

Prep–Year 6 HASS and Years 7–10 History

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 History, 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 History. 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 History 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)	History (Years 7–10)
	Sub-strands	Questioning and researching	Questioning and researching
		Interpreting, analysing and evaluating	Using historical sources
		Concluding and decision-making	Historical perspectives and interpretations
		Communicating	Communicating

		Prep–Year 6 HASS						Years 7–10 History				
		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	identify significant people and events in their own lives, and how significant events are celebrated or commemorated AC9HSFK01 AC9HSFK02	identify continuity and change in family structures, roles and significant aspects of daily life AC9HS1K01 AC9HS1K02	identify the significance of a local person, group, place and/or building AC9HS2K01 identify the effects of changes in technologies on people’s lives AC9HS2K02	describe the causes, effects and contributions of people to change AC9HS3K01 identify the significance of events, symbols and emblems to Australia’s identity and diversity AC9HS3K02	describe the diversity of experiences of people in Australia prior to and following 1788 AC9HS4K01 AC9HS4K03 describe the events and causes of the establishment of the first British colony in Australia AC9HS4K02 describe the effects of colonisation on people and environments AC9HS4K04	explain the causes of the establishment of British colonies in Australia after 1800 AC9HS5K01 explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments AC9HS5K02 AC9HS5K03	explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship AC9HS6K01 AC9HS6K02 explain the causes and effects of migration to Australia since Federation AC9HS6K03	describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia AC9HH7K01 AC9HH7K02 AC9HH7K03 AC9HH7K08 identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past AC9HH7K04 AC9HH7K05 AC9HH7K09	describe the historical significance of the periods between the ancient and modern past AC9HH8K01 explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods AC9HH8K03 AC9HH8K08	explain the historical significance of the period of the early modern world up to 1918 AC9HH9K01 AC9HH9K02 AC9HH9K04 AC9HH9K19 AC9HH9K21 explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context AC9HH9K02 AC9HH9K03 AC9HH9K08 AC9HH9K13 AC9HH9K14	explain the historical significance of the period between 1918 and the early 21st century AC9HH10K03 AC9HH10K07 AC9HH10K11 AC9HH10K12 AC9HH10K13 AC9HH10K14 AC9HH10K15 explain the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through World War II, and the post-war world AC9HH10K01 AC9HH10K02	

Prep–Year 6 HASS							Years 7–10 History			
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>describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies</p> <p>AC9HH7K06 AC9HH7K11</p> <p>identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies</p> <p>AC9HH7K10 AC9HH7K12 AC9HH7K13</p> <p>explain the importance of heritage sites connected to Australia and other societies from the ancient past</p> <p>AC9HH7K07 AC9HH7K08</p>	<p>AC9HH8K13</p> <p>describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period</p> <p>AC9HH8K02 AC9HH8K07 AC9HH8K12</p> <p>describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events</p> <p>AC9HH8K04 AC9HH8K05 AC9HH8K09 AC9HH8K10 AC9HH8K14 AC9HH8K15</p>	<p>AC9HH9K19 AC9HH9K20</p> <p>describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period</p> <p>AC9HH9K05 AC9HH9K07 AC9HH9K11 AC9HH9K17 AC9HH9K22 AC9HH9K24</p> <p>explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events</p> <p>AC9HH9K05 AC9HH9K06 AC9HH9K09 AC9HH9K10 AC9HH9K12 AC9HH9K16 AC9HH9K18 AC9HH9K22 AC9HH9K23</p>	<p>AC9HH10K03 AC9HH10K08 AC9HH10K09 AC9HH10K12 AC9HH10K16</p> <p>describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period</p> <p>AC9HH10K04 AC9HH10K05 AC9HH10K17 AC9HH10K18</p> <p>explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history</p> <p>AC9HH10K05 AC9HH10K06 AC9HH10K10 AC9HH10K11 AC9HH10K13 AC9HH10K15 AC9HH10K19 AC9HH10K20</p>

Prep–Year 6 HASS							Years 7–10 History				
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:	
Skills	Questioning and researching (Prep–Year 10)										
	pose questions, and sort and record information from observations and provided sources AC9HSFS01 AC9HSFS02	develop questions and collect, sort and record information and data from observations and provided sources AC9HS1S01 AC9HS1S02	develop questions, and collect, sort and record related information and data from observations and provided sources AC9HS2S01 AC9HS2S02	develop questions and locate, collect and record information and data from different sources AC9HS3S01 AC9HS3S02	develop questions and locate, collect and record information and data from a range of sources and formats AC9HS4S01 AC9HS4S02	develop questions and locate, collect and organise information and data from primary and secondary sources AC9HS5S01 AC9HS5S02	develop questions, and locate, collect and organise information and data from a range of primary and secondary sources AC9HS6S01 AC9HS6S02	develop questions about the past AC9HH7S01 locate and identify primary and secondary sources as evidence in historical inquiry AC9HH7S02	develop questions about the past to inform historical inquiry AC9HH8S01 locate and identify a range of primary and secondary sources as evidence in historical inquiry AC9HH8S02	develop and modify questions about the past to inform historical inquiry AC9HH9S01 locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry AC9HH9S02	develop and modify a range of questions about the past to inform historical inquiry AC9HH10S01 locate, select and compare a range of primary and secondary sources and synthesise the information in sources to use as evidence in historical inquiry AC9HH10S02
	Interpreting, analysing and evaluating							Using historical sources			
	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	describe the origin, content, context and purpose of primary and secondary sources AC9HH7S03 identify the accuracy and usefulness of sources as evidence AC9HH7S04	describe the origin, content and context of sources, and explain the purpose of primary and secondary sources AC9HH8S03 compare sources to explain the accuracy, usefulness and reliability of sources as evidence AC9HH8S04	explain the origin, content, context and purpose of primary and secondary sources AC9HH9S03 compare sources to determine the accuracy, usefulness and reliability of sources as evidence AC9HH9S04	analyse the origin, content, context and purpose of primary and secondary sources AC9HH10S03 evaluate the accuracy, usefulness and reliability of sources as evidence AC9HH10S04

Prep–Year 6 HASS							Years 7–10 History			
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							Historical perspectives and interpretations			
	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	sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time AC9HH7S05 describe the perspectives, attitudes and values of the past in sources AC9HH7S06 identify and describe historical interpretations about significant events and people AC9HH7S07	sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods AC9HH8S05 describe perspectives, attitudes and values of the past, and suggest reasons for different points of view AC9HH8S06 explain historical interpretations about significant events and people AC9HH8K06 AC9HH8K11 AC9HH8K16 AC9HH8S07	explain causes and effects, and patterns of continuity and change connected to a period, event or movement AC9HH9S05 compare perspectives of significant events and developments, and explain the factors that influence these perspectives AC9HH9S06 analyse different and contested historical interpretations AC9HH9K12 AC9HH9S07	sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement AC9HH10S05 evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives AC9HH10S06 compare and evaluate different and contested historical interpretations AC9HH10K06 AC9HH10K20 AC9HH10S07
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 historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments AC9HH7S08	use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments AC9HH8S08	use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources AC9HH9S08	use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources AC9HH10S08

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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