences
- sequence photographs, drawings or pictures that show changes in people and ways of doing things, eg contributing to a jointly developed big book or electronic slide show
- present information in various ways to others about events and stages in their lives and in the lives of relatives and friends
- predict future events, eg 'I will grow taller'; 'They'll finish the house down the road'
- talk about other learning groups they have been in, eg preschool, play group.

Cultures

Identities

- learn the names of others in the class
- classify and record similar and different characteristics of students in the class
- listen to texts about the lives of other people, including children and families in other places and times
- participate in activities that encourage cultural awareness, eg learning expressions and songs in other languages
- reflect on the characteristics that they all share that illustrate their 'humanness', eg emotions and feelings, likes and dislikes.

Cultural Diversity

- learn about and share experiences of events celebrated or observed by students in the class, and classify these in some manner, eg food eaten/not eaten, clothes worn, activities done/not done
- label aspects of culture in some way, including language differences of class members and others in the neighbourhood
- acknowledge different holidays observed in Australia and overseas (eg Christmas, Anzac Day, Chinese New Year, Diwali) in some way, eg by celebrating, by observations, through artworks.

Early Stage 1

Typically, teachers of Early Stage 1 students will:

Change and Continuity

- invite guests to speak about their heritage and childhood, and to share their personal artefacts
- provide opportunities for students to share personally valued possessions from their past
- use a variety of materials and texts, including photographs, picture books and oral presentations, to provide examples of families and change
- encourage students to identify memories of their past and to recognise these as part of their heritage
- promote discussion about heritage and change using written, spoken and visual texts as a stimulus as well as using students' personal and family experiences
- utilise situations that occur to point out that change is continuous
- provide opportunities for comparisons of objects, events, people, places and ways of doing things in the past and present
- model respect for the different origins of students in the class.

Cultures

- point out that each person is an individual and also a member of different groups, including family, school, social and community groups
- provide opportunities for students to talk about the ways families do things, eg family routines, rituals, likes and dislikes
- provide situations that will emphasise positive relationships between individuals in the class, eg making friends, including others in games and play
- integrate aspects of different cultures and peoples into the classroom resources
- display examples of similarities and differences between students
- use texts and images that include children of different cultural and ethnic backgrounds without stereotyping their behaviour
- ensure that students observe positive role models of peoples from different backgrounds through sources such as photographs and videos
- provide opportunities for students to communicate their perceptions of themselves through role-play, drama, artworks, observations.

Early Stage 1 Content Overview – Implications for Learning and Teaching

STRANDS

Typically, students in Early Stage 1 will have opportunities to:

Environments

Patterns of Place and Location

- observe, locate and gather information about their immediate environment, including the home, classroom and school, through frequent contact and experience
- learn ways of distinguishing the classroom from other familiar places
- examine information about their immediate environment by viewing a variety of materials such as photographs, videos and slide shows, and by listening to guest speakers and to each other, and sharing this information
- make 3D models of familiar features and draw maps.

Relationships with Places

- listen to others' experiences of place through observations, recounts and descriptions
- discuss the use and care of school equipment and facilities, including the playground and toilets
- talk about, make decisions about, and accept and fulfil responsibilities about caring for their home, classroom and school environments
- participate in events and activities that promote environmental awareness and care for environments
- be involved in classroom projects such as recycling, re-use of water, conservation of electricity.

Social Systems and Structures

Resource Systems

- gather information about their own needs, the needs of other students, and ways in which these needs are met
- discuss the different ways that resources are organised
- listen to texts, spoken or read aloud, about people and their needs in other communities
- identify and locate classroom resources
- become aware of who is at school and what they do, including teachers, office staff, parent helpers, volunteers and others who help the school to function
- list classroom resources using different categories, eg according to function, location.

Roles, Rights and Responsibilities

- ask questions of people who work in the school about their roles and how they help
- organise resources for different activities, including collecting them beforehand, putting them away, not wasting them
- organise the waste in the classroom and decide how to recycle, what to throw away and what could be useful for others and the environment
- participate in the development of class rules
- follow class and school rules
- accept roles in classroom organisation
- participate in activities where there will be opportunities to behave responsibly, take on roles and consider the rights of others
- compare their school experience with their preschool, playgroup or home experience.

Early Stage 1

Typically, teachers of Early Stage 1 students will:

Environments

- provide opportunities for students to become more aware of, more observant in, and more responsive to their surroundings
- provide opportunities for students to have direct experiences with their immediate environment, eg classroom, school playground, local shops
- provide opportunities for students to engage with geographical tools, eg symbols and maps
- provide students with a wide range of resources that draw attention to a variety of environments and features of environments, including picture books, different styles of maps, artworks, CD-ROMs, photographs, postcards, songs, selected Internet sites and electronic books
- establish classroom routines that model concern for the classroom and school environment, eg recycling, preserving classroom resources
- guide students in their presentations of information about the environment through jointly constructing texts.

Social Systems and Structures

- encourage students to contribute to classroom resources, bringing in relevant material and being responsible for its care
- provide opportunities for students to observe and participate in role-play activities involving the use of money, eg class shop, visiting the school canteen
- provide opportunities for students to contribute to the development of class rules
- provide direct experiences for students to observe and talk to paid and unpaid workers and helpers who are relevant to their everyday life
- jointly construct written and spoken procedures about classroom routines
- draw attention to the value of cooperation, accepting responsibility for actions and sharing personal and classroom resources when appropriate
- talk to students about their own needs and wants and draw connections between these and the students' needs and wants
- provide a wide range of opportunities for students to take on varied responsibilities in the classroom
- talk to students about schools in general, in other places and times, using resources such as photographs and picture books
- point out the special characteristics of their school.

Stage 1 Content Overview – Subject Matter

Change and Continuity

<i>Significant Events and People</i>	CCS1.1 Communicates the importance of past and present people, days and events in their life, in the lives of family and community members and in other communities.
<i>Time and Change</i>	CCS1.2 Identifies changes and continuities in the local community.

Cultures

<i>Identities</i>	CUS1.3 Identifies customs, practices, symbols, languages and traditions of their family and other families.
<i>Cultural Diversity</i>	CUS1.4 Describes the cultural, linguistic and religious practices of their family, their community and other communities.

Environments

<i>Patterns of Place and Location</i>	ENS1.5 Compares and contrasts natural and built features in their local area and the ways in which people interact with these features.
<i>Relationships with Places</i>	ENS1.6 Demonstrates an understanding of the relationship between environments and people.

Social Systems and Structures

<i>Resource Systems</i>	SSS1.7 Explains how people and technologies in systems link to provide goods and services to satisfy needs and wants.
<i>Roles, Rights and Responsibilities</i>	SSS1.8 Identifies roles and responsibilities within families, schools and the local community, and determines ways in which they should interact with others.

Students in Stage 1 will learn about:

- original stories of other students, their families, their community and other communities
- origins of important days and holidays
- people who are important in the lives of students in the class
- technologies, both past and present
- days, holidays and events celebrated by students, their school, families in their community and other communities
- places in the local area associated with historical events, eg Aboriginal sites, a memorial
- changes, both past and present, caused by changing needs
- stages in a lifetime
- school, local, national and global events.

- cultural characteristics of families
- groups to which students belong, including the family
- significant people who belong to these groups
- symbols used by different groups, eg badges, flags
- similarities and differences between ways in which families express their culture, eg celebrations
- languages spoken by other groups and families
- different ways of communicating
- customs and practices important to students, including celebrations
- belief systems of groups and families in their community and in other communities
- traditional and religious stories important to students, beginning with Dreaming stories
- Aboriginal people's relationship to the land.

- the globe as a representation of Earth
- everyday words for location, position and direction, eg left, right, mountain, city
- uses of places in their local area
- natural, built and heritage features in the immediate environment and in other areas
- adaptations to environments to fulfil needs
- changes to the immediate environment as a result of meeting needs and wants
- personal and shared values and responsibilities towards features, sites, places and environments
- care of resources, including waste disposal
- Aboriginal relationship to the land and ways of caring for the land.

- types of family structures, eg extended, blended, single-parent families, families with adopted children
- function of families and family activities
- interconnections between technologies, workers, users and the environment
- personal needs and wants
- forms of monetary exchange
- systems for producing goods and services
- technology used for producing goods and services
- resources used by families and where they come from
- roles, rights and responsibilities in the family and at school
- roles and responsibilities of people who work in services in the community, both paid and unpaid
- family, school and community rules and their purposes.

Stage 1 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 1 will have opportunities to:

Change and Continuity

Significant Events and People

- examine why people, events and particular days are important to themselves, their families and their communities
- recall and relate the familiar practices, traditions and original stories associated with significant days celebrated
- engage in activities associated with current family, school and local events as well as relevant national and global events
- gather information about significant family and community events, using a variety of sources.

Time and Change

- discuss what it means to be Australian, beginning with Aboriginal heritage
- look for examples of changing technologies in their home or community and in other communities
- examine the similarities and differences between the sequence of events in their own lives and the sequences of events in the lives of others
- reflect on past events and stages in their lives and compare these with what is happening now and what they consider may happen in the future
- draw connections between changes and reasons for change in their families, school, local and other communities
- construct simple timelines of events in their own lives.

Cultures

Identities

- identify and describe groups that they belong to, including the activities they enjoy together, when they meet and who attends
- compare and contrast the groups that they belong to with groups involving other class members
- discuss the contributions that they make to the groups that they belong to
- reflect on the reasons for, and the value of, belonging to a group, including their family groups.

Cultural Diversity

- learn about families and groups from familiar and unfamiliar cultures and communities through various sources, eg literary and factual texts, e-mail, electronic books
- acquire information about other families and reflect on the similarities between their own family and other families
- learn about the Aboriginal extended family and roles, both traditional and contemporary
- become aware of cultural differences among students and their family and community groups, and between communities
- learn about, and share experiences of, events celebrated by students in the class and by students in other communities.

Stage 1

Typically, teachers of Stage 1 students will:

Change and Continuity

- encourage students to respect and value their own family and community heritage and to bring in items that demonstrate this heritage
- draw attention to the concept of ‘generations’ and explain what this means to their own heritage
- provide opportunities for students to look at family trees and simple migration patterns on maps
- collect and display evidence of local history by providing students with opportunities to listen to oral histories, to talk to local identities, and to visit local sites and museums, and by encouraging students to find objects themselves
- provide opportunities for students to share evidence of their own heritage, eg photographs, artefacts of the past, an old toy
- provide opportunities for students to interview and listen to people about life in past generations
- draw attention to the changes that have occurred to their immediate environment over time, including before and after British colonisation
- assist students to compare and contrast days and events that are significant for their families, and days that are significant for the community and people from other cultures
- encourage students to talk to their families and friends about their heritage
- draw attention to change in technologies over time, eg ways of obtaining food.

Cultures

- point out the variety of groups to which students can belong and the symbols, languages, customs, practices and traditions that characterise these groups
- use a variety of resources to explore the various compositions of families, being mindful of cultural and religious stereotyping
- provide situations for students to develop an awareness of different cultural, linguistic and spiritual characteristics of families
- draw attention to the similarities between families, including the ways that families celebrate, eg celebrations usually include music, food
- describe the ways that family members learn from each other about customs, practices and traditions through instruction and modelling, eg bedtime rituals, songs, dances
- describe how students may identify a person as a family member because of the person’s role or importance in the student’s life
- point out that diversity is important and that we value difference, and provide opportunities to consider negative attitudes towards diversity, including racism, stereotyping and discrimination
- jointly construct word banks of key words relating to celebrations for use by students when acquiring information.

