

Prep–Year 6 HASS and Years 7–10 History

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 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, 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.

		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	identify continuity and change in family structures, roles and significant aspects of daily life	identify the significance of a local person, group, place and/or building identify the effects of changes in technologies on people’s lives	describe the causes, effects and contributions of people to change identify the significance of events, symbols and emblems to Australia’s identity and diversity	describe the diversity of experiences of people in Australia prior to and following 1788 describe the events and causes of the establishment of the first British colony in Australia describe the effects of colonisation on people and environments	explain the causes of the establishment of British colonies in Australia after 1800 explain the roles of significant individuals or groups in the development of an Australian colony and the impact of those developments	explain the roles of significant people, events and ideas that led to Australian Federation, democracy and citizenship explain the causes and effects of migration to Australia since Federation	describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies	describe the historical significance of the periods between the ancient and modern past 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 describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period	explain the historical significance of the period of the early modern world up to 1918 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 describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events	explain the historical significance of the period between 1918 and the early 21st century 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 describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period

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:
							identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies explain the importance of heritage sites connected to Australia and other societies from the ancient past	describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events		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
Skills	Questioning and researching (Prep–Year 10)									
	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 the past locate and identify primary and secondary sources as evidence in historical inquiry	develop questions about the past to inform historical inquiry locate and identify a range of primary and secondary sources as evidence in historical inquiry	develop and modify questions about the past to inform historical inquiry locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry
	Interpreting, analysing and evaluating						Using historical sources			
	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 analyse information and data to identify perspectives and draw conclusions	interpret and analyse information and data to identify perspectives, and draw conclusions	evaluate information and data to identify and describe patterns or trends evaluate sources to determine origin and perspectives	evaluate a range of information and data formats to identify and describe patterns, trends or inferred relationships evaluate sources to determine origin, purpose and perspectives	describe the origin, content, context and purpose of primary and secondary sources identify the accuracy and usefulness of sources as evidence	describe the origin, content and context of sources, and explain the purpose of primary and secondary sources compare sources to explain the accuracy, usefulness and reliability of sources as evidence	explain the origin, content, context and purpose of primary and secondary sources compare sources to determine the accuracy, usefulness and reliability of sources as evidence

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	use interpretations to draw conclusions and make proposals	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	sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time describe the perspectives, attitudes and values of the past in sources identify and describe historical interpretations about significant events and people	sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods describe perspectives, attitudes and values of the past, and suggest reasons for different points of view explain historical interpretations about significant events and people	explain causes and effects, and patterns of continuity and change connected to a period, event or movement compare perspectives of significant events and developments, and explain the factors that influence these perspectives analyse different and contested historical interpretations	sequence events and developments to analyse cause and effect, and patterns of continuity and change, connected to a period, event or movement evaluate perspectives of significant events and developments, and explain the important factors that influence these perspectives compare and evaluate different and contested historical interpretations
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 historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments	use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments	use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from sources	use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources

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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