By the end of Year 3

Time, continuity and change

Changes and continuities are identified through events, people's contributions and the stories of local communities.

- Aboriginal people's and Torres Strait Islander people's continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation
- e.g. an Aboriginal creation story about how spiritual ancestors became certain features of the landscape.
- Contributions of individuals and groups to communities can be identified by symbols and stories
- e.g. flags, portraits on currency, names of landmarks; local community histories and traditional Australian stories.

By the end of Year 5

Time, continuity and change

Changes and continuities are represented by events and people's contributions, and are viewed differently by different people.

- British colonisation of Australia is connected with particular events and changes, including European exploration, the landing of the First Fleet, proclamation of terra nullius, establishment of penal and free settlements, contact with the Indigenous population and the development of industries.
- Individuals and groups have made significant contributions to change and maintain Australian communities, heritages and identities
- e.g. individual leaders have shaped aspects of local communities through civic service and the development of industries; Indigenous people and groups of immigrants have contributed to the multicultural nature of Australian society.
- Events can be viewed differently according to a range of cultural, gender and socioeconomic viewpoints
- e.g. arrival of Europeans seen from Indigenous viewpoints and from European viewpoints.

By the end of Year 7

Time, continuity and change

Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.
- Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.
- National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups
- e.g. debates about Australia Day; resurgence in popularity of ANZAC Day; significance of Labour Day and Reconciliation Week.

By the end of Year 9

Time, continuity and change

Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.

- Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations
- e.g. World Wars; Vietnamese refugee immigration; conscription debate; 1967 Referendum; roles of women; links to Britain, the United States and Asia.
- Important ideas of democracy, government and law, citizenship rights and public decision making, and the concepts of power, dissent and civic duty, developed from ancient to modern times and from Eastern and Western cultures
- e.g. Liberal democracy has its origins in the European Age of Enlightenment; ideas of government and law can be traced to the Code of Hammurabi from ancient Babylon; citizenship evolved from ancient Greece and Rome; modern western democracies including Australia, the United States and the United Kingdom have debated and refined the ideas of separation of powers, the right to dissent and the notion of civic duty.
- Evidence of events in Australian, Asian, Pacific and global settings can be interpreted from different perspectives and values positions
- e.g. Australia's involvement in World War II may be interpreted differently in Australian, British and American sources.





By the end of Year 3

Place and space

Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

- Local environments are distinguished by natural features, places of importance to particular groups, and public spaces
- e.g. a suburb may have bushland and waterways, communal meeting places, and parks.
- Resources and environments can be used, conserved and protected by valuing and applying sustainable practices
- e.g. reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.
- Maps have symbols to represent places and identify the relative position of features including landmarks and locations
- e.g. a 2D map using pictograms such as a large red circle to represent a city and blue lines to represent waterways.

By the end of Year 5

Place and space

Environments are defined and changed by interactions between people and places.

- Environments are defined by physical and human dimensions
- e.g. the Lockyer Valley contains mountain ranges and tributaries to the Brisbane River, farmland, and small townships.
- Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere
- e.g. population increases that cause overcrowding, habitat removal, water shortages and air pollution.
- Physical features of environments influence the ways in which people live and work in communities
- e.g. climate affects housing design and leisure activities; natural resources may determine employment opportunities.
- Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours
- e.g. positive responses to water management can influence the quality of river systems; negative responses to town planning principles can lead to traffic problems.
- Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones.
- Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key.

Place and space

By the end of Year 7

Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

- Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns
- e.g. the "tropical north"; the Queensland "coal belt"; sugar cane-growing areas; the "booming" south east corner.
- Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences
- e.g. cyclones are a common occurrence in Queensland and increased coastal development has intensified their impact.
- Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed
- e.g. "rethink, reduce, reuse and recycle"; renewable versus non-renewable energy sources.
- Physical and human dimensions are used to define global environments
- e.g. biomes such as tropical rainforests and deserts; human constructs such as developed and developing nations.
- Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.

Place and space

By the end of Year 9

Environments are defined by spatial patterns, human and physical interactions, and sustainable practices can balance human activity and environmental processes.

- Australia, the Asia–Pacific region and other global settings are defined by a range of natural characteristics and processes, including landforms, vegetation and climatic zones, and human activities, including cultural, economic and political activity.
- Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems
- e.g. overgrazing and erosion; overuse of fossil fuels and carbon dioxide emissions.
- Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production
- e.g. resource use and environmental impacts; logging and the survival of small communities dependent on that industry.
- Physical environments are defined by spatial patterns, including the arrangement of elements on the Earth's surface, the definable areas of the Earth's surface, the space between different locations, and absolute and relative location.
- Maps, including topographic, political and thematic maps, are developed with particular features, including scale, contour lines and human-created boundaries, and use the specific skills of observing, visualising, estimating, sketching and measuring.





By the end of Year 3

Culture and identity

Local communities have different groups with shared values and common interests.

- Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging
- e.g. Christians have religious ceremonies to mark Easter and Christmas; maroon is Queensland's official state colour; regional communities have "show holidays".
- Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their influences are evident and valued in Australian communities
- e.g. the naming of places; acknowledging traditional ownership of land; contributions of Indigenous individuals as part of a local community.
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities
- e.g. traditional tales from around the world with a focus on particular characters and events can be shared in communities and demonstrate the diversity of people within communities.
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members
- e.g. families and schools are groups that are based on cooperation and care for their members.