Stage 1 Content Overview – Implications for Learning and Teaching

STRANDS

Typically, students in Stage 1 will have opportunities to:

Environments

Patterns of Place and Location

- observe and gather information about the local area
- use simple maps and directories to locate places and follow routes in their local area
- develop early mapping skills, using globes and maps to identify Australia and compare its size, shape and features with those of another country or island
- investigate and give simple explanations about natural and built environments in their local area, and compare and contrast these environments with other environments.

Relationships with Places

- express feelings and values about places that they and others feel are important
- investigate ways in which their lives are dependent on the natural environment (eg food, weather) and the built environment (eg transport, housing)
- investigate ways in which people alter their environment to fulfil their needs, eg air/noise insulation for a house, handrails
- reflect on environmental changes that have occurred, talk about future consequences and jointly plan possible responsible action (if appropriate)
- read, view and listen to texts about caring for environments, both natural and built
- participate in activities to maintain and improve the school environment
- accept and fulfil responsibilities towards the class and school environment
- reflect on responsibilities that people have for environmental change, both negative and positive
- draw and label aspects of the local area
- participate in events and activities to promote environmental awareness and care
- participate in environmentally responsible school activities such as energy conservation, waste minimalisation, recycling.

Social Systems and Structures

Resource Systems

- make connections between their needs and wants for goods and services and how these needs and wants are satisfied, eg food needs are supplied by farms and supermarkets, safety needs are provided by public services
- investigate different ways of acquiring and receiving money
- investigate human and environmental responses to systems of goods and services, eg changes to lifestyle if water is connected to a family home, environmental effects of building a dam
- examine the structure and functions of their families, comparing and contrasting their families with others.

Roles, Rights and Responsibilities

- list the people who help them in the community and describe what they do, the equipment they use and typical situations in which they perform their roles
- respect the process of rule-making and rule enforcement
- explore the nature of paid and unpaid work, considering why people do voluntary work and the meaning of service
- learn and be responsible about using a range of systems within the school such as the recycling of paper and the borrowing of library books.

Stage 1

Typically, teachers of Stage 1 students will:

Environments

- provide opportunities for students to have frequent direct experiences with their local area, to make careful observations and to record their observations accurately
- use a variety of resources (eg maps, globes, photographs, models, atlases, CD-ROMs, selected Internet sites) to model the use of geographical terms
- model the use of maps for locating information, finding routes and depicting position, land and ocean
- model and encourage the use of geographical language, eg 'It's near the showground at North Lismore', 'I'm going to the south coast for my holiday'
- point out how environmental changes can affect their lives and the lives of others, eg floods, bushfires, storms
- encourage an interest in environmental issues
- provide opportunities for students to find out about possible solutions to environmental problems by exploring source material, eg select texts dealing with environmental issues, organise guest speakers from the local council
- highlight the dependence of people on elements of the environment (eg the provision of shelter, food, water) and also the responsibility of humans to value this interdependence and consider ways of protecting these elements
- model the use of maps and globes to locate Australia and other countries or islands.

Social Systems and Structures

- link resources that students use in their everyday life with the systems that provide these resources, eg the delivery of mail, canteen lunches, e-mail
- provide some direct observational experiences for students to explore these systems, eg excursion to the supermarket
- point out the consequences of the use of various goods and services
- share texts that focus on community service activities and roles, eg garbage collection, community nursing
- involve students in rule-making in the classroom
- point out the necessity of obeying rules that others have made, eg traffic rules, school rules
- encourage acceptance of different family structures and values.

Stage 2 Content Overview – Subject Matter

Change and Continuity

<i>Significant Events and People</i>	CCS2.1 Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.
<i>Time and Change</i>	CCS2.2 Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

Cultures

<i>Identities</i>	CUS2.3 Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.
<i>Cultural Diversity</i>	CUS2.4 Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

Environments

<i>Patterns of Place and Location</i>	ENS2.5 Describes places in the local area and other parts of Australia and explains their significance.
<i>Relationships with Places</i>	ENS2.6 Describes people's interactions with environments and identifies responsible ways of interacting with environments.

Social Systems and Structures

<i>Resource Systems</i>	SSS2.7 Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.
<i>Roles, Rights and Responsibilities</i>	SSS2.8 Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.

Students in Stage 2 will learn about:

- the voyage of James Cook in relation to colonisation and world exploration at the time
- the establishment of a British colony — aspects of life, significant people including Arthur Phillip, achievements, events and places
- Aboriginal resistance to the establishment of a British colony — significant people including Pemulwuy, achievements, events and places
- changes to people and places in the Sydney region as a result of British colonisation
- the contribution of people and groups from other countries to Australian heritage
- the contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries
- differing viewpoints on community heritage
- causes and effects of change in the local community and other communities
- continuing and changing roles, traditions, practices and customs in the local community
- family, school, local, national and global events and issues.

- origins and backgrounds of people in the local community
- the original inhabitants of the local community area
- the diversity of groups within and between communities
- easily recognisable symbols used by the local community, eg coats of arms
- languages spoken within communities, including the original Aboriginal languages spoken in the local community area
- places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land
- traditional and religious stories about significant people and entities of major world religions
- major customs and celebrations of religious and other community groups.

- geographical terminology, eg north/south/east/west, Equator, Tropic of Cancer, Tropic of Capricorn, North/South Pole
- significant natural, heritage and built features in the local area, New South Wales and Australia, and their uses
- the location of major cities, rivers and mountains in New South Wales and the capital cities in Australia
- local and other Australian communities
- environmental changes
- groups associated with places and features, including Aboriginal people
- management and care of features, sites, places and environments.

- services and contributions made by community organisations and groups
- local government structure and processes
- consumer and producer rights and responsibilities
- use of technology in monetary exchange
- roles and responsibilities of citizens in local government
- class and school decision-making
- conflict resolution within the classroom and the school
- goods, services and facilities in communities
- changes in technologies in community organisations and systems, and effects on lifestyles and environments
- contributions of paid and unpaid workers and voluntary organisations in the community.

Stage 2 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 2 will have opportunities to:

Change and Continuity

Significant Events and People

- examine the voyage of James Cook in relation to colonisation and world exploration at the time
- evaluate points of view about the consequences of British colonisation for people, groups and the environment, and formulate their own informed opinions
- consider how people they are learning about might feel/have felt by participating in activities such as research and drama
- ask questions and extract required details when searching a variety of information sources, such as library databases and CD-ROMs, for details about the lives of people in the Sydney region.

Time and Change

- complete case studies of different people in the Sydney region following the arrival of the British in 1788, eg a local Aboriginal person, soldier, convict, ex-convict, official
- engage in discussions about current local, national and world events and issues
- investigate aspects and versions of local history, eg Aboriginal traditions, transport, housing, education, work, women, arrival of different cultural groups and the effects of change in the area.

Cultures

Identities

- collect information about their school and local community by direct and indirect experiences, including interviewing members of the community
- observe life in the community, looking for shared and diverse characteristics such as languages, spiritual beliefs, religions, traditions, customs and symbols
- reflect on the contributions made by individuals, families and other groups in the community, eg volunteers, Rotary, St Vincent de Paul, State Emergency Service
- discuss who is seen to be valued in their community and why
- describe the lifestyle and experiences that relate to their own cultural, linguistic and belief systems and compare these with those of other groups
- identify the characteristics they have that make them a part of their own cultural or religious group.

Cultural Diversity

- participate in activities that encourage positive relationships with members of their school (eg peer support program) and their local community (eg Clean Up Australia, local celebrations)
- make informed judgements about who and what they value in their community and present these judgements in various ways, including in written and spoken texts such as discussions and expositions
- consider examples where individuals and groups are treated unfairly, eg discrimination based on race, skin colour, language, religious belief, gender.

Stage 2

Typically, teachers of Stage 2 students will:

Change and Continuity

- provide opportunities for students to use primary and secondary source material such as letters, diaries and other texts that depict a variety of perspectives on early British occupation, encouraging students to discuss different interpretations and to distinguish between fact and opinion
- point out other reasons for the establishment of a settlement in Australia besides as a penal settlement, eg defence and economic reasons
- draw attention to the activities of Aboriginal people during the British colonisation of Australia, eg guiding and providing information
- provide opportunities for students to map human occupation of Australia before and after the arrival of the First Fleet, eg Aboriginal nations/language groups, penal colonies
- design activities in which students can interpret and organise information chronologically, eg read and construct timelines, literary recounts
- provide various sources to investigate local history, eg interviews with long-term residents, maps, photographs, oral recounts, visit to local cemetery, letters and other historical documents
- point out signs and places named after significant people in the community and provide opportunities to find out who they were and why they are valued
- provide opportunities for students to investigate work traditionally done by men and women and changes in these traditions.

Cultures

- point out the causes and effects of discrimination on particular groups, including Aboriginal people, women and the impaired/disabled
- encourage solutions to community problems such as discrimination
- point out the advantages, as well as the responsibilities, of living in a multicultural country and seeing things from other points of view
- use a variety of resources, including visual and written texts (both paper-based and electronic), to explore diversity within and across schools and other communities
- emphasise the need for establishing and maintaining communication between groups in a community and explore a variety of ways to do this, eg visits to other schools, e-mailing between schools, bulletin boards, electronic bulletin boards
- design activities that will emphasise the value of diversity within a community
- provide opportunities for students to acquire information about significant people and entities of major world religions (Buddhism, Christianity, Hinduism, Islam, Judaism)
- provide opportunities for students to investigate the types of work done by men and women
- ensure that students acknowledge the value of heritage sites and understand why they are valued
- provide opportunities for students to identify situations and policies where individuals and groups are/have been treated unfairly
- provide opportunities for students to gather and compare information about their own community and another community in Australia, eg a culturally diverse community, a farming community, a coastal community.

Stage 2 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 2 will have opportunities to:

Environments

Patterns of Place and Location

- investigate and describe natural, heritage and built features in their community using direct experiences such as excursions and indirect experiences such as video and CD-ROM
- give their opinion of how and why they value features in their community, through spoken and written discussion
- compare the features of their own community with those of other communities by using source material such as written and visual texts and bookmarked sites on the Internet
- locate and map their local area with reference to New South Wales, Australia and the world, using maps and globes.

Relationships with Places

- evaluate current uses of their local environment and consider possible future uses and issues
- investigate and evaluate why particular natural and built features in Australia are significant, considering different points of view
- evaluate management plans and examine possible strategies for alternative plans for key features or sites in Australia
- acquire information and express views about Australian, Asian and global environmental issues
- participate in events and activities to promote environmental awareness and care
- participate in school and community activities and schemes such as recycling, composting, energy-saving schemes, animal habitat creation and 'watch' programs, eg Streamwatch, Frogwatch.

Social Systems and Structures

Resource Systems

- use flow charts and diagrams to demonstrate connections between elements of systems that provide goods and services and explore consequences when elements change, eg farm → market → supermarket → home and the consequences if the supermarket negotiates directly with the farm
- evaluate systems in their community that have been designed to meet community needs, eg transport, recycling, mail
- examine the contribution of paid and unpaid services in the community to community life, eg district nurse, local school working bees
- consider their responsibilities within and towards a community system of goods and services, eg suggesting improvements, raising awareness
- be aware of and reflect on changes to the provision of goods and services, eg Internet provision of news as opposed to radio, newspapers and television
- investigate current community issues and link these issues to people and procedures in local government, eg use of the local park and the local council's environment officer.

Roles, Rights and Responsibilities

- identify similarities between constitutions of various community clubs and organisations, eg local cricket club, school parent organisation, NSW Aboriginal Education Consultative Group (AECG)
- explore avenues, both formal and informal, for improving community life, including through local government agencies and procedures.

