

Prep–Year 6 HASS and Years 7–10 Geography

Australian Curriculum Version 9.0: Sequence of achievement standards aspects and related content descriptions

This resource provides a sequence of achievement standards aspects, with related content descriptions, for Prep–Year 6 HASS and Years 7–10 Geography, organised by strands. Within the knowledge and understanding strand, there are sub-strands specific to each year level.

By breaking each achievement standard into discrete aspects and including aligned content descriptions, the increasing complexity of the concepts and skills of each subject can be seen across Prep–Year 10. This supports teachers to identify the knowledge, understanding and skills that come before and after the enrolled year level/band.

When planning teaching, learning and assessment, teachers can use this resource to:

- plan for the range of student abilities within a single year level
- determine appropriate curriculum access points for all students
- better understand aspects of achievement standards through consideration of where they are introduced, their progression and where they conclude.

Note: Not all aspects of Prep–Year 6 HASS directly align to Years 7–10 Geography. When aligning achievement standards aspects across year levels, careful consideration should be given to opportunities that allow students to learn the knowledge, understanding and skills within the Prep–Year 6 HASS and Years 7–10 Geography curriculums authentically.

The following key has been used to assist teachers to identify the sub-strand for each content description code.

Key:	Subjects	HASS (Prep–Year 6)	Geography (Years 7–10)
	Sub-strands	<p><u>Questioning and researching</u></p> <p><u>Interpreting, analysing and evaluating</u></p> <p><u>Concluding and decision-making</u></p> <p><u>Communicating</u></p>	<p><u>Questioning and researching using geographical methods</u></p> <p><u>Interpreting and analysing geographical data and information</u></p> <p><u>Concluding and decision-making</u></p> <p><u>Communicating</u></p>

Prep–Year 6 HASS							Years 7–10 Geography			
Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
<p>recognise the features of familiar places, why some places are special to people and the ways they can care for them</p> <p><u>AC9HSFK03</u> <u>AC9HSFK04</u></p>	<p>identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people</p> <p><u>AC9HS1K03</u> <u>AC9HS1K04</u></p>	<p>identify that those places can be spatially represented in different geographical divisions</p> <p><u>AC9HS2K03</u></p> <p>identify how people and places are interconnected both at local and broader scales</p> <p><u>AC9HS2K04</u></p>	<p>describe the representation of places within and near Australia</p> <p><u>AC9HS3K03</u></p> <p>identify the similarities, differences and connections of people to places across those scales</p> <p><u>AC9HS3K04</u> <u>AC9HS3K05</u></p>	<p>describe the importance of environments, and sustainable allocation and management of resources</p> <p><u>AC9HS4K05</u> <u>AC9HS4K06</u></p>	<p>explain the influence of people on the characteristics of places and in the management of spaces</p> <p><u>AC9HS5K04</u> <u>AC9HS5K05</u></p>	<p>explain the geographical diversity of places and the effects of interconnections with other countries</p> <p><u>AC9HS6K04</u> <u>AC9HS6K05</u></p>	<p>describe how the characteristics of places are perceived and valued differently by people</p> <p><u>AC9HG7K03</u> <u>AC9HG7K05</u></p> <p>describe the importance of environments to people</p> <p><u>AC9HG7K05</u></p> <p>describe the features of a distribution</p> <p><u>AC9HG7K02</u> <u>AC9HG7K06</u></p>	<p>explain how the interactions of people and environmental processes impact on the characteristics of places</p> <p><u>AC9HG8K01</u> <u>AC9HG8K05</u> <u>AC9HG8K06</u></p> <p>explain how the characteristics of places are perceived and valued differently by people</p> <p><u>AC9HG8K03</u></p> <p>describe the effects of human activity or hazards on environments</p> <p><u>AC9HG8K05</u> <u>AC9HG8K06</u></p>	<p>explain how peoples' activities or environmental processes change the characteristics of places</p> <p><u>AC9HG9K01</u> <u>AC9HG9K03</u></p> <p>explain the effects of human activity on environments, and the effects of environments on human activity</p> <p><u>AC9HG9K02</u></p> <p>explain the features of biomes' distribution and identify implications for environments</p> <p><u>AC9HG9K01</u></p>	<p>explain how the interactions of people and environmental processes at different scales change the characteristics of places</p> <p><u>AC9HG10K01</u></p> <p>explain the effects of human activity on environments, and the effect of environments on human activity, over time</p> <p><u>AC9HG10K02</u> <u>AC9HG10K03</u> <u>AC9HG10K04</u></p> <p>evaluate the implications of a distribution</p> <p><u>AC9HG10K05</u></p>

