Prep to Year 7 multiple year levels  
Australian Curriculum: History

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, <[www.australiancurriculum.edu.au/History/Curriculum/F-10](http://www.australiancurriculum.edu.au/History/Curriculum/F-10)>.

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| Identify curriculum | Year level descriptions | Prep | **Prep Year level description: Personal and Family Histories**  The Foundation curriculum provides a study of personal and family histories. Children learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, children build on their knowledge and understanding of how the past is different from the present.  The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing children’s historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:   * What is my history and how do I know? * What stories do other people tell about the past? * How can stories of the past be told and shared? |
| Year 1 | **Year 1 level description: Present and Past Family Life**  The Year 1 curriculum provides a study of present and past family life within the context of the children’s own world. Children learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.  The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding,andHistorical Skills*.* These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing children’s historical knowledge, understanding and skills is provided by inquiry questions. The key **inquiry questions** at this year level are:   * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past? * How do we describe the sequence of time? |
| Year 2 | Year 2 level description: The Past in the Present  The Year 2 curriculum provides a study of local history. Children explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.  The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding, andHistorical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing children’s historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:   * What aspects of the past can you see today? What do they tell us? * What remains of the past are important to the local community? Why? * How have changes in technology shaped our daily life? |

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| Identify curriculum | Year level descriptions | Year 3 | **Year 3 level description: Community and Remembrance**  The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.  The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:   * Who lived here first and how do we know? * How has our community changed? What features have been lost and what features have been retained? * What is the nature of the contribution made by different groups and individuals in the community? * How and why do people choose to remember significant events of the past? |
| Year 4 | Year 4 level description: First Contacts  The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.  The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * Why did the great journeys of exploration occur? * What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? * Why did the Europeans settle in Australia? * What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers? |
| Year 5 | Year 5 level description: The Australian Colonies  The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.  The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.  These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * What do we know about the lives of people in Australia’s colonial past and how do we know? * How did an Australian colony develop over time and why? * How did colonial settlement change the environment? * What were the significant events and who were the significant people that shaped Australian colonies? |

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| Identify curriculum | Year level descriptions | Year 6 | Year 6 level description: Australia as a nation  The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.  The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.  These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * Why and how did Australia become a nation? * How did Australian society change throughout the twentieth century? * Who were the people who came to Australia? Why did they come? * What contribution have significant individuals and groups made to the development of Australian society? |
| Year 7 | **Year 7 level description: The Ancient World**  The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.  The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * How do we know about the ancient past? * Why and where did the earliest societies develop? * What emerged as the defining characteristics of ancient societies? * What have been the legacies of ancient societies? |

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| Identify curriculum | Achievement standards | Prep | By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.  Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts. |
| Year 1 | By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.  Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions.  Students relate stories about life in the past, using a range of texts. |
| Year 2 | By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.  Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts. |
| Year 3 | By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.  Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time. |
| Year 4 | By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.  Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms. |
| Year 5 | By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.  Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. |
| Year 6 | By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.  Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. |
| Year 7 | By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.  Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. |