Stage 2

Typically, teachers of Stage 2 students will:

Environments

- provide opportunities for students to compare contrasting communities within Australia and in other countries, eg urban and rural communities
- use geographical terminology to describe the location and position of places, eg north/south/east/west, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle
- encourage students to use a variety of primary and secondary sources to explore their community and thoughtfully analyse their observations, eg maps, brochures, observations, selected sites on the Internet, oral stories, the Dreaming
- invite speakers who can talk about features in their community and why these features are valued
- discuss with students the impact of present and potential environmental problems
- help students to formulate action plans for care of features and places in their community and to carry them out where appropriate
- contact a local Aboriginal group, Aboriginal Land Council or field studies centre to find out about Aboriginal land management practices
- provide examples of possible conflicts associated with land management practices.

Social Systems and Structures

- provide students with opportunities to obtain information about different kinds of community organisations and systems that provide for needs and wants, pointing out the importance of both paid and unpaid workers in the community
- draw connections between community needs and concepts of paid and unpaid work and leisure
- discuss technological changes and provide opportunities for students to evaluate the positive and negative aspects of these changes
- provide opportunities for students to see how global communication methods have evolved and provide first-hand experiences of modern methods, eg postal services, telephone system, television networks, communication networks (Internet), electronic banking, home shopping, working from home
- encourage students to become involved in school and community issues
- encourage responsible attitudes towards civic action, stressing the responsibility of all citizens to contribute to their community
- provide opportunities for students to gain an understanding of the importance of local government in their everyday lives.

Stage 3 Content Overview – Subject Matter

Change and Continuity

<i>Significant Events and People</i>	CCS3.1 Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.
<i>Time and Change</i>	CCS3.2 Explains the development of the principles of Australian democracy.

Cultures

<i>Identities</i>	CUS3.3 Describes different cultural influences and their contribution to Australian identities.
<i>Cultural Diversity</i>	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.

Environments

<i>Patterns of Place and Location</i>	ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.
<i>Relationships with Places</i>	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

Social Systems and Structures

<i>Resource Systems</i>	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.
<i>Roles, Rights and Responsibilities</i>	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

Students in Stage 3 will learn about:

- key figures and events that have influenced the development of democracy worldwide
 - key figures, events and issues in the development of Australian democracy, including Sir Henry Parkes, the 1967 referendum and the republican movement
 - significant events that have shaped Australia's identity, including the discovery of gold, and colonial exploration and expansion
 - world achievements by Australians, past and present
 - Australian human rights issues, past and present, including the impact of the stolen generations
 - origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and Remembrance Day
 - Aboriginal democratic practices before British colonisation
 - family, school, local, national and global events, issues, problems and trends.
- cultural influences and other factors affecting identity, eg peer pressure, popular culture
 - the cultural diversity of Australia and other nations
 - national symbols (eg national anthem, flags, coat of arms), national culture represented by ballads, songs and colours, and significant sites (eg the Opera House, Uluru, the Snowy Mountains Scheme)
 - the influence of current events
 - origins of place names and other words and expressions
 - colloquial words associated with cultural influences
 - varieties of global communication
 - traditions, belief systems and practices of Australians, including celebrations
 - traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia-Pacific region
 - nationally remembered days, eg Wattle Day, NAIDOC Day.
- physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities
 - geographical terminology, eg latitude, longitude
 - communities, regions and environments in Australia and in the world
 - patterns of human involvement and use of environments, eg Aboriginal land management practices
 - effects of human and natural changes on environments
 - ecologically sustainable development of environments
 - different perspectives about the maintenance and improvement of environments
 - selected natural or built heritage sites in the world, through case studies
 - explanations of natural phenomena and the environment in Aboriginal Dreaming stories.
- global interconnections and interdependence, eg communications, trade, international human rights agreements and organisations
 - organisations involved with monetary exchange
 - major Australian exports and imports
 - changes in work practices and industry in Australia, eg the impact of technology
 - rights and responsibilities of Australian citizenship and global citizenship
 - rights and responsibilities of users and producers of goods and services globally
 - organisations that support employers and workers, eg associations, federations, unions
 - State and federal government structures and the relationships between them
 - processes by which laws are made and changed in State and federal governments
 - electoral processes
 - community, school and class decision-making and democratic processes
 - contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia.

Stage 3 Content Overview — Implications for Learning and Teaching

STRANDS

Typically, students in Stage 3 will have opportunities to:

Change and Continuity

Significant Events and People

- critically investigate the contributions of events and people of significance to Australian heritage using a variety of primary and secondary sources, such as video, photographs, recounts (autobiographies, biographies), CD-ROMs and Internet sites
- examine different viewpoints about significant events and issues (eg land rights, Australia Day/Survival Day), and demonstrate these viewpoints through debates, discussions and expositions
- investigate and report on the discovery of gold in Australia and the consequences of the discovery, including the effect on colonisation, the environment, the development of government structures and the cultural composition of Australia (eg through oral presentations, information reports, multimedia presentations such as slide shows).

Time and Change

- identify the development of the rights and responsibilities of being an Australian citizen
- explore changes in the roles of men, women and children over time
- investigate colonial exploration and expansion in various parts of Australia and evaluate the consequences
- develop an understanding of democracy as a form of government in which political control is exercised by all the people, either directly or through their elected representatives
- discuss connections between democracy and the Australian Constitution
- appreciate the strengths and acknowledge the weaknesses of Australia's democracy
- critically discuss and provide opinions on local, national and global issues, problems and trends
- present information and demonstrate their understandings in various ways, eg role-play, information reports, oral presentations
- construct sequences of events and periods using timelines.

Cultures

Identities

- investigate the ways in which people express their identity through clothes, language or cultural activities
- investigate Australian characteristics, features and symbols that have been recognised both nationally and internationally
- examine life in Australia for particular groups, eg refugees, Aboriginal people, religious groups, ethnic groups
- discuss, acquire information, form judgements and express points of view about issues and influences in Australia
- investigate characteristics of various cultural groupings, eg language, sport, recreation, traditions, celebrations, religion, kinship systems, clothing, music.

Cultural Diversity

- use a variety of source material such as books, Internet sites and videos to investigate a nation in the Asia-Pacific region, comparing its traditions, belief systems and practices with those in Australia
- investigate the cultural changes that they and their families experience in Australia and globally
- explore global issues such as interdependence
- make connections between Aboriginal peoples today, the importance of the land and the impact of changes brought about in the last 200 years.

Stage 3

Typically, teachers of Stage 3 students will:

Change and Continuity

- model how to interpret information, detecting omissions, bias and stereotyping, discerning fact from opinion, identifying cause and effect, and viewpoints
- encourage respect for the right to present alternative points of view on significant issues
- encourage an understanding of Australian heritage, including that it may date back to the first human occupation
- encourage discussion on fundamental Australian ideals such as freedom of political belief, religion, speech, freedom from racial persecution
- encourage students to investigate where fundamental Australian democratic ideals originated and how these are reflected in the Australian Constitution and the Australian parliamentary system, eg Greek states, Magna Carta, British parliamentary system, American federal system
- encourage students to consider instances when these democratic ideals have not been met, eg White Australia Policy (policy); Royal Commission into Aboriginal Deaths in Custody (practices)
- provide opportunities for students to consider how future generations might think about particular issues and events, including the republican movement
- point out the significance of the 1967 referendum for Aboriginal people and for all Australians
- provide opportunities to discuss important issues that affect all Australians, including the journey to reconciliation between Aboriginal and non-Aboriginal people
- discuss sensitive issues such as the stolen generations with Aboriginal communities and parents before dealing with them in class.

Cultures

- select resources that represent a variety of cultural groups and provide different viewpoints, including first-hand experiences of a particular culture
- design activities where students have opportunities to investigate evidence of the cultural influences in Australia today, eg origins of symbols, migration
- point out and illustrate the cultural diversity of Australia as a whole, as well as within different cultural groups
- select examples of cultural change in Australia and discuss how cultural change occurs
- provide opportunities for students to predict possible cultural changes and influences on Australia as a nation in the future
- provide opportunities for students to compare the cultural diversity of Australia with that of other nations
- provide opportunities for students to talk about 'Australian icons' and what this term means
- point out the effects of dispossession on Aboriginal people today.

Stage 3 Content Overview – Implications for Learning and Teaching

STRANDS

Typically, students in Stage 3 will have opportunities to:

Environments

Patterns of Place and Location

- investigate some environments in Australia, eg geographic areas such as deserts, Aboriginal nations
- compare environmental patterns in Australia, Asia and the world
- locate features on world maps, including political boundaries, latitude and longitude, major cities
- explore changes that occur in environmental areas, incorporating a case study.

Relationships with Places

- clarify and reflect on various perspectives about environmental use, including negative aspects, eg loss of rainforest trees in Sarawak due to logging
- gather information about the need for ecologically sustainable development and lifestyles
- participate in activities that contribute to environmental sustainability
- investigate the effects of increasing greenhouse gases and climate change on the earth
- clarify and discuss the responsibility of all Australians towards the conservation of environments
- investigate the diminishing diversity of animal and plant species
- participate in school-based activities such as the auditing of school resource use, purchasing of environmentally responsible products, and work with community groups in programs such as Landcare and Streamwatch.

Social Systems and Structures

Resource Systems

- investigate national and global organisations involved in monetary exchange
- investigate some case studies of Australia's global interdependence, including some indications of our export and import industries, eg tourism
- acquire information about the needs of other areas of the world and about how Australia can assist.

Roles, Rights and Responsibilities

- discuss and draw conclusions about the criteria for exemplary global interaction
- investigate the people and processes involved in legislative, executive and judicial functions of State and federal governments
- become involved in classroom and school activities that use democratic processes, eg class parliament
- identify, through a variety of media, situations where civic action has led to the improvement of community living, eg parents' agitation for a pedestrian overpass, worldwide protest against nuclear testing in the Pacific
- accept responsibility for being involved in their community.

Stage 3

Typically, teachers of Stage 3 students will:

Environments

- provide examples of various maps and globes, including computer maps, as a resource for investigation
- use geographical terminology to describe the location and position of places, eg latitude, longitude, northern hemisphere
- demonstrate the importance of accuracy in mapping exercises
- draw attention to the reciprocal impact of culture and environment
- draw attention to, and develop students' respect for, differing viewpoints on the use of natural and built environments
- provide opportunities to explore the view that people are a major cause of the breaking of food chains
- provide opportunities for students to evaluate possible resolutions to environmental issues.

Social Systems and Structures

- develop case studies of import/export trade that include instances of technologies that assist global interconnections
- encourage students to appreciate that their actions affect others and reinforce the notion of accepting responsibility for their actions
- discuss with students some international treaties and organisations that encourage interdependence
- encourage students to become involved in, and make contributions to, the school and local communities
- refer to the purpose and structure of organisations that support employers and workers, eg associations, federations, unions
- provide a variety of resources to enable students to understand the workings of both State and Federal Parliament, linking this knowledge to their own lives
- draw attention to the meanings of terms such as 'discrimination', 'equality' and 'fairness', and provide opportunities to consider these terms in relation to possible conflicts and solutions
- draw attention to global and Australian human rights issues, how they are addressed and when there are abuses of human rights
- encourage discussion about majority vote and public opinion
- provide opportunities for students to explore covert examples of racism, their causes, and strategies for addressing them
- provide opportunities for students to show concern for the welfare, rights and dignity of all people by contributing to school-based activities and the work of community organisations, eg visiting nursing homes, raising funds for famine relief.

Beyond Stage 3 Content Overview: Implications for Learning and Teaching

Typically, students working beyond Stage 3 will have opportunities to:

Change and Continuity

- ✿ undertake in-depth case studies of historical issues of interest
- ✿ explore Australia's involvement in international human rights institutions
- ✿ investigate the differing viewpoints on the issues surrounding the republican movement
- ✿ undertake case studies of instances where social, political or economic change has been brought about through struggle and agitation.

