

# Prep–Year 6 HASS and Years 7–10 Geography

## Australian Curriculum Version 9.0: Sequence of achievement standards aspects

This resource provides a sequence of achievement standards aspects, 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, 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 (Geography aspects) 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.

		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:
Knowledge and understanding	recognise the features of familiar places, why some places are special to people and the ways they can care for them	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	identify that those places can be spatially represented in different geographical divisions  identify how people and places are interconnected both at local and broader scales	describe the representation of places within and near Australia  identify the similarities, differences and connections of people to places across those scales	describe the importance of environments, and sustainable allocation and management of resources	explain the influence of people on the characteristics of places and in the management of spaces	explain the geographical diversity of places and the effects of interconnections with other countries	describe how the characteristics of places are perceived and valued differently by people  describe the importance of environments to people  describe the features of a distribution  explain the interconnections between people and places and environments, and describe how these interconnections change places or environments  describe a response or strategy to address a geographical phenomenon or challenge	explain how the interactions of people and environmental processes impact on the characteristics of places  explain how the characteristics of places are perceived and valued differently by people  describe the effects of human activity or hazards on environments  explain the features of a distribution and identify implications  explain the interconnections between people and places and environments  explain how these interconnections change places or environments	explain how peoples' activities or environmental processes change the characteristics of places  explain the effects of human activity on environments, and the effects of environments on human activity  explain the features of biomes' distribution and identify implications for environments  analyse the interconnections between people and places and environments  identify and explain how these interconnections influence people, and change places and environments	explain how the interactions of people and environmental processes at different scales change the characteristics of places  explain the effects of human activity on environments, and the effect of environments on human activity, over time  evaluate the implications of a distribution  evaluate the extent of interconnections occurring between people and places and environments  analyse changes that result from these interconnections and their consequences	

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:	
								explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors	analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria	evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria	
Skills	Questioning and researching						Questioning and researching using geographical methods				
	pose questions, and sort and record information from observations and provided sources	develop questions and collect, sort and record information and data from observations and provided sources	develop questions, and collect, sort and record related information and data from observations and provided sources	develop questions and locate, collect and record information and data from different sources	develop questions and locate, collect and record information and data from a range of sources and formats	develop questions and locate, collect and organise information and data from primary and secondary sources	develop questions and locate, collect and organise information and data from a range of primary and secondary sources	develop questions about a geographical phenomenon or challenge  collect, organise and represent relevant data and information, using primary research methods and secondary research materials	develop relevant questions about a geographical phenomenon or challenge  collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials	develop a range of questions about a geographical phenomenon or challenge  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	develop a range of relevant questions about a geographical phenomenon or challenge  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
	Interpreting, analysing and evaluating						Interpreting and analysing geographical data and information				
	share a perspective and draw conclusions	interpret information and discuss perspectives	interpret information and data, and identify and discuss perspectives	interpret information and data in different formats	interpret and analyse information and data to identify perspectives, and draw conclusions	evaluate sources to determine origin and perspectives  evaluate information and data to identify and describe patterns or trends	evaluate sources to determine origin, purpose and perspectives  evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships	identify similarities and differences, and describe patterns in data and information	interpret and analyse data and information to explain patterns and trends and infer relationships	interpret and analyse data and information to explain patterns and trends and infer relationships	interpret and analyse data and information to make generalisations and predictions, explain significant patterns and trends, and infer relationships

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:
Concluding and decision-making (Prep–Year 10)										
	draw conclusions and make proposals	use interpretations to draw conclusions and make proposals	analyse information and data to identify perspectives and they draw conclusions propose actions or responses	propose considered actions or responses	suggest conclusions based on evidence  consider criteria in proposing actions or responses	evaluate evidence to draw conclusions  propose actions or responses and use criteria to assess the possible effects	draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments  develop a strategy for action	draw reasoned conclusions about the impact of the geographical phenomenon or challenge  decide on appropriate strategies for action and explain potential impacts	draw evidence-based conclusions about the impact of the geographical phenomenon or challenge  develop and evaluate strategies, predict impacts and make a recommendation	draw evidence-based conclusions, based on relevant data and information, about the impact of the geographical phenomenon or challenge  develop and evaluate strategies using criteria, recommend a strategy and explain the predicted impacts
Communicating (Prep–Year 10)										
use sources and terms to share observations about places and the past	share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms	use sources, and subject-specific terms to present narratives and observations about the past, people and places at different scales	use ideas from sources, and subject-specific terms to present descriptions and explanations	use ideas from sources and relevant subject-specific terms to present descriptions and explanations	select ideas and findings from sources and use relevant terms and conventions, to present descriptions and explanations	select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations	use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses	use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses	use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings	use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that synthesise research findings

More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) or email the K–10 Curriculum and Assessment Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au).

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