Prep to Year 7 History

|  | Unit overview | Unit 1  Exploring Historical Events | Unit 2  Examining the Experiences of People in the Past | Unit 3  Year 7 — Additional study (10 hours) |
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|  | Revision | Revise and consolidate content and concepts from:   * previous terms * previous year * previous contexts. | Revise and consolidate content and concepts from:   * previous terms * previous year * previous contexts. | Revise and consolidate content and concepts from:   * previous terms * previous year * previous contexts. |
| Teaching and learning | Prep to Year 7 | Prep to Year 2: Exploring my family history  **Prep**   * What is my history and how do I know?   **Year 1**   * How has family life changed or remained the same over time? * How do we describe the sequence of time?   **Year 2**   * How have changes in technology shaped our daily life?   Children explore their own personal history in a study of family. They identify different family members and begin to explore understandings of difference and commonality in families. Children describe family structures and roles and identify how these have changed or remained the same over time. They identify differences and similarities between their daily life and life during their parents’ and grandparents’ childhoods. Children explore technology, and how it has changed over several generations, and begin to investigate and identify the impact on people’s lives.  This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of continuity and change, cause and effect, empathy, perspectives and significance.  Children:   * distinguish between the past, present and future in relation to family life and within the context of the child’s own world * sequence significant family information and familiar objects and events (including technology) * pose questions about the past and present to inquire about families and family life * identify family members, where they were born and raised and explore relationships between members * explore a range of family structures, including kinship in Aboriginal and Torres Strait Islander societies * examine roles of family members over time and compare those with family roles today | Prep to Year 2 Exemplar unit:  Exploring my local community  **Prep**   * What stories do other people tell about the past? * How can stories of the past be told and shared?   **Year 1**   * How can we show that the present is different from or similar to the past?   **Year 2**   * What aspects of the past can you see today? What do they tell us? * What remains of the past are important to the local community? Why?   Children explore how family events are remembered and how stories about families are communicated. They explore present and past family life. Children identify significant personal and family events and explore the heritage significance or cultural value of a historical site in the school or local community. They describe the past, present and future using terms indicating time.  This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of continuity and change, cause and effect, empathy, perspectives and significance.  Children:   * sequence events and objects from the past and the present * pose questions about family life and objects or sites of local community significance * share stories of an object and describe its importance to the family * explore how stories of the past may differ depending on who is telling the story * identify dates and changes of personal significance * explore events that differ according to different cultural backgrounds | Year 7 Depth study: Investigating the ancient past   * How do we know about the ancient past? * Why and where did the earliest societies develop? * What emerged as the defining characteristics of ancient societies? * What have been the legacies of ancient societies?   In this depth study, students build on and develop their understandings of historical inquiry in the context of the ancient world. They explore some of the important features and events of the ancient period, and how these features and events have shaped the modern world. In this context, this unit focuses on ancient Australia and develops understandings of the longevity and richness of Aboriginal and Torres Strait Islander cultures and histories.  This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, perspectives, significance and contestability.  Students:   * examine how historians and archaeologists investigate ancient history and explore the evidence for the emergence and establishment of ancient societies and key features of ancient societies (farming, trade, social classes, religion, rule of law) * examine the methods and sources used to investigate a historical controversy or mystery that has challenged historians or archaeologists * identify the processes used for conserving the remains of the ancient past and explain the importance of conservation strategies used in this area * identify a range of questions about the important features and events of the ancient period, and how these features and events have shaped the modern world, including a focus on ancient Australia * examine the nature of sources for Aboriginal and Torres Strait Islander histories, including how these sources reveal where and how people lived. |