Prep–Year 6 HASS							Years 7–10 Geography			
Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
							<p>explain the interconnections between people and places and environments, and describe how these interconnections change places or environments AC9HG7K01 AC9HG7K07</p> <p>describe a response or strategy to address a geographical phenomenon or challenge AC9HG7K02 AC9HG7K04 AC9HG7K08</p>	<p>explain the features of a distribution and identify implications AC9HG8K02 AC9HG8K07</p> <p>explain the interconnections between people and places and environments AC9HG8K04 AC9HG8K08</p> <p>explain how these interconnections change places or environments AC9HG8K06 AC9HG8K08</p> <p>explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors AC9HG8K04 AC9HG8K05 AC9HG8K09</p>	<p>analyse the interconnections between people and places and environments AC9HG9K03 AC9HG9K05 AC9HG9K07</p> <p>identify and explain how these interconnections influence people, and change places and environments AC9HG9K03 AC9HG9K06 AC9HG9K08</p> <p>analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria AC9HG9K04 AC9HG9K06 AC9HG9K08</p>	<p>AC9HG10K06 AC9HG10K07</p> <p>evaluate the extent of interconnections occurring between people and places and environments AC9HG10K01 AC9HG10K04 AC9HG10K06 AC9HG10K07</p> <p>analyse changes that result from these interconnections and their consequences AC9HG10K01 AC9HG10K04 AC9HG10K06 AC9HG10K07</p> <p>evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria AC9HG10K04 AC9HG10K08</p>
Skills	Questioning and researching						Questioning and researching using geographical methods			
	<p>pose questions, and sort and record information from observations and provided sources AC9HSFS01 AC9HSFS02</p>	<p>develop questions and collect, sort and record information and data from observations and provided sources AC9HS1S01 AC9HS1S02</p>	<p>develop questions, and collect, sort and record related information and data from observations and provided sources AC9HS2S01 AC9HS2S02</p>	<p>develop questions and locate, collect and record information and data from different sources AC9HS3S01 AC9HS3S02</p>	<p>develop questions and locate, collect and record information and data from a range of sources and formats AC9HS4S01 AC9HS4S02</p>	<p>develop questions and locate, collect and organise information and data from primary and secondary sources AC9HS5S01 AC9HS5S02</p>	<p>develop questions about a geographical phenomenon or challenge AC9HG7S01</p> <p>collect, organise and represent relevant data and information, using primary research methods and secondary research materials AC9HG7S02</p>	<p>develop relevant questions about a geographical phenomenon or challenge AC9HG8S01</p> <p>collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials AC9HG8S02</p>	<p>develop a range of questions about a geographical phenomenon or challenge AC9HG9S01</p> <p>collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats AC9HG9S02</p>	<p>develop a range of relevant questions about a geographical phenomenon or challenge AC9HG10S01</p> <p>collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials, using appropriate formats AC9HG10S02</p>

Prep–Year 6 HASS							Years 7–10 Geography			
Prep Students:	Year 1 Students:	Year 2 Students:	Year 3 Students:	Year 4 Students:	Year 5 Students:	Year 6 Students:	Year 7 Students:	Year 8 Students:	Year 9 Students:	Year 10 Students:
Interpreting, analysing and evaluating							Interpreting and analysing geographical data and information			
share a perspective and draw conclusions AC9HSFS03 AC9HSFS04	interpret information and discuss perspectives AC9HS1S03 AC9HS1S04	interpret information and data, and identify and discuss perspectives AC9HS2S03 AC9HS2S04	interpret information and data in different formats AC9HS3S03 analyse information and data to identify perspectives and they draw conclusions AC9HS3S04 AC9HS3S05	interpret and analyse information and data to identify perspectives, and draw conclusions AC9HS4S03 AC9HS4S04 AC9HS4S05	evaluate information and data to identify and describe patterns or trends AC9HS5S03 evaluate sources to determine origin and perspectives AC9HS5S04	evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships AC9HS6S03 evaluate sources to determine origin, purpose and perspectives AC9HS6S04	identify similarities and differences, and describe patterns in data and information AC9HG7S03	interpret and analyse data and information to explain patterns and trends and infer relationships AC9HG8S03	interpret and analyse data and information to explain patterns and trends and infer relationships AC9HG9S03	interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships AC9HG10S03
Concluding and decision-making (Prep–Year 10)										
	draw conclusions and make proposals AC9HS1S05	use interpretations to draw conclusions and make proposals AC9HS2S05	propose actions or responses AC9HS3S06	propose considered actions or responses AC9HS4S06	suggest conclusions based on evidence AC9HS5S05 consider criteria in proposing actions or responses AC9HS5S06	evaluate evidence to draw conclusions AC9HS6S05 propose actions or responses and use criteria to assess the possible effects AC9HS6S06	draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments AC9HG7S04 develop a strategy for action AC9HG7S05	draw reasoned conclusions about the impact of the geographical phenomenon or challenge AC9HG8S04 decide on appropriate strategies for action and explain potential impacts AC9HG8S05	draw evidence-based conclusions about the impact of the geographical phenomenon or challenge AC9HG9S04 develop and evaluate strategies, predict impacts and make a recommendation AC9HG9S05	draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge AC9HG10S04 develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts AC9HG10S05
Communicating (Prep–Year 10)										
use sources and terms to share observations about places and the past AC9HSFS05	share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms AC9HS1S06	use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales AC9HS2S06	use ideas from sources, and subject-specific terms to present descriptions and explanations AC9HS3S07	use ideas from sources and relevant subject-specific terms to present descriptions and explanations AC9HS4S07	select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations AC9HS5S07	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations AC9HS6S07	use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses AC9HG7S06	use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses AC9HG8S06	use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings AC9HG9S06	use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings AC9HG10S06

More information

If you would like more information, please visit the QCAA website www.qcaa.qld.edu.au or email the K–10 Curriculum and Assessment Branch at australiancurriculum@qcaa.qld.edu.au.

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