Cultures

- ✿ investigate cultural change in a variety of communities outside Australia and compare this with cultural change within Australia
- ✿ undertake in-depth case studies of cultural change within their community
- ✿ investigate expressions of Australian culture through one or more artforms, eg dance, drama, music, visual arts.

Environment

- ✿ locate and investigate patterns of movement of people, eg migration, travel/tourism, work
- ✿ research the global nature of particular products and services, tracing sources and markets
- ✿ compile a multimedia file on an environmental issue.

Social Systems and Structures

- ✿ compare different forms of rule/governance currently practised in the world, eg monarchism, socialism, military rule
- ✿ undertake in-depth investigation of a current political issue, compiling a file on the various viewpoints on the issue, including the media's treatment and focus
- ✿ investigate a particular product or service developed in Australia, exploring its use within Australia and overseas.

Scope and Sequence of Subject Matter

The scope and sequence overviews on the following pages outline the core subject matter from Early Stage 1 to Stage 3. These overviews have been included to illustrate how the core subject matter in each strand has been developed through the stages.

Scope and Sequence of Subject Matter: Change and Continuity (pp 68–69)

The subject matter in this strand ensures that students learn about change and continuity by exploring: origins; significant people and achievements; significant places and events; changes; and current events and issues.

Scope and Sequence of Subject Matter: Cultures (pp 70–71)

The subject matter in this strand ensures that students learn about cultures by exploring: cultural backgrounds; diversity of groups and communities; cultural unity; language and communication; and belief systems.

Scope and Sequence of Subject Matter: Environments (pp 72–73)

The subject matter in this strand ensures that students learn about environments by exploring: location, position and direction; places and features; relationships between people and environments; and care of environments.

Scope and Sequence of Subject Matter: Social Systems and Structures (pp 74–75)

The subject matter in this strand ensures that students learn about social systems and structures by exploring: social structures; interdependence; economic systems; decision-making and democratic processes; and roles, rights and responsibilities.

An overview of the subject matter of Stage 4 (Years 7–8) and Stage 5 (Years 9–10) for the mandatory secondary subjects of History and Geography can be located on the Board of Studies website:
<http://www.boardofstudies.nsw.edu.au>

Scope and Sequence of Subject Matter – Change and Continuity

Early Stage 1

Stage 1

Origins

- events and stages in their lifetimes
- family origins, including country of origin
- original stories of students, their families and their community
- origins of important days and holidays students celebrate

Significant people and achievements

- people in their families, past and present
- people who have met their needs in the past
- people important in their lives
- technologies, both past and present

Significant places and events

- places in their immediate environment
- days, holidays and events celebrated by students, their school, families in their community and other communities
- places in the local area associated with historical events, eg Aboriginal sites, a memorial

Changes

- changes in their lives, both past and present
- changes to people and places in their neighbourhoods
- changes, both past and present, caused by changing needs
- stages in a lifetime

Current events and issues

- family, local, national and global events
- Aboriginal Dreaming stories as a reflection of the creation of Australia
- awareness of school, local, national and global events

Stage 2

Stage 3

- differing viewpoints about community heritage
- the contribution of people and groups from other countries to Australia's heritage

- origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and NAIDOC Week

- the voyage of James Cook in relation to colonisation and world exploration at the time
- the contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries
- the establishment of a British colony — aspects of life, significant people including Arthur Phillip, achievements, events and places

- world achievements by Australians, past and present
- key figures, events and issues in the development of Australian democracy, including Sir Henry Parkes, the 1967 referendum, the republican movement
- key figures and events that have influenced the development of democracy worldwide

- Aboriginal resistance to the establishment of a British colony — significant people including Pemulwuy, achievements, events and places
- changes to people and places in the Sydney region as a result of British colonisation

- significant events that have shaped Australia's identity, including the discovery of gold, colonial exploration and expansion

- causes and effects of change in the local community and other communities
- continuing and changing roles, traditions, practices and customs in the local community

- Australian human rights issues, past and present, including the impact of the stolen generations
- Aboriginal democratic practices before British colonisation

- family, school, local, national and global events and issues

- family, school, local, national and global events, issues, problems and trends

Scope and Sequence of Subject Matter – Cultures

Early Stage 1

Stage 1

Cultural backgrounds

- characteristics, desires and abilities of students
- family languages
- cultural characteristics of families

Diversity of groups and communities

- their own class and family groups
- special events that students celebrate
- groups to which students belong, including the family
- significant people that belong to these groups

Cultural unity

- easily recognisable Australian and school symbols
- groups that individuals belong to
- symbols used by different groups, eg badges, flags
- similarities and differences between ways in which families express their culture, eg celebrations

Language and communication

- recognisable differences between languages spoken in their neighbourhoods
- use of body language for communication
- languages spoken by other groups and families
- different ways of communicating

Belief systems

- events shared with class members and with families
- customs and practices important to students, including celebrations
- belief systems of groups and families in their communities and in other communities
- traditional and religious stories important to students, beginning with Dreaming stories
- Aboriginal people's relationship to the land

Stage 2

Stage 3

- the origins and backgrounds of people in the local community
- the original inhabitants of the local community area

- cultural influences and other factors affecting identity, eg peer pressure, popular culture

- the diversity of groups within and between communities

- the cultural diversity of Australia and other nations

- easily recognisable symbols used by the local community, eg coats of arms

- national symbols, eg national anthem, flags, coat of arms
- national culture represented by ballads, songs and colours
- significant sites, eg the Opera House, Uluru, the Snowy Mountains Scheme
- the influence of current events

- languages spoken within communities, including the original languages spoken in the local community area

- origins of place names and other words and expressions
- colloquial words associated with cultural influences
- varieties of global communication

- places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land
- traditional and religious stories about significant people and entities of major world religions
- major customs and celebrations of religious and other community groups

- traditions, belief systems and practices of Australians, including celebrations
- the traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia-Pacific region
- nationally remembered days, eg Wattle Day, Remembrance Day

Scope and Sequence of Subject Matter – Environments

Early Stage 1

Stage 1

Location, position and direction

- features and places in the immediate environment
- the globe as a representation of Earth
- everyday words for location, position and direction, eg left, right, mountain, city

Places and features

- natural and built features of their immediate environment and of areas they have visited
- uses of places in their local area
- natural, built and heritage features in the immediate environment and in other areas

Relationships between people and environments

- students' experiences and interactions with their immediate environment and with areas they have visited
- adaptations to environments to satisfy needs
- changes to the immediate environment as a result of meeting needs and wants
- Aboriginal relationship to the land and ways of caring for the land

Care of environments

- places and environments that are clean and safe
- personal and shared values and responsibilities towards features, sites, places and environments
- care of resources, including waste disposal

Stage 2

Stage 3

- major cities, rivers and mountains in New South Wales
- capital cities in Australia
- geographical terminology, eg north/south/east/west, Equator, Tropic of Cancer, Tropic of Capricorn, North/South Pole

- physical, political and cultural regions and main reference points in Australia and in the world, including the continents and some capital cities
- geographical terminology, eg latitude, longitude

- significant natural, heritage and built features in the local area, New South Wales and Australia, and their uses
- local and other Australian communities

- communities, regions and environments in Australia and in the world

- environmental changes
- groups associated with places and features, including the Aboriginal people

- patterns of human involvement and use of environments, eg Aboriginal land management practices
- effects of human and natural changes on environments

- management and care of features, sites, places and environments

- ecologically sustainable development of environments
- different perspectives about the maintenance and improvement of environments
- selected natural or built heritage sites in the world, through case studies
- explanations of natural phenomena and the environment in Aboriginal Dreaming stories

Scope and Sequence of Subject Matter – Social Systems and Structures

Early Stage 1

Stage 1

Social structures

- the structure of students' families
- types of family structures, eg extended, blended, single-parent families, families with adopted children
- the function of families and family activities

Interdependence

- personal and class needs and how they are met
- interconnections between technologies, workers, users and the environment
- the roles of people who are at school
- personal needs and wants

Economic systems

- products that students use and where they come from
- forms of monetary exchange
- the use of money
- systems for producing goods and services
- technology used for producing goods and services
- resources used by families and where they come from

Roles, rights and responsibilities

- roles, rights and responsibilities in the classroom and at home
- roles, rights and responsibilities in the family and at school
- roles and responsibilities of people who work in services in the community, both paid and unpaid

Decision-making and democratic processes

- classroom rules and routines
- family, school and community rules and their purposes

Stage 2

Stage 3

- services and contributions made by community organisations and groups
- local government structure and processes

- State and federal government structures and the relationships between them

- changes in technologies in community organisations and systems, and effects on lifestyles and environments

- global interconnections and interdependence, eg communications, trade, international human rights agreements and organisations

- goods, services and facilities in communities
- contributions of paid and unpaid workers and voluntary organisations in the community
- use of technology in monetary exchange

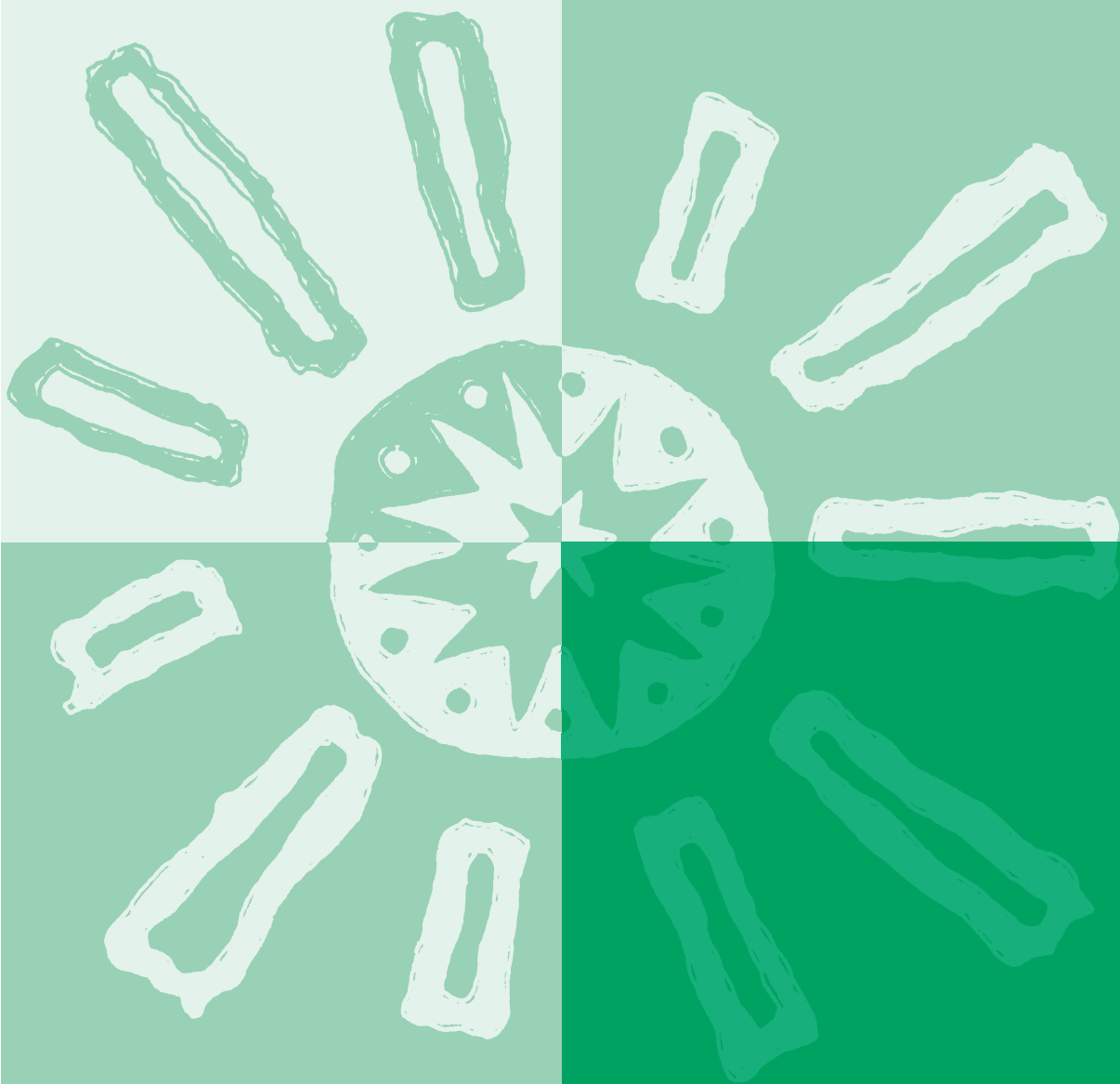
- organisations involved with monetary exchange
- major Australian exports and imports
- changes in work practices and industries in Australia, eg the impact of technology