| Teaching and learning |  | * identify similarities and differences between families, including those in stories * identify events that are celebrated by family and friends and discuss the importance of these events * compare families in the present with those in the recent past * explore a range of sources (e.g. photographs, oral histories) about family life to discuss how daily lives have changed * examine changes in technology over generations by comparing past and present objects and discuss how these changes have shaped people’s lives * explain and communicate personal stories in a range of forms, including digital technologies. | * identify people and places of historical interest and significance in the local community * investigate the history of a chosen site or landmark in the local community using a range of sources * explain what the site or landmark reveals about the past * explore why a site has heritage significance or cultural value for present generations * identify, in consultation with Aboriginal and Torres Strait Islander people, local sites, places and landscapes of significance * explain and communicate personal stories in a range of forms, including digital technologies. |  |
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| Teaching and learning | Prep to Year 7 | Year 3 and Year 4: Celebrating and commemorating our history  **Year 3**   * How and why do people choose to remember significant events of the past?   **Year 4**   * Why did the great journeys of exploration occur? * Why did the Europeans settle in Australia?   Students explore significant days and weeks celebrated in Australia and in other countries. Students explore the reasons for exploration across land and sea. They investigate the establishment of an early colony and examine the impact it had on the inhabitants.  This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, cause and effect, continuity and change, perspectives and significance.  Students:   * pose a range of questions about the past when investigating celebrations, commemorations and journeys of exploration * identify sources that provide information about the past and present and locate relevant information from sources provided * identify and discuss the historical origins of an important Australian celebration and commemoration (Australia Day) * discuss reasons for the First Fleet journey and explore the wide range of crimes and the treatment of prisoners at the time * investigate the daily lives and experiences of those people who travelled to Australia * discuss the past and present views on the colonisation of Australia * identify other key individuals and groups who established contacts during the age of discovery * examine the journey of one or more of explorer, navigator or trader (up to the late 18th century) and explore their impact on one society * identify local, state and national symbols and emblems and discuss their origins and significance * explore the symbolism of flags and identify occasions when they are flown * compare the significance of national days in different countries * investigate the origins and significance of international celebrations and commemorations and their importance to cultural groups in Australia and in other countries. | Year 3 and Year 4 Exemplar unit:  Exploring experiences of the local community  **Year 3**   * How has our community changed? What features have been lost and what features have been retained? * What is the nature of the contribution made by different groups and individuals in the community? * Who lived here first and how do we know?   **Year 4**   * What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? * What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?   Students identify the significance of people with diverse backgrounds and the roles they play in developing local communities. They examine the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a particular area. They investigate change and continuity over time in local, regional and state and territory contexts, for example in relation to transport, work, education, entertainment, daily life, and natural and built environments.  This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, continuity and change, cause and effect, perspectives and significance.  Students:   * pose a range of questions about the past relating to the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples and the contributions that individuals and groups have made to the development of the local community * identify and map the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explore the relationship between language, country, place and spirituality * identify early archaeological sites to show the longevity of Aboriginal people   explore pre-contact ways of life of the Aboriginal peoples and/or Torres Strait Islanders, their knowledge of the environment and their connection to Country and Place |  |
| Teaching and learning |  |  | * investigate contact with Aboriginal and Torres Strait Islander peoples before 1788 * compare the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples’ relationship with the land and sea and explore how this affected relations between them * explore early contact history with the British and the impact that colonisation had on the lives of Aboriginal people, including positive and negative effects * use a range of sources to investigate a development in the local community from the time of European settlement to the present day, identifying one important example of change and one important example of continuity over time * explore the role that people of diverse backgrounds have played in the development and character of the local community by identifying cultural groups and their influence over time. |  |

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| Teaching and learning | Prep to Year 7 | Year 5 to Year 7:  Exploring democracy and citizenship, and beliefs, values and practices in Australia and other societies (Ancient Greece)  **Year 5**   * How did an Australian colony develop over time and why? * How did colonial settlement change the environment? * What were the significant events and who were the significant people that shaped Australian colonies?   **Year 6**   * Why and how did Australia become a nation? * How did Australian society change throughout the twentieth century?   **Year 7**   * Why and where did the earliest societies develop? * What emerged as the defining characteristics of ancient societies?   Students explore reasons for colonisation and how lives were changed as a result. They identify locations of colony settlement across Australia and the impact this had on different communities. Students identify key figures and events that led to Australia’s Federation. Students explore experiences of Australian democracy and citizenship, including the rights and status of specific groups of people. They make connections between the development of Australian democracy and the origins of the ideas about democracy. Students investigate the development and operation of democracy and citizenship in Ancient Greece in the context of this major Ancient civilisation.  This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, evidence, continuity and change, cause and effect and significance.  Students:   * investigate the reasons for the establishment of one or more British colonies * identify an event or development and explain its economic, social and political impact on a colony * explore Australia’s path to Federation through examining key people * identify elements of Australia’s system of law and government and explore their origins * investigate the contribution or significance of an individual or group to the shaping of a colony in the 1800s and to the development of Australian society and explore their motivations and actions * explore the experiences of Australian democracy and citizenship for key groups, including Aboriginal people and/or Torres Strait Islanders, migrants, women and children | Year 5 to Year 7 Exemplar unit:  Exploring the changes that shaped Australia  and the connections to other parts of the world (Ancient China)  Year 5   * What do we know about the lives of people in Australia’s colonial past and how do we know? * What were the significant events and who were the significant people that shaped Australian colonies?     **Year 6**   * Who were the people who came to Australia? Why did they come? * What contribution have significant individuals and groups made to the development of Australian society?   **Year 7**   * What emerged as the defining characteristics of ancient societies?   Students identify how colonisation impacted upon communities. They explore groups of people who migrated to Australia, the reasons for their migration and the contributions of different individuals and groups to the development of Australian society. Students investigate the features of ancient China as a major civilisation and study how these features have shaped and impacted the modern world particularly Australia.  This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, evidence, continuity and change, perspectives and empathy.  Students:   * investigate colonial life and discuss what life was like at the time for different inhabitants and investigate the impact of settlement on the environment * investigate the experiences and contributions of a particular migrant group to the colony and to the development of Australian society * identify groups of people migrating to Australia in the 1800s and 1900s and the reasons for migration * compare the physical features of Ancient China and an Australian colony and explore how these features influenced the civilisation that developed there * examine the extent of contacts and conflicts within Ancient Chinese society that contributed to the development of the society and compare with the development of colonial Australian society |  |

