

# Summary: HASS Prep–6

## Changes in Australian Curriculum Version 9.0

### About the subject

| Section                   | Revision   |
|---------------------------|--|
| <b>Rationale</b>          | <ul style="list-style-type: none"><li>• limited editorial changes</li></ul>  |
| <b>Aims</b>               | <ul style="list-style-type: none"><li>• reviewed to include reference to First Nations Australians, Australia's Western and Christian heritage and Australia's diversity</li></ul>   |
| <b>Structure</b>          | <ul style="list-style-type: none"><li>• limited editorial changes except for the Skills strand where new sub-strands have been introduced</li></ul>  |
| <b>Key considerations</b> | <ul style="list-style-type: none"><li>• new section addressing<ul style="list-style-type: none"><li>– protocols for engaging First Nations Australians</li><li>– meeting the needs of diverse learners</li><li>– inquiry questions</li></ul></li></ul>   |
| <b>Key connections</b>    | <ul style="list-style-type: none"><li>• new section addressing<ul style="list-style-type: none"><li>– general capabilities</li><li>– cross-curriculum priorities</li><li>– opportunities to integrate and connect content to other learning areas</li></ul></li></ul>  |
| <b>Resources</b>          | <ul style="list-style-type: none"><li>• new section</li><li>• reference to downloads including<ul style="list-style-type: none"><li>– <i>About the subject</i></li><li>– <i>Curriculum content in P–6</i></li><li>– <i>Scope and sequence</i></li><li>– <i>Glossary</i></li><li>– <i>Comparative information about v8.4 and v9.0</i></li></ul></li></ul> |

### Curriculum elements

| Section                      | Revision  |
|------------------------------|---|
| <b>Level descriptions</b>    | <ul style="list-style-type: none"><li>• reviewed to align with revised content descriptions</li></ul>   |
| <b>Achievement standards</b> | <ul style="list-style-type: none"><li>• removed subject-specific achievement standards from Prep to Year 6</li><li>• considerably reduced the number of cognitions used, particularly in the Knowledge and understanding component</li><li>• significantly reduced the length of the achievement standards. A number of statements from v8.4 have been removed or elements have been combined with other statements</li></ul> |

| Section                     | Revision  |  |
|-----------------------------|---|--|
| <b>Content structure</b>    | <ul style="list-style-type: none"> <li>the Inquiry and skills strand has been renamed as Skills</li> <li>some Skills sub-strands combined and refined               <ul style="list-style-type: none"> <li>Questioning and researching      Questioning<br/>Researching</li> <li>Interpreting, analysing and evaluating      Analysing<br/>Evaluating and reflecting</li> </ul> </li> </ul> |  |
| <b>Content descriptions</b> | <b>Added</b>  | <ul style="list-style-type: none"> <li>expanded references to the perspectives of First Nations Australians</li> <li>expanded references to the establishment of the first British colony in Australia and Federation</li> </ul> |
|                             | <b>Moved</b>  | <ul style="list-style-type: none"> <li>see Moved content below</li> </ul>  |
|                             | <b>Removed</b>  | <ul style="list-style-type: none"> <li>see Removed content below</li> </ul>  |
| <b>Content elaborations</b> | <ul style="list-style-type: none"> <li>elements of many content descriptions from v8.4 are included in the content elaborations of v9.0</li> <li>changes to reflect content refinement and the cognitions used in the achievement standards</li> </ul>  |  |

## Moved content

| Content   | From   | To                               |
|---|--------|----------------------------------|
| <ul style="list-style-type: none"> <li>Influences on consumer choices and strategies that can be used to make informed consumer and financial choices</li> </ul>                                | Year 5 | Year 6                           |
| <ul style="list-style-type: none"> <li>The concept of opportunity cost and the use of resources</li> <li>Why businesses exist and the different ways they provide goods and services</li> </ul> | Year 6 | Year 7<br>Economics and Business |

## Removed content

| Content  | From            |
|--|-----------------|
| <ul style="list-style-type: none"> <li>Significant reduction in the content descriptions in the Skills sub-strand across all year levels</li> </ul>  | Prep–<br>Year 6 |
| <ul style="list-style-type: none"> <li>How stories of families and the past can be communicated</li> <li>The representation of the location of places and their features on simple maps and models</li> <li>How to care for places and sites that are important/significant</li> <li>Collect information and data from observations and identify information and data from sources provided</li> </ul> | Prep            |

|  |                |
|--|----------------|
| <ul style="list-style-type: none"> <li>• Interpreting information and data from provided sources</li> <li>• The comparison of objects from the past and present</li> </ul>   |                |
| <ul style="list-style-type: none"> <li>• How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</li> <li>• Weather and seasons of places and the different ways that can describe them (absorbed into content description about 'natural features of a place')</li> <li>• Activities in the local place and reasons for their location</li> </ul>   | Year 1         |
| <ul style="list-style-type: none"> <li>• The idea that places on Earth's surface have been named by people</li> <li>• The influence of purpose, distance and accessibility on the frequency with which people visit places</li> </ul>  | Year 2         |
| <ul style="list-style-type: none"> <li>• Interacting with others in order to share a point of view</li> </ul>  | Years 3–4 band |
| <ul style="list-style-type: none"> <li>• The importance of making decisions democratically</li> </ul>  | Year 3         |
| <ul style="list-style-type: none"> <li>• The journey(s) of at least one world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts</li> <li>• The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia</li> </ul>   | Year 4         |
| <ul style="list-style-type: none"> <li>• The role that a significant individual or group played in shaping a colony</li> <li>• Location of a range of countries in Europe and North America in relation to Australia and how people have influenced the environment on those continents</li> <li>• Why regulations and laws are enforced, and the personnel involved</li> </ul>  | Year 5         |
| <ul style="list-style-type: none"> <li>• Work in groups to generate responses to issues and challenges</li> </ul>  | Years 5–6 band |
| <ul style="list-style-type: none"> <li>• Differences in the economic, demographic and social characteristics of countries across the world</li> <li>• The world's cultural diversity, including that of its indigenous peoples</li> <li>• The responsibilities of electors and representatives in Australia's democracy</li> <li>• Where ideas for new laws can come from and how they become law</li> <li>• The obligations citizens may consider they have beyond their own national borders as active and informed global citizens</li> </ul> | Year 6         |



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