

Australian Curriculum Version 9.0: Achievement standard aligned to content descriptions

This resource shows alignment between aspects of the achievement standard and relevant content descriptions for Year 7. A similar resource is available for other year levels.

The Australian Curriculum (AC) v9.0 code for each content description includes an element indicating the strand it is organised by, e.g. AC9HH7K01 indicates Knowledge and understanding strand.

Key to content description codes: History	
e.g. AC9HH7K01 Australian Curriculum (AC) Version 9 (9) History (HH) Year 7 (7) Strand (K, S) Content description number (##)	Strands: <ul style="list-style-type: none"> • K — Knowledge and understanding • S — Skills

Year 7 Australian Curriculum: History achievement standard

By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

Achievement standard aspect	Relevant content description/s	AC v9.0 code
By the end of Year 7	Students learn:	
Students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia.	<ul style="list-style-type: none"> • theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia (Deep time history of Australia) 	AC9HH7K01
	<ul style="list-style-type: none"> • theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent (Deep time history of Australia) 	AC9HH7K02
	<ul style="list-style-type: none"> • how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time (Deep time history of Australia) 	AC9HH7K03
	<ul style="list-style-type: none"> • the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past (The ancient world) 	AC9HH7K08
They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past.	<ul style="list-style-type: none"> • how First Nations Australians have responded to environmental processes and changes over time (Deep time history of Australia) 	AC9HH7K04
	<ul style="list-style-type: none"> • the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management (Deep time history of Australia) 	AC9HH7K05
	<ul style="list-style-type: none"> • how the physical environment and geographical features influenced the development of the ancient society (The ancient world) 	AC9HH7K09
Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies.	<ul style="list-style-type: none"> • the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time (Deep time history of Australia) 	AC9HH7K06
	<ul style="list-style-type: none"> • key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs (The ancient world) 	AC9HH7K11
They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies.	<ul style="list-style-type: none"> • the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society (The ancient world) 	AC9HH7K10
	<ul style="list-style-type: none"> • causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (The ancient world) 	AC9HH7K12
	<ul style="list-style-type: none"> • the role and achievements of a significant individual in an ancient society (The ancient world) 	AC9HH7K13
Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.	<ul style="list-style-type: none"> • the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation (Deep time history of Australia) 	AC9HH7K07
	<ul style="list-style-type: none"> • the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past (The ancient world) 	AC9HH7K08
Students develop questions about the past.	<ul style="list-style-type: none"> • to develop historical questions about the past to inform historical inquiry 	AC9HH7S01
They locate and identify primary and secondary sources as evidence in historical inquiry.	<ul style="list-style-type: none"> • to locate and identify primary and secondary sources to use in historical inquiry 	AC9HH7S02

Achievement standard aspect	Relevant content description/s	AC v9.0 code
They describe the origin, content, context and purpose of primary and secondary sources.	<ul style="list-style-type: none"> to identify the origin, content, context and purpose of primary and secondary sources 	AC9HH7S03
Students identify the accuracy and usefulness of sources as evidence.	<ul style="list-style-type: none"> to identify and describe the accuracy and usefulness of primary and secondary sources as evidence 	AC9HH7S04
They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time.	<ul style="list-style-type: none"> to describe causes and effects, and explain continuities and changes 	AC9HH7S05
They describe the perspectives, attitudes and values of the past in sources.	<ul style="list-style-type: none"> to identify perspectives, attitudes and values of the past in sources 	AC9HH7S06
They identify and describe historical interpretations about significant events and people.	<ul style="list-style-type: none"> to explain historical interpretations about significant events, individuals and groups 	AC9HH7S07
Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.	<ul style="list-style-type: none"> to create descriptions, explanations and historical arguments, using historical knowledge, concepts and terms that reference evidence from sources. 	AC9HH7S08

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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