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|  |  | * investigate the roles of key groups and individuals in ancient Greece in terms of significant beliefs, values and practices related to government and political organisation and compare these to Australian government and democracy * examine the organisation of ancient Greece, particularly the influence of law and religion, and the roles of, and relationships between groups (such as citizens, women, slaves) and compare the experiences of key groups in ancient Greece to Australia in the 1900s.develop texts that incorporate source materials and use a range of communication forms (oral, graphic, written) and digital technologies. |  |  |
| Teaching and learning | Aboriginal and Torres Strait Islander perspectives | History provides opportunities for students to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning * Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live * Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.   The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. For Aboriginal and Torres Islander students it provides an opportunity to see themselves within the curriculum and in an educational setting that respects and promotes their cultural identities. Students are taught that Australian Aboriginal societies are the longest surviving societies in the world and that Aboriginal and Torres Strait Islander peoples are two distinct groups. Students learn about Aboriginal and Torres Strait Islander occupation of the continent prior to colonisation by the British, and the ensuing contact and conflict between these societies. Students develop an awareness of the resilience of Aboriginal peoples and Torres Strait Islander peoples and the ways in which their expertise and experiences in contemporary science, education, the arts, sport and tourism: their inventions; and their knowledge of medicine have contributed to the development of a culturally diverse Australian society. | | |
|  | General capabilities and cross-curriculum priorities | **Unit 1**  Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asia | Unit 2  Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asiaDescription: Description: Description: cc_sust | Unit 3 — Year 7 Additional study (10 hours)  Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: cc_asia |
|  | Key to general capabilities and cross‑curriculum priorities | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_ethical Ethical behaviour  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | |

| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | The following assessment will provide a targeted selection of evidence of student learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about student achievement and progress at appropriate points and to inform the reporting process. | | | | | |
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| Unit 1 | | Unit 2 | | Unit 3  Year 7 Depth study: Investigating the ancient past | |
| Week | Assessment | Week | Assessment | Week | Assessment |
| Ongoing | Collection of work (Written, spoken/signed, multimodal)  The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry.  **Prep to Year 7**  Children/students create a collection of work related to the concepts, content and contexts of the unit. The collection of work could include:   * written explanations * questions of, and responses to, source material * annotated timelines * graphic organisers * debates or discussions (with notes) * physical/visual artefacts * re-enactments and roleplays * journal entries * annotated photographs * physical/visual artefacts. | 14–16 | Research: Presentation (Multimodal)  The purpose of this assessment is to make judgments about children’s/students’ abilities to research, collect, analyse and draw conclusions about historical sources.  **Prep to Year 2**  Teachers and children collaborate to gather and record information and create a multimodal presentation related to the concepts, content and contexts of the unit.  **Year 3 and Year 4**  Students conduct research and create a multimodal presentation related to the concepts, content and contexts of the unit.  **Year 5 to Year 7**  Students conduct research and create a multimodal presentation related to the concepts, content and contexts of the unit. | End of unit | Supervised assessment: Response (Written)  The purpose of this assessment is to make judgments about students’ responses that are produced independently, under supervision and in a set time frame. |
| Make judgments and use feedback | Moderation | Teachers develop tasks and plan units.  Teachers co-mark tasks to ensure consistency of judgments. | | Teachers develop tasks and plan units.  Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments.  Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | | Teachers co-mark to ensure consistency of judgments.  Curriculum leaders moderate randomly sampled research folios to ensure consistency of judgments. | |

Prep to Year 7 History: Review for balance and coverage of content descriptions

| Historical Knowledge and Understanding strand Prep to Year 3 | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 1 | 2 | Year 1 | | 1 | | 2 | Year 2 | 1 | | 2 | | Year 3 | 1 | 2 |
| Historical Knowledge and Understanding | | | Historical Knowledge and Understanding | | | | | Historical Knowledge and Understanding | | | | | Historical Knowledge and Understanding | | |
| **Personal and Family Histories** | | | **Present and Past Family Life** | | | | | **The Past in the Present** | | | | | **Community and Remembrance** | | |
| Who the people in their family are, where they were born and raised and how they are related to each other [(ACHHK001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK001) | ✓ |  | Differences in family structures and roles today, and how these have changed or remained the same over time [(ACHHK028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK028) | ✓ | |  | | The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past [(ACHHK044)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK044) | |  | | ✓ | The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) [(ACHHK060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK060) |  | ✓ |
| The different structures of families and family groups today, and what they have in common [(ACHHK002)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK002) | ✓ |  | How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons [(ACHHK029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK029) |  | | ✓ | | The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial [(ACHHK045)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK045) | |  | | ✓ | ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life [(ACHHK061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK061) |  | ✓ |
| How they, their family and friends commemorate past events that are important to them [(ACHHK003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK003) | ✓ |  | Differences and similarities between students' daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications. [(ACHHK030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK030) | ✓ | |  | | The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past) [(ACHHK046)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK046) | | ✓ | |  | The role that people of diverse backgrounds have played in the development and character of the local community [(ACHHK062)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK062) |  | ✓ |
| How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums [(ACHHK004)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK004) |  | ✓ |  |  | |  | |  | |  | |  | Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. [(ACHHK063)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK063) | ✓ |  |
|  |  |  |  |  | |  | |  | |  | |  | Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan [(ACHHK064)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK064) | ✓ |  |

