

Prep–Year 6 HASS

Australian Curriculum Version 9.0: Sequence of content descriptions

The following table provides a sequence of content descriptions aligned to the strands and sub-strands for Prep–Year 6 HASS. Content descriptions identify the learning area’s essential knowledge, understanding and skills. This resource can be used to support curriculum planning. A similar resource is available for Years 7–10 Civics and Citizenship, Economics and Business, Geography, and History.

Strand: Knowledge and understanding							
Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History	the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01	differences in family structures and roles today, and how these have changed or remained the same over time AC9HS1K01	a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance AC9HS2K01	causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes AC9HS3K01	the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01	the economic, political and social causes of the establishment of British colonies in Australia after 1800 AC9HS5K01	significant individuals, events and ideas that led to Australia’s Federation, the Constitution and democratic system of government AC9HS6K01
	the celebrations and commemorations of significant events shared with their families and others AC9HSFK02	continuity and change between aspects of their daily lives and their parents’ and grandparents’ childhoods AC9HS1K02	how technological developments changed people’s lives at home, and in the ways they worked, travelled and communicated AC9HS2K02	significant events, symbols and emblems that are important to Australia’s identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals AC9HS3K02	the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02	the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment AC9HS5K02	changes in Australia’s political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children AC9HS6K02
					the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03	the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony AC9HS5K03	the motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region AC9HS6K03
the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion AC9HS4K04	the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03	the natural, managed and constructed features of local places, and their location AC9HS1K03	how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales AC9HS2K03	the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia’s neighbouring regions and countries AC9HS3K03	the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent AC9HS4K05	the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04	the geographical diversity and location of places in the Asia region, and its location in relation to Australia AC9HS6K04

Strand: Knowledge and understanding							
Sub-strands	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	the importance of Country/Place to First Nations Australians and the Country/Place on which the school is located AC9HSFK04	how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04	the interconnections of Australian First Nations Peoples to a local Country/Place AC9HS2K04	the ways First Nations Australians in different parts of Australia are interconnected with Country/Place AC9HS3K04 the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features AC9HS3K05	sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place AC9HS4K06	the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05	Australia's interconnections with other countries and how these change people and places AC9HS6K05
Civics and Citizenship				who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed AC9HS3K06	the differences between "rules" and "laws", why laws are important and how they affect the lives of people AC9HS4K07	the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives AC9HS5K06	the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies AC9HS6K06
				why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07	the roles of local government and how members of the community use and contribute to local services AC9HS4K08 diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity AC9HS4K09	how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07	the roles and responsibilities of the 3 levels of government in Australia AC9HS6K07
Economics and Business						types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08	influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices AC9HS6K08

Strand: Skills				
Sub-strands	Prep	Years 1 and 2	Years 3 and 4	Years 5 and 6
Questioning and researching	pose questions about familiar objects, people, places and events AC9HSFS01	develop questions about objects, people, places and events in the past and present AC9HS1S01 AC9HS2S01	develop questions to guide investigations about people, events, places and issues AC9HS3S01 AC9HS4S01	develop questions to investigate people, events, developments, places and systems AC9HS5S01 AC9HS6S01
	sort and record information including pictorial timelines and locations on pictorial maps or models AC9HSFS02	collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models AC9HS1S02 AC9HS2S02	locate, collect and record information and data from a range of sources, including annotated timelines and maps AC9HS3S02 AC9HS4S02	locate, collect and organise information and data from primary and secondary sources in a range of formats AC9HS5S02 AC9HS6S02
Interpreting, analysing and evaluating	share a perspective on information, such as stories about significant events and special places AC9HSFS03	interpret information and data from observations and provided sources, including the comparison of objects from the past and present AC9HS1S03 AC9HS2S03	interpret information and data displayed in different formats AC9HS3S03 AC9HS4S03	evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships AC9HS5S03 AC9HS6S03
		discuss perspectives related to objects, people, places and events AC9HS1S04 AC9HS2S04	analyse information and data, and identify perspectives AC9HS3S04 AC9HS4S04	evaluate primary and secondary sources to determine origin, purpose and perspectives AC9HS5S04 AC9HS6S04
Concluding and decision-making	draw conclusions in response to questions AC9HSFS04	draw conclusions and make proposals AC9HS1S05 AC9HS2S05	draw conclusions based on analysis of information AC9HS3S05 AC9HS4S05	develop evidence-based conclusions AC9HS5S05 AC9HS6S05
			propose actions or responses to an issue or challenge that consider possible effects of actions AC9HS3S06 AC9HS4S06	propose actions or responses to issues or challenges and use criteria to assess the possible effects AC9HS5S06 AC9HS6S06
Communicating	share narratives and observations, using sources and terms about the past and places AC9HSFS05	develop narratives and share observations, using sources, and subject-specific terms AC9HS1S06 AC9HS2S06	present descriptions and explanations, using ideas from sources and relevant subject-specific terms AC9HS3S07 AC9HS4S07	present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions AC9HS5S07 AC9HS6S07

More information

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

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