

# MAPPING HASS AND INFORMATION LITERACY IN A STATE LIBRARY CONTEXT



## HUMANITIES & SOCIAL SCIENCES | HISTORY

CONCEPTS | EVIDENCE · CONTINUITY & CHANGE · CAUSE & EFFECT · PERSPECTIVES · EMPATHY · SIGNIFICANCE · CONTESTABILITY (from year 7)

| EARLY YEARS   F-2  | PRIMARY YEARS   3-6  | MIDDLE YEARS   7-9   | SENIOR YEARS   10-12   |
|--|--|--|--|
| <p><b>BIG IDEA: MY HISTORY</b></p> <p><b>Foundation   Personal &amp; family histories</b><br/>Examining personal story through stories, memories &amp; objects from the past<br/>Intro. to concept of preservation for future</p> <p><b>Year 1   Present &amp; past family life</b><br/>Comparisons with daily life in the past such as families, roles and events<br/>Different stories, different points of view</p> <p><b>Year 2   The past in the present</b><br/>Addition of changing technologies &amp; its impact on daily life<br/>Addition of significance of local community &amp; diversity</p> | <p><b>BIG IDEA: MY COMMUNITY (YEAR 3) &amp; MY COUNTRY (YEARS 4-6)</b></p> <p><b>Years 3   Community &amp; remembrance</b><br/>My Community – people, places, symbols, &amp; events of significance including First Nations, ANZAC Day &amp; Reconciliation Week</p> <p><b>Year 4   First contacts</b><br/>Aboriginal Australia up to &amp; including first contact - ATSI perspectives through colonisation, exploration, trade</p> <p><b>Years 5   The Australian colonies</b><br/>Australia, C19th examining colonial development &amp; impacts on environments</p> <p><b>Years 6   Australian as a nation</b><br/>C20th Federation, Australian citizenship, migration post WW2</p> | <p><b>BIG IDEA: MY WORLD</b></p> <p><b>Years 7   The ancient world</b><br/>Ancient societies 60,000BCE to 650CE –influence on society today</p> <p><b>Years 8   The ancient to the modern world</b><br/>Moving from ancient period to modern period 650-1750CE – influence on society today</p> <p><b>Years 9   The making of the modern world</b><br/>Global social, cultural, economic &amp; political developments 1750 to 1918 – WW1, world migrations, Industrial Revolution, Australia &amp; Asia, progressive ideas &amp; movements</p> | <p><b>Years 10   The making of the modern world</b><br/>Global social, cultural, economic &amp; political developments, 1918 to present day – WW2, environmental movements, human rights &amp; freedoms, peace agreements, the globalising world and popular culture</p> <p><b>Years 11   SACE subjects</b></p> <p><b>Years 12   SACE subjects</b></p> |

## HUMANITIES & SOCIAL SCIENCES | GEOGRAPHY

CONCEPTS | PLACE · SPACE · CHANGE · SCALE · ENVIRONMENT · SUSTAINABILITY · INTERCONNECTION

| EARLY YEARS   F-2  | PRIMARY YEARS   3-6   | MIDDLE YEARS   7-9   | SENIOR YEARS   10-12  |
|--|---|--|---|
| <p><b>BIG IDEA: MY PLACE</b></p> <p><b>Foundation   People live in places</b><br/>Caring for places &amp; special places</p> <p><b>Year 1   Places have distinctive features</b><br/>Different features &amp; purposes of places</p> <p><b>Year 2   People are connected to many places</b><br/>Personal connection to places &amp; factors that affect this</p> | <p><b>BIG IDEA: MY COMMUNITY (YEAR 3), MY COUNTRY (YEARS 4-5), MY WORLD (YEAR 6)</b></p> <p><b>Years 3   Places are both similar &amp; different</b><br/>Features of places &amp; mapping</p> <p><b>Year 4   Earth's environment sustains all life</b><br/>ATSI Custodial responsibility, diversity of places, environmental sustainability</p> <p><b>Year 5   Factors that shape the human &amp; environmental characteristics of places</b><br/>Influence humans have on the environment, data sets e.g. climate change, fires, floods</p> <p><b>Year 6   A diverse &amp; connected world</b><br/>Comparing global environments</p> | <p><b>BIG IDEA: MY WORLD</b></p> <p><b>Year 7   Water in the world</b></p> <p><b>Year 7   Place &amp; liveability</b></p> <p><b>Year 8   Landforms &amp; landscapes</b></p> <p><b>Year 8   Changing nations</b></p> <p><b>Year 9   Biomes &amp; food security</b></p> <p><b>Year 9   Geographies of interconnections</b></p> | <p><b>BIG IDEA: MY WORLD</b></p> <p><b>Years 10   Environmental change &amp; management</b></p> <p><b>Years 10   Geographies of human wellbeing</b></p> <p><b>Year 11   SACE subjects</b></p> <p><b>Year 12   SACE subjects</b></p> |