| Historical Knowledge and Understanding strand Year 4 to Year 7 | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | 1 | 2 | Year 5 | 1 | 2 | Year 6 | 1 | 2 | Year 7 | 1 | 2 | 3 |
| Historical Knowledge and Understanding | | | Historical Knowledge and Understanding | | | Historical Knowledge and Understanding | | | Historical Knowledge and Understanding | | | |
| **First Contacts** | | | **The Australian Colonies** | | | Australia as a Nation | | | The Ancient World | | | |
| The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. [(ACHHK077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK077) |  | ✓ | Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. [(ACHHK093)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK093) | ✓ |  | Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government. [(ACHHK113)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK113) | ✓ |  | **Overview content**  the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.  the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)  key features of ancient societies (farming, trade, social classes, religion, rule of law) | ✓ | ✓ | ✓  ✓ |
| 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. [(ACHHK078)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK078) | ✓ |  | The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. [(ACHHK094)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK094) |  | ✓ | Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. [(ACHHK114)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK114) | ✓ |  | Investigating the ancient past  How historians and archaeologists investigate history, including excavation and archival research [(ACDSEH001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH001) |  |  | ✓ |
| Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. [(ACHHK079)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK079) | ✓ |  | The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. [(ACHHK095)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK095) | ✓ |  | Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. [(ACHHK115)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK115) |  | ✓ | The range of sources that can be used in an historical investigation, including archaeological and written sources [(ACDSEH029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH029) |  |  | ✓ |
| The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment [(ACHHK080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK080) |  | ✓ | The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. [(ACHHK096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK096) |  | ✓ | The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. [(ACHHK116)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK116) |  | ✓ | The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains [(ACDSEH030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH030) |  |  | ✓ |
|  |  |  | The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. [(ACHHK097)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK097) | ✓ |  |  |  |  | The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources [(ACDSEH031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH031) |  |  | ✓ |
|  |  |  |  |  |  |  |  |  | The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. [(ACDSEH148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH148) |  |  | ✓ |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  | Greece  The physical features of ancient Greece and how they influenced the civilisation that developed there [(ACDSEH003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH003" \o "View additional details of ACDSEH003) | ✓ |  |  |
|  |  |  |  |  |  |  |  |  | Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion [(ACDSEH035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH035) | ✓ |  |  |
|  |  |  |  |  |  |  |  |  | The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs [(ACDSEH036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH036) | ✓ |  |  |
|  |  |  |  |  |  |  |  |  | Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war [(ACDSEH037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH037) |  |  |  |
|  |  |  |  |  |  |  |  |  | The role of a significant individual in ancient Greek history such as Leonidas or Pericles [(ACDSEH130)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH130) |  |  |  |
|  |  |  |  |  |  |  |  |  | China  The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there [(ACDSEH005)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH005) |  | ✓ |  |
|  |  |  |  |  |  |  |  |  | Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. [(ACDSEH041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH041" \o "View additional details of ACDSEH041) |  | ✓ |  |
|  |  |  |  |  |  |  |  |  | The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs [(ACDSEH042)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH042) |  |  |  |
|  |  |  |  |  |  |  |  |  | Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs [(ACDSEH043)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH043) |  | ✓ |  |
|  |  |  |  |  |  |  |  |  | The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang [(ACDSEH132)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH132) |  |  |  |

| Historical Understandings Prep to Year 3 | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 1 | 2 | Year 1 | 1 | 2 | Year 2 | 1 | 2 | Year 3 | 1 | 2 |
| Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ | Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ | Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ | Sources  Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry. | ✓ | ✓ |
| Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ | ✓ | Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ | ✓ | Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ | ✓ | Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ |
| Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. |  | ✓ | Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. |  | ✓ | Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. |  | ✓ | Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ | ✓ |
| Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. | ✓ | ✓ |
| Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ | ✓ | Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ | ✓ | Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ | ✓ | Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ |
|  |  |  |  |  |  |  |  |  | Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ | ✓ |

| Historical Understandings Year 4 to Year 7 | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | 1 | 2 | Year 5 | 1 | 2 | Year 6 | 1 | 2 | Year 7 | 1 | 2 | 3 |
| Sources  Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry. | ✓ | ✓ | Sources  Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry. | ✓ | ✓ | Sources  Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry. | ✓ | ✓ | **Evidence**  Information obtained from historical sources used to construct an explanation or narrative, to support a hypothesis, or prove or disprove a conclusion. |  |  | ✓ |
| Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ | Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ | Continuity and change  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ | **Continuity and change**  Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations. | ✓ | ✓ |  |
| Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ | ✓ | Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ |  | Cause and effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ |  | **Cause and effect**  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ✓ |  |  |
| Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. | ✓ | ✓ | Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. |  | ✓ | Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. |  | ✓ | **Perspectives**  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. |  | ✓ | ✓ |
| Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | Empathy  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | **Empathy**  An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. |  | ✓ | ✓ |
| Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ | ✓ | Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ |  | Significance  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ |  | **Significance**  The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. | ✓ |  | ✓ |
|  |  |  |  |  |  |  |  |  | **Contestability**  Debate about particular interpretations of the past as a result of the nature of available evidence and/or different perspectives. |  |  | ✓ |