- consumer and producer rights and responsibilities
- roles and responsibilities of citizens in local government
- conflict resolution within the classroom and the school

- rights and responsibilities of Australian and global citizenship
- roles and responsibilities of State and federal governments
- rights and responsibilities of users and producers of goods and services globally
- organisations that support employers and workers, eg associations, federations, unions

- class and school decision-making

- processes by which laws are made and changed in State and federal governments
- electoral processes
- community, school and class decision-making and democratic processes
- contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia



**General
Principles for
Planning,
Programming,
Assessing,
Reporting
and Evaluating**

General Principles for Planning, Programming, Assessing, Reporting and Evaluating

Planning, programming, assessing and reporting in Human Society and Its Environment involve the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Student achievement of the syllabus outcomes is the goal of planning, programming and assessing. Reporting is the communication of that achievement. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that students will progress through the stages identified in the syllabus. As students participate in a range of learning experiences in Human Society and Its Environment, teachers make judgements about what students know, what they can do and what they understand.

Evaluating is the process of making judgements about the effectiveness of school plans, teaching programs, policies and procedures.

Planning

Planning in Human Society and Its Environment is the process of creating a scope and sequence of units of work using the content and outcomes in the syllabus. The purpose of planning is to assist in developing shared understandings, good organisational practices and effective programming.

Planning needs to be done at whole-school, stage and class levels as well as at the individual student level. Units of work and sample plans are provided in the support document, *Human Society and Its Environment K–6 Units of Work*. The principles listed below underpin effective planning in Human Society and Its Environment.

- ✿ Ensure that students have access to the subject matter from all strands of the Human Society and Its Environment K–6 Syllabus in each stage.
- ✿ Refer to the outcomes and indicators, the content overviews, the scope and sequence overviews of subject matter and the skills development sections to develop a plan.
- ✿ Avoid repetition of content by recognising students' prior learning in Human Society and Its Environment, ensuring that stage content is taught as specified in the syllabus and that student learning is monitored through the related indicators and outcomes.
- ✿ Refer to policies and perspectives adopted by the school authority or system.
- ✿ Take into account the resource demands of individual units when developing school plans. Consider such matters as the demands on the school and/or community library and how to ensure that sufficient resources are available for each class involved.

The support document, *Human Society and Its Environment K–6 Units of Work*, includes a selection of units of work that will assist students to achieve the syllabus outcomes. These units are not mandatory. Teachers and schools may decide to:

- ✿ adopt all of the units of work as outlined; or
- ✿ adopt some of the units of work and develop school units to complement the selected units; or
- ✿ adapt the units of work to suit student needs and available resources; or
- ✿ use the outcomes and content sections of the syllabus as the basis for planning, utilising their own units, units developed by other educational authorities or commercially produced units.

Points to Consider When Planning

- ✿ What type of plan (single years, stages, semesters, multi-age etc) does the school need to have in place for students to have access to the content and outcomes in the syllabus from Kindergarten to Year 6?
- ✿ What significant events and celebrations are currently recognised in the school? How can these be acknowledged or incorporated into the school's plan?

- ✿ What other aspects of school life contribute to students' understandings in Human Society and Its Environment (eg the student council, the school as a social structure, environmental projects)? How can these be acknowledged or incorporated into the school's plan?
- ✿ What resources are needed to teach the units of work? How can these be used effectively across the school?

Programming

Programming is the process of selecting and sequencing learning experiences for the class, groups and individual students to achieve outcomes in the Human Society and Its Environment K–6 Syllabus. The principles listed below underpin effective programming in Human Society and Its Environment.

- ✿ Programming should ensure that the content of Human Society and Its Environment is addressed in accordance with its description in the syllabus.
- ✿ Programming should ensure that the aims and objectives are central to the purposes of units of work selected.
- ✿ Programming should ensure that learning experiences assist students to develop their knowledge and understandings, skills, and values and attitudes in Human Society and Its Environment.
- ✿ Programming should take account of those aspects of Human Society and Its Environment content that can be addressed as part of the regular operation of the class and through school events and practices, and those aspects that are best addressed through sequenced units of work.

Points to Consider When Programming

- ✿ What is the purpose of this unit/learning experience?
- ✿ What are the literacy demands of this unit/learning experience?
- ✿ Which outcomes are students working towards?
- ✿ How do the learning experiences in the unit relate to students' existing knowledge and skills? How are individual learning needs to be catered for?
- ✿ How can the learning experiences be sequenced?
- ✿ What authentic links can be made with the content of other key learning areas?
- ✿ What are the indicators of student learning that you would expect to observe?

Some sample pro formas for programming are located on the Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

Assessing

Assessing is the process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. An important aspect of assessment is to design appropriate learning programs for all students.

The principles below underpin effective assessment in Human Society and Its Environment.

- ✿ Ensure that distinction is made between the assessment of students' knowledge and understandings, skills, values and attitudes in Human Society and Its Environment. Assessment of a student's knowledge of one aspect of subject matter, for example, should seek to identify and make judgements about what they know rather than their enthusiasm or interest in a topic.
- ✿ The focus for the assessment should be clear to the assessor. If the purpose is to determine what a student understands about the local community rather than their use of English, for example, then the student's use of their home language may assist them in demonstrating what they understand.
- ✿ The indicators in the syllabus and the support document, *Human Society and Its Environment Units of Work*, provide valuable descriptions of learning that assist teachers to monitor the progress of students. Care should be taken not to see these as predetermined requirements; they are examples only.

- ✿ Judgements about achievement should not be based on one piece of evidence or performance in only one context. A student may indicate in a pen-and-paper test that they care for the environment; however, the student's actions in the playground or in other contexts may reveal a quite different attitude.
- ✿ The selection of assessment strategies should be informed by the outcomes and indicators that have been selected for the unit of work. The verbs used in outcomes and indicators often suggest the assessment strategy that will provide opportunities for students to demonstrate what they know and can do.

Forms of Assessment

Formative assessment

Formative assessment is the practice of building a cumulative profile of student achievement. In Human Society and Its Environment, this means informal and systematic observation of students as they engage with the content addressed in units of work as well as during day-to-day class and school activities. The syllabus indicators, as well as indicators developed specifically for units of work, will assist teachers to assess students' progress.

Summative assessment

Summative assessment is the practice of making judgements about student achievement at certain relevant points in the learning program, such as at the end of units of work, or at the end of a term or year of schooling. Formal assessment activities such as tests, projects and assignments are generally used to make summative judgements. Such assessment tools may focus on a single outcome or on a number of outcomes.

Choosing Assessment Tasks and Strategies in Human Society and Its Environment

The following table may assist schools and teachers in selecting valid assessment tasks and strategies. These strategies can be used singularly or in combination to provide opportunities for students to demonstrate what they know and can do.

Area of assessment	Some examples of assessment tasks and strategies
<i>Knowledge and Understandings</i>	quizzes; multiple-choice or true/false tests; cloze or blanks in matrices; matching questions with answers; labelling a diagram or model; written and spoken texts
Skills:	
acquiring information	data collection; graphing; developing concept maps; completing timelines; interpreting various text types; assignments
using an inquiry process	research projects; problem-solving; critical dialogue (student–teacher; student–student)
social and civic participation	debating; creating posters; performances; letter-writing
<i>Values and Attitudes</i>	actions; written, spoken and visual texts

Some sample pro formas for assessing are located on the Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

Reporting

Reporting is the process of providing information, both formally and informally, about the progress of student achievement. The purpose of reporting is to provide information about student learning in Human Society and Its Environment. The principles below underpin effective reporting in Human Society and Its Environment.

- ✿ Ensure that reporting on achievement in Human Society and Its Environment incorporates knowledge and understandings, skills, and values and attitudes. Though it may be necessary to emphasise achievement related to particular aspects of content at specific times, care should be taken to ensure that there is not an imbalance in reporting, eg overemphasising enthusiasm for/interest in a unit of work and giving little or no reference to acquired knowledge or demonstrated skills.
- ✿ Various forms of evidence of achievement in Human Society and Its Environment can be used to provide a sound basis for judgements. The use of work samples, such as photographs of group work, projects and oral presentations, can be very effective as evidence of what students know and can do.
- ✿ Select a form of reporting that best communicates progress and achievement in Human Society and Its Environment. The outcomes provide standards that will enable schools to monitor student progress and the indicators provide examples of the kinds of behaviours teachers may observe.
- ✿ Statements about student achievement, samples of student work (including photographs), self-evaluation charts, oral presentations, test results and certificates of achievement are just some examples of information that can be used during reporting sessions.

Some sample pro formas for reporting are located on the Board of Studies website:

<http://www.boardofstudies.nsw.edu.au>

Evaluating

Evaluation is an ongoing process. Information for use in evaluation may be gathered through a range of sources, including:

- ✿ student assessment;
- ✿ teachers' own reflections on their teaching practices;
- ✿ written records such as questionnaires, logs and diaries, submissions or records of meetings;
- ✿ discussion with general staff members, teaching staff (including ESL teachers, language teachers and teacher-librarians), parents and community members.

Teachers need to gather, organise and interpret information in order to make judgements about the effectiveness and appropriateness of:

- ✿ plans for the teaching of specific units;
- ✿ teaching programs;
- ✿ teaching strategies and practices;
- ✿ assessment strategies;
- ✿ resources;
- ✿ staff development programs.



Glossary

Glossary

This glossary includes selected terms used in the syllabus as well as most people, groups, organisations and events that are included in the subject matter or referred to as examples in the syllabus or units of work. The Board's website (<http://www.boardofstudies.nsw.edu.au>) offers further related detail.