## HUMANITIES & SOCIAL SCIENCES | CIVICS AND CITIZENSHIP

| EARLY YEARS   F-2   | PRIMARY YEARS   3-6   | MIDDLE YEARS   7-9   | SENIOR YEARS   10-12  |
|---|---|--|---|
| <p><b>F-2   Belonging to a group, shared rules, rights and responsibilities, fairness</b></p> | <p><b>Years 3   Features of a democracy</b><br/>People shaping rules, consequences and decision making, participation in and contribution to community</p> <p><b>Year 4   Role of local government</b><br/>Democratic decision making and citizenship at a local government level, laws and cultural impact, cultural diversity and personal identity shaped through belonging to different groups</p> <p><b>Year 5 &amp; 6   Australia's democracy</b><br/>Needs vs wants, influences on choice, Local, State and Federal government systems, national and global values, laws and citizenship</p> | <p><b>Year 7   Australia's Constitution</b><br/>Australia's diversity, justice, Houses of Parliament, referendums</p> <p><b>Year 8   Freedoms and responsibilities</b><br/>National identity, lobbying, statutory and common law, criminal and civil law, ATSI customary law</p> <p><b>Year 9   Political and legal system</b><br/>Political parties and role of Prime Minister, media influence, court system, principles of Australia's justice system</p> | <p><b>Years 10   Democracy in a global context</b><br/>Comparisons with one Asian system of government, Australian Government's global responsibilities (e.g. foreign aid, UN participation), role of High Court, Australia's international legal obligations shaping policy, including ATSI policy and law</p> <p><b>Year 11   SACE subjects</b></p> <p><b>Year 12   SACE subjects</b></p> |

## INFORMATION LITERACY

SKILLS | DEFINE · LOCATE · SELECT & ANALYSE · SYNTHESISE & COMMUNICATE · EVALUATE

| EARLY YEARS   F-2  | PRIMARY YEARS   3-6  | MIDDLE YEARS   7-9  | SENIOR YEARS   10-12  |
|--|--|---|---|
| Pose inquiry questions around a topic  | Define & pose inquiry questions around a topic   | Refine topic for research<br>Define & pose inquiry questions  | Refine topic for research<br>Define & pose inquiry questions  |
| Examine, compare & contrast a range of curated primary & secondary sources<br>Closer looking & noticing   collect data through observations  | Locate and examine a range of primary & secondary sources<br>Use State Library catalogue & Digital Collections   | Locate relevant, credible primary & secondary sources<br>Refine searches using library catalogues, Digital Collections, eResources  | Refine searches using library catalogues, data bases, Digital Collections and eResources  |
| Interpret visual knowledge & text knowledge<br>Sequence familiar objects and events<br>Identify key words<br>Identify features of factual texts e.g. index<br>Points of view –similarities & differences | Select & critically analyse sources, process data and clarify information<br>Compare perspectives & distinguish facts from opinions<br>Use strategies to summarise main ideas including key words, skimming and scanning strategies<br>Interpret and summarise information from various texts including visual data such as graphs, graphic organisers and images<br>Take notes and/or graphically summarise ideas to represent key information using own language | Identify the origin, purpose & context of primary & secondary sources<br>Critically examine information, evidence & multiple perspectives<br>Take notes, gather data and summarise key information<br>Distinguish between summarising, paraphrasing & direct quotations<br>Cite information sources | Interrogate the origin, purpose & context of primary & secondary sources<br>Critically examine information, claims, evidence, causal relationships & multiple perspectives<br>Interpret information & data to inform research, separating opinion from informed evidence<br>Distinguish between summarising, paraphrasing & direct quotations<br>Cite information sources |
| Sort, organise & document information e.g. oral, graphic & written incl. tables, maps and diagrams<br>Communicate findings e.g. reports & persuasive texts   | Draw simple conclusions based on analysis of information<br>Choose to communicate findings from a variety of modes & mediums   | Synthesise key ideas to inform research<br>Choose from a variety of modes & mediums to present research   | Interpret findings & draw conclusions to formulate & document personal position<br>Choose mode & medium that most effectively communicate research  |
| Have I communicated clearly?<br>What did I do well?<br>What could I do differently?  | How effectively did I communicate my research?<br>Could I incorporate visual data to enhance my communication?   | How effectively did I communicate my research?<br>Have I critically analysed the most effective ways to represent my findings?<br>Have I credited sources?  | How effectively did I communicate my research?<br>Have I applied legal principles and ethical conduct? e.g. copyright, referencing  |