| Historical Skills strand Prep to Year 3 | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 1 | 2 | Year 1 | 1 | 2 | Year 2 | 1 | 2 | Year 3 | 1 | 2 |
| Chronology, terms and concepts | | | Chronology, terms and concepts | | | Chronology, terms and concepts | | | Chronology, terms and concepts | | |
| Sequence familiar objects and events [(ACHHS015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS015) | ✓ | ✓ | Sequence familiar objects and events [(ACHHS031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS031) | ✓ | ✓ | Sequence familiar objects and events [(ACHHS047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS047) | ✓ | ✓ | Sequence historical people and events [(ACHHS065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS065) | ✓ | ✓ |
| Distinguish between the past, present and future [(ACHHS016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS016) | ✓ | ✓ | Distinguish between the past, present and future [(ACHHS032)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS032) | ✓ | ✓ | Distinguish between the past, present and future [(ACHHS048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS048) | ✓ | ✓ | Use historical terms [(ACHHS066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS066) | ✓ | ✓ |
| Historical questions and research | | | Historical questions and research | | | Historical questions and research | | | Historical questions and research | | |
| Pose questions about the past using sources provided [(ACHHS017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS017) | ✓ | ✓ | Pose questions about the past using sources provided [(ACHHS033)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS033) | ✓ | ✓ | Pose questions about the past using sources provided [(ACHHS049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS049) | ✓ | ✓ | Pose a range of questions about the past [(ACHHS067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS067) | ✓ | ✓ |
|  |  |  |  |  |  |  |  |  | Identify sources [(ACHHS215)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS215) | ✓ | ✓ |
| Analysis and use of sources | | | Analysis and use of sources | | | Analysis and use of sources | | | Analysis and use of sources | | |
| Explore a range of sources about the past [(ACHHS018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS018) | ✓ | ✓ | Explore a range of sources about the past [(ACHHS034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS034) | ✓ | ✓ | Explore a range of sources about the past. [(ACHHS050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS050) | ✓ | ✓ | Locate relevant information from sources provided [(ACHHS068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS068) | ✓ | ✓ |
| Identify and compare features of objects from the past and present [(ACHHS019)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS019) | ✓ | ✓ | Identify and compare features of objects from the past and present [(ACHHS035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS035) | ✓ |  | Identify and compare features of objects from the past and present [(ACHHS051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS051) | ✓ | ✓ |  |  |  |
| Perspectives and interpretations | | | Perspectives and interpretations | | | Perspectives and interpretations | | | Perspectives and interpretations | | |
| Explore a point of view [(ACHHS020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS020) | ✓ | ✓ | Explore a point of view [(ACHHS036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS036) |  | ✓ | Explore a point of view [(ACHHS052)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS052) |  | ✓ | Identify different points of view [(ACHHS069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS069) | ✓ | ✓ |
| Explanation and communication | | | Explanation and communication | | | Explanation and communication | | | Explanation and communication | | |
| Develop a narrative about the past [(ACHHS021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS021) | ✓ | ✓ | Develop a narrative about the past. [(ACHHS037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS037) | ✓ | ✓ | Develop a narrative about the past [(ACHHS053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS053) | ✓ | ✓ | Develop texts, particularly narratives [(ACHHS070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS070) | ✓ | ✓ |
| Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS022) | ✓ | ✓ | Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS038) |  | ✓ | Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS054) | ✓ | ✓ | Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS071) | ✓ | ✓ |