1967 referendum	<p>In 1967 the Australian people voted overwhelmingly for two changes to the Australian Constitution. Section 51 was amended as follows:</p> <p>51. The Parliament shall, subject to this Constitution, have power to make laws for the peace, order, and good government of the Commonwealth with respect to:—</p> <p>(xxvi) the people of any race, other than the aboriginal race in any State, for whom it is deemed necessary to make special laws:</p> <p>and Section 127 was entirely removed:</p> <p>127. In reckoning the numbers of the people of the Commonwealth, or of a State or other part of the Commonwealth, aboriginal natives shall not be counted.</p> <p>This effectively allowed the Federal Parliament to make laws for Aboriginal peoples and to ensure that Aboriginal peoples were counted in the national census.</p>
Aboriginal	Used as an adjective in reference to the original inhabitants of Australia. The term may be associated with people, points of view, cultures and communities. This term should always commence with a capital 'A', eg Aboriginal language group, Aboriginal peoples.
Aboriginal nation	The area of land, river and sea that is the traditional land of each Aboriginal language group or community.
AECG (NSW)	The Aboriginal Education Consultative Group Inc. (AECG) is a community-based Aboriginal organisation. Its purpose is to ensure social justice for Aboriginal peoples through education and training. The role and mandate of the AECG Inc. (NSW) is to provide community-based direction on indigenous education and training.
Anderson, Maybanke (1845–1927)	Maybanke Anderson was born in England. In 1854 she migrated to Sydney, where she trained as a teacher. In 1867 she married Edward Wolstenholme, a timber merchant, with whom she had seven children, four of whom died in infancy. In 1884 Anderson's unemployed alcoholic husband deserted her. She started Maybanke College for girls, was foundation vice-president of the Womanhood Suffrage League of New South Wales in 1891 (later president), and was foundation president of the Kindergarten Union that opened its first free kindergarten in 1896. When the divorce law was extended in 1892, she divorced Wolstenholme for desertion. She continued voluntary work, campaigning to allow women the right to be elected to local government.
anti-discrimination legislation	Laws passed by a government that are used to oppose unfair practices whereby individuals or groups are treated either better or worse than others.
Anzac Day	Occurring on April 25, Anzac Day is the anniversary of the landing of the Australian and New Zealand Army Corps (ANZAC) troops at Gallipoli, Turkey, in 1915. On this day each year, Australians remember those who suffered or lost their life during wars involving Australian defence personnel.
Apex	An Australian association devoted to community service, with the ideals of citizenship, fellowship and service. Apex clubs work for their local communities, on national projects, and sometimes provide aid to developing countries.

Arabanoo (d 1789)	Arabanoo was a member of an Aboriginal northern Sydney Harbour clan. He was captured at Manly on 31 December 1788 by order of Governor Phillip, who wanted to use Arabanoo as an intermediary to improve relations between the Aboriginal peoples and the colonists, and as a source of information. Arabanoo was taken across the harbour to Sydney Cove, the Cadigal clan lands of the Eora. Here he was kept in Phillip's house. Phillip recorded that he learnt much about Aboriginal customs and language from Arabanoo. When a severe smallpox epidemic swept the Aboriginal community, Arabanoo helped to care for those brought into Sydney. After contracting the disease himself, Arabanoo died on or about 18 May 1789.
Aung San Suu Kyi (b 1945)	Aung San Suu Kyi was placed under house arrest by the Burmese ruling military junta in 1989 for leading a pro-democracy uprising. She was released in 1995. In 1988 she helped to found the National League for Democracy, which won a landslide victory two years later. However, the junta prevented the party from forming government. Instead, the junta offered her freedom if she agreed to go into exile. She refused this offer and remained under house arrest.
Australia Day	Celebrations have been held on 26 January since about 1803. 1838 appears to be the first year on which a public holiday was held on this day. Officially gazetted as a public holiday in the 1870s, it was called Anniversary Day prior to Federation. The name was changed to Australia Day to celebrate European arrival in Australia, with the States retaining their own foundation days. (See also Survival Day .)
Barton, Edmund (1849–1920)	Edmund Barton, a Federationist, was the first Prime Minister of Australia. He also served as a Member of the New South Wales Parliament and was Speaker from 1883 to 1885. Barton was born in Sydney, the son of a financial agent and stockbroker. He was educated at Fort Street Model School, Sydney Grammar and Sydney University, obtaining a Master of Arts degree before reading for the Bar. He was the leading advocate for Federation in New South Wales following the death of Henry Parkes. As Prime Minister, he was responsible for the establishment of the machinery of government and the White Australia Policy. He resigned from politics in 1903 to take up the position of senior High Court judge, a position he held until his death.
BCE	Before the Common Era. (See also Common Era .)
Buddhism	One of the five major world religions, Buddhism was founded in India in approximately 500 BCE by Siddharta Goutama, later known as the Buddha. There are between 150–300 million Buddhists worldwide, most living in Sri Lanka, South-East Asia and Japan. Buddhists believe that life is suffering and that by following four noble truths one can overcome and remove suffering. At this point one has achieved Nirvana, which is a state of being at peace by becoming one with the universe. Buddhists believe in reincarnation, determined by the state of one's karma in a previous life. An individual ceases the reincarnation cycle once they have achieved Nirvana (but this is quite rare). The temple is a place of worship for Buddhists.
built environment	Includes the features of the environment that have been altered or created by people.
Chinese New Year	Occurs in late January/early February (subject to the lunar calendar). This is the most important celebration in the Chinese year. Buildings are decorated in red (for luck and happiness) and gold (for wealth and happy marriages). Activities include parades, where dancers wearing large, brightly coloured dragon or lion heads and musicians beating drums and lighting firecrackers attempt to scare away bad spirits and bring good luck. Children may receive 'lucky money'. Some people of Chinese ancestry will visit temples at this time.

Chisholm, Caroline (1808–1877)	Born in Northampton, England, Caroline Chisholm emigrated to Australia in 1838, settling in Windsor, New South Wales. She founded an immigrants' home for unemployed girls in 1841 and was instrumental in improving the conditions on immigrant ships. Caroline Chisholm became Australia's first female author, publishing her report, <i>Female Immigration</i> . She returned to England to persuade the government to give the families of convicts free passage to Australia. She later toured the Australian goldfields to study their social conditions, eventually retiring from public life in 1859 due to ill health.
Christianity	The largest of the five major world religions, with over 1.7 billion adherents worldwide. Christianity is based on the life and teachings of Jesus Christ, who is believed to be God's promised messiah. Christians believe in one God (who can exist in three forms — Father, Son, Holy Spirit) who created the universe and made humans in His image, with freedom of choice. God came to Earth in the form of Jesus Christ, who was without sin. Christians believe that sin is a result of people's choice not to obey God. The central belief of Christianity is that Jesus Christ was crucified, suffering this death as the punishment for the sins of all humanity. Those who believe this can be forgiven for their sins and receive eternal life with God. The Holy Bible is the sacred text of Christianity and believed to be the word of God. Since European settlement, Christianity has been the dominant religion within Australian society. The church is a place of worship for Christians.
Christmas	The annual festival of the Christian Church commemorating the birth of Jesus Christ, celebrated on 25 December. Christmas has its origins in the Roman midwinter festival, Saturnalia. The Romans feasted, exchanged presents and decorated their homes. In later times these decorations included an evergreen tree and ivy and holly wreaths to remind them of the coming spring. Still later, Christians added the remembrance of the birth of Jesus Christ to this festival.
chronological	According to time sequence. A chronology places events and dates in historical order.
citizenship	The term 'citizenship' has both a legal and a social meaning. In a legal sense, citizenship is that set of rights and responsibilities granted to people in recognition of their attachment to a particular country. In a social sense, citizenship refers to the participation of people in their community as they fulfil and debate their rights and responsibilities.
civic	Relating to a town/community or to citizenship.
civic action	What an individual or group does in the interest or perceived interest of the community.
Clean Up Australia Day	Occurs on the first Sunday in March. Ian Kiernan, a yachtsman, began 'Clean Up Sydney Harbour' in 1989, after noticing pollution in the oceans. This grew to become Clean Up Australia Day in 1990. Volunteers clean up their own community, including parks, rivers, beaches and roadways. Clean Up the World Day takes place in September.
colonisation	The intentional occupation of land by a foreign country.
Common Era (CE)	A renaming of the Christian Era to avoid religious connotations, so that the abbreviations BC and AD are replaced by BCE and CE.
community	A term used to describe a social grouping whose members share space and social organisation. 'The community' can refer to either a small group or a large population.
constitution	The constitution of a country, state or organisation comprises the stated principles that are used by those elected or appointed to govern. These principles are generally recorded in a document known as 'The Constitution'.

Cook, James (1729–1779)	James Cook was a navigator. The son of a labourer, he was apprenticed to a coal shipper of Whitby, later transferring to the navy. As a result of his work in surveying the coast of Newfoundland and the observation of a solar eclipse, he was sent to the South Seas to observe the transit of Venus. He also had secret instructions to determine the existence of the imagined large southern continent. Cook discovered that New Zealand was not part of a southern continent and was comprised of two islands. He then sailed west to find and chart the east coast of New Holland (Australia). He took formal possession of both New Zealand and the eastern half of New Holland, naming it New South Wales. Without a chronometer, he charted 8000 kilometres of coast with unusual accuracy.
Country Women’s Association (CWA)	The CWA was formed in 1945 to give a voice to women in rural areas. The association performs charity work and is active in many country towns and rural regions.
culture	The body of beliefs, attitudes, skills and tools by which communities structure their lives and interact with their environments.
custom	A term used to describe a habit or practice common to people within a social/cultural group in particular circumstances.
Deakin, Alfred (1856–1919)	Born in Victoria, Alfred Deakin was a barrister, journalist and three times Prime Minister of Australia. As Australia’s first Attorney-General, he was responsible for developing the foundation machinery and policies of the Commonwealth and the establishment of the High Court.
democracy	A form of government where the decision-making power is vested in the people. In a democracy, the people or their elected representatives determine policy and/or laws. Equality of rights is a principle of democracy.
displacement	Forced movement of people from the area or country in which they live.
dispossession	The removal of a possession, particularly land.
Diwali	The Hindu New Year Festival of Lights. Diwali, which occurs in late October/early November, is held in honour of Lakshmi, goddess of success. The festival lasts for five days.
(the) Dreaming	The embodiment of Aboriginal creation that gives meaning to everything; the essence of Aboriginal belief about creation, and spiritual and physical existence. It establishes the rules governing relationships between people, the land and all things for Aboriginal peoples. The Dreaming extends from the beginning of time to the present and into the future.
Easter	An annual Christian festival in commemoration of the resurrection of Jesus. It occurs in March/April, lasting four days, including two public holidays, in Australia. Easter began as a celebration of spring in the northern hemisphere. Eggs were exchanged and cakes were baked for Eostre, the Anglo-Saxon goddess of spring. Later Christians added the remembrance of the death of Jesus Christ on the cross to this festival. Greek Easter usually occurs a week later.
ecological community	A group of living things that have overlapping relationships with each other in a particular environment and are interdependent. (See also ecosystems.)
ecological sustainability	The capacity to maintain the quality of societies and environments. Ecology is the study of the relationship between living things and their environment.