By the end of Year 5

Culture and identity

Communities contain cultures and groups that contribute to diversity and influence cohesion.

- Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities
- e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.
- Australian society has responded to different cultures in positive and negative ways
- e.g. positive anti-discrimination laws of the late 20th century, participation in the walk for reconciliation; negative restriction on citizenship status for some groups, segregation of public facilities.
- Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles
- e.g. importance of elders; over 250 languages linked to specific groups and places; distinctive foods and medicines.

Culture and identity

By the end of Year 7

Cultures and identities consist of material and nonmaterial elements and are affected by cross-cultural contacts

- Material and non-material elements influence personal identity and sense of belonging of groups
- e.g. material elements of cultures include places, food, clothing and music; non-material elements of cultures include symbols, values, beliefs, traditions and heritages.
- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media
- e.g. the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.
- Aboriginal people's and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of "country" — land, sea and places
- e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.
- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people
- e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius ('land belonging to no-one'); ear disease and hearing problems; education access and completion.
- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

Culture and identity

By the end of Year 9

Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.

- Group identities are influenced by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs.
- Cultural diversity in Australia is influenced by public opinion, media portrayals, government policies and the impacts of globalisation
- e.g. government cultural policies have included integration, segregation, assimilation, multiculturalism and restricted immigration; media images contribute to the homogenisation of youth culture; globalisation has caused a greater movement of peoples.
- Community perceptions of Aboriginal cultures and Torres Strait Islander cultures have resulted in positive and negative responses to Indigenous people
- e.g. positive efforts towards reconciliation, native title, greater awareness of Indigenous issues, improved access to services by Indigenous people negative racism, discrimination, separation from land, denial of use of own language.
- Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific groups
- e.g. government policy and legislation to increase opportunities for participation in electoral and government processes for women, Indigenous people and young people.
- Cultural research involves following protocols and acting sensitively
- e.g. acknowledging the ownership of Indigenous sources of knowledge; accessing sacred sites or places of significance through traditional custodians.





By the end of Year 3

Political and economic systems

Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.

- Rights and responsibilities, rules and codes of behaviour are part of local communities
- e.g. classroom responsibilities; sporting team codes of behaviour; rules of games and road rules.
- Democratic decision-making systems help people to live and work together in communities
- e.g. student councils make decisions about the school on behalf of the students; local governments make decisions about roads and waste management for local communities.
- Voting is used to make decisions and select leaders in democratic systems
- e.g. voting to determine class rules, student responsibilities and class representatives.
- Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues
- e.g. Australians travel abroad and Australia is a major tourist destination.
- People and resources are involved in the production and consumption of familiar goods and services
- e.g. production of food farmers, processors, distributors, retailers, consumers; health services pharmacists, doctors, dentists, nurses, patients.

By the end of Year 5

Political and economic systems

Communities have developed decision-making systems that include principles and values formed over time.

- Australia's government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States
- e.g. democracy in Athens; parliamentary system from Britain; written constitution from the United States.
- Australia's legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system
- e.g. children are protected by child safety laws, transport and education regulations; the personnel from government bodies such as the Commission for Children and Young People and Child Guardian and community organisations such as Kids Help Line help to make these laws work.
- Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups
- e.g. a local land-care group working to solve local environmental problems; a local group participating in reconciliation initiatives.
- Australia is connected to other countries in the Asia—Pacific region by social and economic ties, including immigration, shared populations, assistance in disasters, trading goods and services, and common media sources and outlets.
- Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited
- e.g. using resources for things that are needed for survival, and also for things that make life enjoyable.

Political and economic systems

By the end of Year 7

Societies and economies have systems and institutions based on principles and values.

- Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.
- Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.
- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities
- e.g. local councils and sewerage; state governments and health services; Federal Government and taxation; Indigenous land councils and land management.
- Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights
- e.g. values equality of opportunity, and freedom from discrimination and persecution attitudes a "fair go" actions treating all members of the community equitably, and speaking up against unfairness.
- Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues
 - e.g. United Nations treaties (Universal Declaration of Human Rights, Convention on the Elimination of all forms of Discrimination Against Women); the campaign against whaling; initiatives to combat terrorism and global warming.
- Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers
- e.g. primary extraction of raw materials and production of basic foods secondary manufacturing, processing, construction services sales, transportation, entertainment knowledge education, ICTs.

By the end of Year 9

Political and economic systems

Societies consist of interconnected decision-making systems, institutions and processes based on principles and values.

- Australia's government systems are based on liberal democratic principles, including the "common good" and parliamentary elections, perform functions, including developing policy and formulating legislation, and have institutions and instruments, including the High Court and Acts of Parliament.
- Australia's legal and justice systems are based on principles, including an independent judiciary, perform functions, including the protection of rights, and use different types of law and courts.
- Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests
- e.g. global citizenship involves making connections to people and issues in other parts of the world; respecting the rights of minorities to participate equally as citizens.
- Australia's relationships with other nations involve membership of international organisations and participation in global systems of law, diplomacy, human rights, trade and security
- e.g. Australia is a member of the United Nations, the Asia-Pacific Economic Forum, the Commonwealth Heads of Government Meeting and the International Whaling Commission.
- Australia's economic system is shaped by a range of economic activities, including production and consumption, and government regulation.