| Historical Skills strand Year 4 to Year 7 | | | | | | | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 4 | 1 | 2 | Year 5 | 1 | 2 | Year 6 | 1 | 2 | Year 7 | 1 | 2 | 3 |
| Chronology, terms and concepts | | | Chronology, terms and concepts | | | Chronology, terms and concepts | | | Chronology, terms and concepts | | | |
| Sequence historical people and events [(ACHHS081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS081) | ✓ | ✓ | Sequence historical people and events [(ACHHS098)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS098) | ✓ | ✓ | Sequence historical people and events. [(ACHHS117)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS117) | ✓ | ✓ | Sequence historical events, developments and periods [(ACHHS205)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS205) | ✓ | ✓ | ✓ |
| Use historical terms [(ACHHS082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS082) | ✓ | ✓ | Use historical terms and concepts [(ACHHS099)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS099) | ✓ | ✓ | Use historical terms and concepts [(ACHHS118)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS118) | ✓ | ✓ | Use historical terms and concepts [(ACHHS206)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS206) | ✓ | ✓ | ✓ |
| Historical questions and research | | | Historical questions and research | | | Historical questions and research | | | Historical questions and research | | |  |
| Pose a range of questions about the past [(ACHHS083)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS083) | ✓ | ✓ | Identify questions to inform an historical inquiry [(ACHHS100)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS100) | ✓ | ✓ | Identify questions to inform an historical inquiry [(ACHHS119)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS119) | ✓ | ✓ | Identify a range of questions about the past to inform a historical inquiry [(ACHHS207)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS207) | ✓ | ✓ | ✓ |
| Identify sources [(ACHHS216)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS216) | ✓ | ✓ | Identify and locate a range of relevant sources [(ACHHS101)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS101) | ✓ | ✓ | Identify and locate a range of relevant sources [(ACHHS120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS120) | ✓ | ✓ | Identify and locate relevant sources, using ICT and other methods [(ACHHS208)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS208) | ✓ | ✓ | ✓ |
| Analysis and use of sources | | | Analysis and use of sources | | | Analysis and use of sources | | | Analysis and use of sources | | |  |
| Locate relevant information from sources provided [(ACHHS084)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS084) | ✓ | ✓ | Locate information related to inquiry questions in a range of sources [(ACHHS102)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS102) | ✓ | ✓ | Locate information related to inquiry questions in a range of sources. [(ACHHS121)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS121) | ✓ | ✓ | Identify the origin and purpose of primary and secondary sources [(ACHHS209)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS209) | ✓ | ✓ | ✓ |
|  |  |  | Compare from a range of sources [(ACHHS103)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS103) |  | ✓ | Compare information from a range of sources. [(ACHHS122)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS122) | ✓ | ✓ | Locate, compare, select and use information from a range of sources as evidence [(ACHHS210)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS210) | ✓ | ✓ | ✓ |
|  |  |  |  |  |  |  |  |  | Draw conclusions about the usefulness of sources [(ACHHS211)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS211) | ✓ | ✓ | ✓ |
| Perspectives and interpretations | | | Perspectives and interpretations | | | Perspectives and interpretations | | | Perspectives and interpretations | | |  |
| Identify different points of view [(ACHHS085)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS085) | ✓ | ✓ | Identify points of view in the past and present [(ACHHS104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS104) | ✓ | ✓ | Identify points of view in the past and present [(ACHHS123)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS123) | ✓ | ✓ | Identify and describe points of view, attitudes and values in primary and secondary sources [(ACHHS212)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS212) | ✓ | ✓ | ✓ |
| Explanation and communication | | | Explanation and communication | | | Explanation and communication | | | Explanation and communication | | |  |
| Develop texts, particularly narratives [(ACHHS086)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS086) | ✓ | ✓ | Develop texts, particularly narratives and descriptions, which incorporate source materials [(ACHHS105)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS105) | ✓ | ✓ | Develop texts, particularly narratives and descriptions, which incorporate source materials [(ACHHS124)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS124) | ✓ | ✓ | Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged [(ACHHS213)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS213) | ✓ | ✓ | ✓ |
| Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS087)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS087) | ✓ | ✓ | Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS106) | ✓ | ✓ | Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS125) | ✓ | ✓ | Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS214)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS214) | ✓ | ✓ | ✓ |