ecologically sustainable development	Refers to practices that use, conserve and enhance resources so that ecological processes are maintained and quality of life for both present and future generations is increased. Sustainable development is a pattern of activities that meets the needs of the current generation without prejudicing the ability of future generations to meet their own needs.
ecosystems	All things are interconnected and share the same resources from the sun and the earth. Ecosystems refer to communities of living things and their surroundings. Ecosystems contain a system of overlapping relationships called ‘food webs’, which are dependent on simpler food chains. (See also ecological community.)
Esperanto	A language invented for international use. Esperanto uses word bases derived from the main European languages.
expansion	The policy of extending a nation’s territory or its sphere of influence, often at the expense of other nations.
Feast of Eid	A Muslim celebration that occurs at the end of the Ramadan fast that takes place during the ninth month of the Islamic calendar. Following prayer, a special breakfast is eaten to break the fast. The celebration continues for three days.
Federation	The voluntary union of the six Australian colonies involving States’ transfer of certain powers to the Federal (Commonwealth) Government (eg defence, foreign affairs, immigration) while retaining their control over other issues (eg health, transport, education).
Ferguson, William and Patten, Jack	William Ferguson and Jack Patten organised the 1938 Australia Day Protest and led a delegation to the then Prime Minister J A Lyons to seek full civil rights for Aboriginal people.
First Fleet	The name given to the 11 ships that sailed to New South Wales under the command of Captain (later Governor) Arthur Phillip to establish a colony. The ships, the largest being smaller than an old Manly ferry, carried between them 1487 persons — 759 convicts, 13 children of convicts, 252 marines, their wives and children, 20 officials, 210 seamen of the Royal Navy and 233 merchant sailors. Supply ships carried provisions, tents, temporary buildings, furniture, livestock, plants, tools and spare clothes. 1030 persons remained in the colony when the ships left. Despite their differences in size, the ships kept in sight of each other throughout the voyage of 252 days.
Flynn, John (1880–1951)	Educated in Melbourne, Flynn was a member of the teaching staff of the Victorian Education Department from 1899 until 1903, when he joined the Home Mission staff of the Presbyterian Church of Victoria. He was ordained as a minister in 1911. Flynn’s major achievement was the founding of the Aerial Medical Service in 1928, later known as the Royal Flying Doctor Service.
Freedom Rides	In 1965, a group of university students (two of whom were Aboriginal people) undertook a 3200 km bus tour of northern New South Wales towns to investigate and protest discrimination against Aboriginal people. They uncovered an informal but effective colour ‘bar’ in many towns. Aboriginal people were excluded from public swimming pools, confined to separate sections of cinemas and banned from hotels and clubs. The tour focused media and public attention on such discrimination.
General Religious Education (GRE)	Involves learning about religions (eg Buddhism, Christianity, Hinduism, Islam, Judaism) and their importance for individuals and communities. GRE is distinct from special religious education, which involves being educated in a particular faith.
geography	The topographical features of a region. Also refers to the subject area in which students study the character, arrangement and interrelations of climate, soil, vegetation, population, land use, industries and states.

global	Worldwide. Often used to describe trends, circumstances or situations that exist in countries across the globe.
(the) goldrush	Several small amounts of gold were discovered in New South Wales as early as 1823, but public knowledge of this was suppressed until after the discovery of the Californian goldfields. An exodus of population to California and a series of bad seasons led to greater exploitation of mineral resources. E H Hargraves was credited with discovering gold in Australia, and the first rush soon followed. The discovery of gold had far-reaching effects: the population trebled in the 1850s, roads were improved, railway construction started, the convict element in the population was swamped by immigrants, self-government was accelerated, and the foundations were laid for the White Australia Policy.
Goldstein, Vida (1869–1949)	Vida Goldstein was a Victorian suffragist. She opened a coeducational preparatory school and later came to prominence as a social worker, campaigning for equal rights and equal pay for women. In 1903 she launched the Women's Federal Political Association, aimed at encouraging women to vote and educating them in electoral processes, procedures and issues. Goldstein stood for election in 1912, 1914 and again in 1917, but was unsuccessful. Following the outbreak of war in 1914, she declared herself a pacifist, which probably lost her votes in her election campaign. She was also co-founder and first president of the Women's Peace Army.
Greenway, Francis (1777–1837)	Francis Greenway was an English architect convicted of forgery. He was transported for 14 years, arriving in Australia in 1814. Greenway began private practice immediately. He was soon advising the government and was given a ticket of leave. He was appointed civil architect and assistant engineer in 1816, designing the buildings for Governor Macquarie's building program. Hyde Park Barracks and St James Church in Sydney, and St Matthew's Anglican Church, Windsor, were three of his designs. Greenway was dismissed in 1822 and gained little work thereafter.
Hanukkah	Hanukkah (Chanukah-Dedication) is the Jewish Feast of Lights. Normally held in December, it commemorates the freedom struggle more than 2100 years ago by Judah and his brothers, the Maccabees, to free the Jewish people from the tyranny of Antiochus Epiphanes (ruler of Syria). This ruler ordered pagan sacrifices in the Temple in Jerusalem. When victory was won, it was found that a small quantity of sacred lamp oil in the Temple, although only sufficient for one day, had lasted eight. Hence the lighting of the Menorah (an eight-candle candelabra), often by children — one candle on the first night, another on the second and so on, until eight candles are lit on the last night. Psalms and blessings are recited.
heritage	That which belongs to an individual, group, community or nation as a result of birth, inheritance or membership.
Hinduism	One of the oldest of the five major world religions, Hinduism was founded in India around 2000 BCE. It has an estimated worldwide following of more than 700 million. Hindus worship a variety of gods, such as Brahma (the creator of the universe), Vishnu (its preserver) and Shiva (its destroyer). Hindus believe in Samsara, the cycle of rebirth of souls. This is influenced by the principle of karma, the consequences of one's actions, either good or bad. Life consists of many reincarnations, each being dependent upon one's karma in a previous life form. A person with enough good karma can escape Samsara and be at one with Brahma for the rest of eternity. The temple is a place of worship for Hindus.

history	The branch of knowledge dealing with past events; the aggregate of past events. Also refers to the subject area in which students study past events, peoples, periods and individuals.
human rights	Human rights are those rights possessed by individuals. They are universal (possessed by all human beings) and are inalienable (they cannot be over-ridden by the public interest). Examples of human rights include freedom of speech and religion, and equality before the law. The first international statement of human rights was the Universal Declaration of Human Rights, developed by the United Nations in 1948. Information about human rights can be obtained from the Human Rights and Equal Opportunity Commission. Human Rights Day is dedicated to recognising human rights issues and achievements.
identity	The quality or condition of being a specified person, place or thing. The identity of a person, place or thing is determined by its characteristics, features or circumstances.
indicator	A sign that points to what students know and can do as they work towards the achievement of syllabus outcomes. Indicators assist teachers to monitor progress within a stage. They also assist teachers to make informed judgements about the achievement of outcomes.
institution	An established organisation, law or custom. Usually used to refer to a large public organisation with established structures and practices.
interdependence	The condition wherein two or more things rely on each other for their survival.
invasion	The act of entering an area for the specific purpose of taking possession.
Islam	One of the five major world religions, Islam was founded in Arabia by the prophet Muhammed between 610 and 632 CE. Islam has an estimated worldwide following of 1 billion. Followers of Islam are called Muslims (Moslems). Islam is the dominant religion in Africa, the Middle East and sections of Asia and Europe. Indonesia is the country with the largest population of Muslims in the world. Muslims believe they must submit to the one true God, Allah. They obey Allah's commands set out in the Koran (Qur'an) by his prophet Muhammed and in the Islamic sacred law (Shari'a). There are five pillars of faith that Muslims practise to demonstrate their submission to Allah: declaration that Allah is the only God and Muhammed is his prophet; prayer (usually five times a day facing Mecca); almsgiving; fasting; and pilgrimage to Mecca. The mosque is a place of worship for Muslims.
Johnson, Richard (1753–1827)	Born in Yorkshire, England, Richard Johnson was ordained as a clergyman in 1784. He was appointed Australia's first chaplain to the penal colony in New South Wales. Johnson built the first church at his own expense in 1793, supervised schools, acted as a magistrate and also became a farmer. He returned to England in 1800 and wrote the first book published expressly for Australia.
Judaism	One of the oldest major world religions and the first to teach the belief in one God. Both Christianity and Islam developed from Judaism. Judaism has an estimated following of approximately 13.5 million worldwide. There are five books which contain the basic laws and teachings of Judaism — The Torah, which is part of the Old Testament. The basic teaching of Judaism is that there is one God who wants people to do what is just and merciful. A person serves God by studying the scriptures and practising what they teach. Major festivals include Passover, Jewish New Year and the Day of Atonement. The synagogue is a place of worship for Jews.

- Lalor, Peter (1827–1889) Born in Ireland, Peter Lalor migrated to Australia in 1852. Lalor became leader of the goldminers in Victoria during their resistance at the Eureka Stockade. The miners resented the fact that they had few rights as citizens, were not represented in State Parliament and had to pay large amounts for the right to mine gold. They began rioting in 1854. When the Victorian Government sent troops to the Ballarat goldfields to quell the disturbances, the miners appointed Lalor as their leader and built the Eureka Stockade. On 3 December 1854, troops attacked the stockade, killing about 30 miners. The government eventually granted the miners representation in parliament, with Lalor beginning his political career in 1855 as their representative in the Legislative Council.
- land rights The evolving struggle of Aboriginal people for the absolute legal and moral acknowledgment of prior ownership of this land and recognition of all the accompanying rights and obligations that flow from this association.
- Lee, Mary (1821–1901) Mary Lee was a suffragist. Aged 58, she migrated from Ireland to Adelaide. She played a major part in the political history of South Australia, achieving the formation of women's trade unions and the vote for women, achieved in 1894 (the first colony in Australia and one of the first communities in the world to do so). Due to the fact that the women in South Australia and Western Australia could vote, all women were included on the Commonwealth electoral roll.
- Lincoln, Abraham (1809–1865) Sixteenth President of the United States (1861–1865), Abraham Lincoln is remembered especially for saving the Union in the American Civil War and abolishing slavery. Lincoln helped keep the American Union from splitting apart during the war, thus proving his belief that democracy can be a lasting form of government. Lincoln's Gettysburg Address, second inaugural address and many of his speeches and writings are classic statements of democratic beliefs and goals. He was assassinated by John Wilkes Booth.
- Macarthur, Elizabeth (1766–1850) Born in Devonshire, England, she married John Macarthur in 1788 and arrived in Sydney in 1790. During her husband's absences from the colony (1801–1805, 1809–1817), Elizabeth Macarthur showed resourcefulness and initiative, increasing her flocks of Merino sheep at Parramatta. She controlled farm operations, introducing many improvements. Governor Macquarie granted her property in 1816 in recognition of her agricultural and rural improvements. Elizabeth Macarthur commanded the respect, loyalty and obedience of the farm's convict labourers, which was a remarkable feat for a woman at the time.
- Macquarie, Lachlan (1762–1824) A Scottish military officer, he served as Governor of New South Wales from 1810 to 1821, replacing Bligh after the Rum Rebellion. Macquarie restored order and worked to develop New South Wales into a thriving colony. During his governorship, land under cultivation increased, as did exploration (such as that of Blaxland, Wentworth and Lawson). He undertook an ambitious road-building and public works program, overhauled government departments, established townships, banks and education facilities. His Aboriginal policies showed sympathy, concern and a conciliatory attitude. Macquarie encouraged convicts to reform, assuring them a place in society after serving their sentences or receiving pardons. Ex-convicts became magistrates (Simon Lord, Andrew Thompson), architects (Francis Greenway) and public servants. His humanitarian attitude brought him into conflict with sections of the local society, notably the judiciary and regimental officers. After an investigation of his administration by the British Government, Macquarie resigned and returned to Scotland, embittered and ill.

Macassans (Makassins)	The people of Macassar in the Celebes (Indonesia). From at least 1675 to 1907 every November or December, a fleet of small Indonesian vessels would arrive on the northern coast of Australia to fish for and process trepang or sea slugs, which were gutted, boiled in large iron cauldrons and then smoked in bamboo smokehouses. In March or April, when the wind turned, they would leave with their cargo, which was then used for trading in China.
Magna Carta	The Magna Carta was the charter of English liberties that King John was forced to sign by his barons in 1215. It provided for people to be tried by their peers, freedom from arbitrary arrest and protection of private property. For succeeding generations it became the symbol and battle cry against oppression. It forms the basis of our justice system.
Mandela, Nelson Rolihlahla (b 1918)	As a lawyer and organiser of the African National Congress (ANC), Nelson Mandela led the black protest against the policies of the white minority government of South Africa. These policies included denying blacks the right to vote in national and provincial elections and enforcing a form of racial segregation called apartheid. Convicted of treason and sentenced to life imprisonment in 1962, he was released in 1990 and became President of the ANC in 1991. He became President of South Africa in 1994.
NAIDOC Week	National Aboriginal and Islander Day of Celebration (NAIDOC) Week had its origins in 1957, commencing as NADOC Day, a day for Australians to focus their attention on Aboriginal communities. The focus was extended in 1975 to a week's celebration of Aboriginal culture and heritage. In 1989 the word 'Islander' was added to form NAIDOC Week. It is now also known as National Aboriginal and Torres Strait Islander Week.
National Trust	An organisation founded in 1945 to acquire, conserve and present significant lands and buildings for public benefit, establishing registers of places of historic importance. It maintains the oldest register of heritage items. The Trust has a large number of members, many of whom work voluntarily to maintain and supervise the many buildings it owns.
natural environment	Includes water, air, living things, earth and sunlight.
occupation	Appropriation of a place for settlement, farming, military or other purposes.
outcome	An expression, within a syllabus, of the specific intended result of the teaching of the syllabus. Outcomes are derived from the content of the syllabus and are arranged in stages. They provide clear statements of the knowledge, skills and understandings expected to be gained by most students as a result of effective teaching and learning.
Pacific Rim	The collective term used to describe all countries with a coastline on the Pacific Ocean. Japan, the United States of America, Australia, New Zealand and the Philippines, for example, are all Pacific Rim countries.
Parkes, Henry (1815–1896)	Henry Parkes was Premier of New South Wales on five separate occasions. Parkes was self-educated. As a bounty immigrant, he emigrated from England to Sydney in 1839. He entered politics in 1854 when only ministers were paid, and, apart from some short breaks, served until 1894. He is remembered for fostering the Federation movement and for public education. Parkes is known as 'The Father of Federation'.
Patten, Jack	See Ferguson, William and Patten, Jack.
Pemulwuy (Pemulwhy) (d 1802)	Pemulwuy was of Eora descent. In December 1790, in retaliation for the shooting of many Aboriginal people, Pemulwuy speared John McIntyre, a stock-keeper. This was justified under Aboriginal law. In response, Arthur Phillip ordered the troops to find Pemulwuy and bring back a number of Aboriginal heads. Pemulwuy was not captured. From 1790 until he was shot in 1802, he led a campaign of active and successful resistance against the invasion and the occupation of Western Sydney.

Pericles (c490–429 BCE)	Pericles was an Athenian political leader who was educated by the greatest philosophers of his day. His mother was a niece of Cleisthenes, who made many democratic reforms, giving governing power to the assembly and popular courts. As officials received no pay, the poor could not afford to hold office, so prominent citizens held power. In 457 BCE Pericles became head of state and introduced salaries for elected officials, allowing the common people to serve in any state office. This was his greatest reform. Eventually all government officers were paid, with as many as 20 000 persons on the public payroll.
perspective	A standpoint; a point of view.
Phillip, Arthur (1738–1814)	Arthur Phillip was the son of Jakob Phillip, a language teacher from Frankfurt who emigrated to England, and Elizabeth Breach. He was a sailor by the age of 16 and retired from the navy at 25 years of age before enlisting himself for active duty after a failed marriage. Phillip served as a captain with the Portuguese navy, transporting convicts to Brazil before being selected by Lord Sydney to command the First Fleet. He was the founding Governor of New South Wales from 1787–1792. Phillip eventually left Australia due to ill health.
primary/secondary source	A primary source refers to an original text that may be read, listened to or viewed. The diary of an explorer, a recount by a witness and a photograph of an event are primary sources. A secondary source refers to text that comments on, or bases its position on, one or more primary sources. The biography of an explorer based on her or his memoirs would be secondary source material.
Ramadan	A Muslim 30-day fasting festival occurring during the ninth month of the Islamic calendar. Every Muslim is required to fast between the hours of sunrise and sunset. During Ramadan, special focus is given to reading the Koran (Qur'an) and prayer.
reconciliation	The process of reconciliation aims to improve relations between Aboriginal and Torres Strait Islander peoples and other Australians, through increasing understanding of Aboriginal and Torres Strait Islander history, cultures, past dispossession and present disadvantages.
referendum	The tool used by a government to formally seek the opinion of the people on a particular issue. There are two kinds of referendums. A constitutional referendum is binding — the government must attend to the wishes of the people. The 1967 referendum (see 1967 referendum) was a constitutional referendum. This was a yes/no vote. For the Australian Constitution to be changed, a referendum must be carried by a majority of people in a majority of States. An advisory referendum (also called a plebiscite) is not binding — the government can seek the opinion of the people on an issue, but does not have to attend to their wishes. The 1977 referendum for a national song was an advisory referendum. Voting was preferential in this case, with 'Advance Australia Fair' being most favoured after the distribution of preferences.
Reiby, Mary (1777–1855)	Mary Reiby was originally convicted as a man, 'James Borrow' (and transported as Molly Haydock) for stealing a horse at the age of 13. Well educated, she arrived in Sydney in 1792. She became Australia's first female entrepreneur, owning much of lower George Street, Sydney. Reiby was also a founding member of the Bank of New South Wales (now Westpac).
Reid, George (1845–1918)	George Reid served as Premier of New South Wales, Prime Minister of Australia and High Commissioner to Britain. The youngest of five sons of a Presbyterian minister, he emigrated from England to Melbourne as a young child. He worked initially as a clerk, then a public servant, before reading Law and entering politics. His contribution to Federation was significant.

religion	The system of human values that recognises spiritual or transcendent dimensions in life.
rite of passage	A ritual that transports individuals from one state of social life to another, eg bar mitzvah, bat mitzvah, christening, funeral, marriage.
Rotary	A non-political, non-sectarian international association of businesses and professionals with the aim of promoting ethical standards in business and professional life and encouraging voluntary community service. Members of each club are representative of the main businesses and professions in an area.
Royal Commission into Aboriginal Deaths in Custody	A national inquiry that examined reasons for the over-representation of Aboriginal and Torres Strait Islander people in custody and particularly Aboriginal deaths in custody. The Royal Commission was a comprehensive inquiry, examining the repercussions of disadvantage for Aboriginal people. There are 11 recommendations that refer specifically to education.
Ruse, James (1759–1837)	James Ruse was convicted of breaking and entering in 1782, and sentenced to seven years' transportation. He arrived on the First Fleet with 18 months of his sentence to serve. Ruse applied to Governor Phillip for a land grant, stating that he had been 'bred to farming'. Governor Phillip, desperate to make the colony self-sufficient, allocated Ruse an allotment at Rose Hill (Parramatta), where he proved himself industrious and showed that it was possible for a family to survive through farming. Having done this, Ruse received a grant of 30 acres (Grant No 1) and by 1793 was able to sell 600 bushells of maize. He later exchanged this grant for more fertile land on the Hawkesbury. Ruse never built on his initial success.
Scott, Rose (1847–1925)	Rose Scott was a feminist and suffragist. The daughter of a pastoralist, Scott had independent means and devoted herself to improving women's lives. She was foundation secretary of the Women's Suffrage League of New South Wales and she campaigned vigorously for separate prisons for women. She strongly opposed Federation.
secondary source	See primary/secondary source .
SES	State Emergency Service. A voluntary workforce of people who leave their paid employment, study or other duties to offer assistance in emergencies.
shared history	Refers to 'the fact that Australia has an Aboriginal history and Aboriginal viewpoints on social, cultural and historical matters' (Recommendation 290, <i>National Report: Overview and Recommendations of the Royal Commission into Aboriginal Deaths in Custody</i> , AGPS, 1991). Shared history recognises that Australia's history began long before 1788 and that, since then, Aboriginal and non-Aboriginal Australians have occupied the same country and share a destiny based on recognising and respecting the rights of all Australians, beginning with Aboriginal people as the original inhabitants.
Snowy Mountains Scheme	The Snowy Mountains Hydro-Electric Scheme is the official name of the hydro-electricity and irrigation scheme of south-eastern New South Wales. The Scheme supplies the peak power demands of New South Wales, Victoria and the ACT. Apart from the size of the project, the Scheme is also recognised for the number of workers who migrated to Australia as members of the project's workforce during its construction. The Scheme was completed in 1972.
social cohesion	Relative unity within society.
social justice	A value that favours measures aimed at decreasing or eliminating inequities.

social/cultural environment	That part of the greater environment involving human practices and processes, eg technological, political, economic, aesthetic and religious elements together with individuals, groups and institutions.
Spence, Catherine Helen (1825–1910)	Catherine Helen Spence was born in Scotland. She migrated to South Australia in 1839. She was first a governess, then a novelist from 1854 to 1889. From 1872 she also worked for orphaned and destitute children. In 1880 she wrote the first social studies textbook used in Australian schools. In 1878, after many years of writing anonymously, she was appointed a paid contributor to the <i>South Australian Register</i> . Her articles promoted her chosen causes — in particular, electoral reform through the introduction of proportional representation. Promoting this, she unsuccessfully stood for election in the 1897 Federal Convention, becoming Australia’s first female political candidate. She was vice-president of the Women’s Suffrage League of South Australia. After 1894 she supported campaigns in New South Wales and Victoria.
stolen generations	The term used for the significant number of Aboriginal children who were forcibly removed from their families. While separation of Aboriginal children from their families had taken place from the time of colonisation, the most damaging and extensive of the removals took place in the twentieth century. The removal of Aboriginal children from their families was government policy in all Australian States. The policy has had an extremely damaging legacy on the self-esteem and identity of those who were subjected to it.
Survival Day	Celebrated within Aboriginal communities on 26 January, Survival Day is an acknowledgement of the cultural, physical and spiritual survival of Aboriginal and Torres Strait Islander peoples since British colonisation in 1788.
sustainable	Able to be kept going. Possessing the necessary resources to maintain or improve the current state.
synthesising	Bringing together parts or elements of an inquiry to form a complete picture of the situation or events.
system	A collection of things that form a whole. A system can be simple, involving a few connected and interconnected parts (eg the transport system of a town), or complex, involving an assemblage of many elements (eg the economic system).
technology	Technology is concerned with the purposeful and creative use of resources in an effort to meet perceived needs and goals. It extends beyond the tools and technical inventions of a society and involves the application of human skills, knowledge, techniques and processes to expressive and practical problem-solving situations in all aspects of human life.
terra nullius	Latin for ‘land of no one’. In international law, territory inhabited by peoples whose social or political organisation was not recognised was considered terra nullius. Sovereignty (rule) over territory was established by effective occupation by a sovereign state.
traditions	Knowledge, beliefs, customs, actions, practices, texts, artefacts and so on that are handed down from one generation to the next.
UNICEF	United Nations International Children’s Emergency Fund.
unsung heroes	Individuals who have performed a significant achievement but who are yet to achieve widespread recognition.
Vesak (Wesak)	The main Buddhist festival, held in April/May subject to the lunar calendar. Buddhists celebrate the life, death and teachings of Buddha on this day. Many Buddhists visit temples and leave offerings of fruit and flowers, and light lanterns and incense sticks in front of a statue of Buddha during Vesak.

White Australia Policy	An immigration policy designed to restrict the entry of 'non-white' people into Australia. The first Immigration Restriction Act was passed in Victoria in June 1855 when a tax of ten pounds was imposed on every Chinese new arrival and immigration was limited to one Chinese new arrival for every ten tons of shipping. Similar Acts were passed in South Australia (1857), New South Wales (1861) and Queensland (1876). The practice of excluding Chinese people during the 1890s broadened into a Federal White Australia Policy in 1901, with a dictation test in a European language (which could be varied to suit the occasion) given to intending immigrants. The policy was gradually discontinued and abandoned in 1975.
world religions	The term used to describe the five major religions: Buddhism, Christianity, Hinduism, Islam and Judaism. See the separate glossary entries for information about each of these religions.