Year F-6/7 Humanities and Social Sciences: Sequence of Content

Inquiry and skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Questioning	• Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)			• Pose questions to investigate people, events, places and issues (ACHASSI052, ACHASSI073)		• Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)		• Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)
Researching	• Collect data and information from observations and identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035) • Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003, ACHASSI020, ACHASSI036) • Sequence familiar objects and events (ACHASSI004, ACHASSI021, ACHASSI037)			• Locate and collect information and data from different sources, including observations (ACHASSI053, ACHASSI074) • Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054, ACHASSI075) • Sequence information about people's lives and events (ACHASSI055, ACHASSI076)		• Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123) • Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124) • Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)		• Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources (ACHASSI153) • Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154) • Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155)
Analysing	• Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) • Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039)			• Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077) • Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057, ACHASSI078)		• Examine primary and secondary sources to determine their origin and purpose (ACHASSI098, ACHASSI126) • Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)		• Examine primary and secondary sources to determine their origin, purpose and reliability (ACHASSI156) • Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)

Inquiry and skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Analysing (continued)	• Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040)					• Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100, ACHASSI128)		• Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)
Evaluating and reflecting	• Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI025, ACHASSI041) • Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009, ACHASSI026, ACHASSI042)			• Draw simple conclusions based on analysis of information and data (ACHASSI058, ACHASSI079) • Interact with others with respect to share points of view (ACHASSI059, ACHASSI080) • Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081)		• Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129) • Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130) • Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131) • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104, ACHASSI132)		• Evaluate and synthesise evidence to draw conclusions (ACHASSI159) • Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160) • Develop and use criteria to make informed decisions and judgements (ACHASSI161) • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)
Communicating	• Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010, ACHASSI027, ACHASSI043)			• Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061, ACHASSI082)		• Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133)		• Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)

Knowledge and understanding: History sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
• Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011) • How they, their family and friends commemorate past events that are important to them (ACHASSK012) • How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)	• Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028) • How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029) • Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	• The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044) • The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045) • How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)	• The importance of Country/Place to Aboriginal and/ or Torres Strait Islander Peoples who belong to a local area (ACHASSK062) • How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063) • Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)	• The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies) (ACHASSK083) • 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 (ACHASSK084)	• Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106) • 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 (ACHASSK107) • The impact of a significant development or event on an Australian colony (ACHASSK108)	• Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134) • Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) • Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)	Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following: • The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACHASSK164) • The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHASSK165) • Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHASSK166)

Knowledge and understanding: History sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
			• Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)	• Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085) • The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)	• The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109) • 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 (ACHASSK110)	• The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)	The depth studies for this year level include:* • Investigating the ancient past • The Mediterranean world (ONE of Egypt, Greece, Rome) • The Asian world (ONE of China, India) *for content details, refer to the Australian Curriculum website

Knowledge and understanding: Geography sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
• The representation of the location of places and their features on simple maps and models (ACHASSK014) • The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) • The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016) • The reasons why some places are special to people, and how they can be looked after (ACHASSK017)	• The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031) • The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032) • Activities in the local place and reasons for their location (ACHASSK033)	• The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047) • The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048) • The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)	• The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066) • The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067) • The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)	• The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087) • The importance of environments, including natural vegetation, to animals and people (ACHASSK088) • The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)	• The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111) • The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112) • The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)	• The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138) • Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139) • The world's cultural diversity, including that of its indigenous peoples (ACHASSK140) • Australia's connections with other countries and how these change people and places (ACHASSK141)	Unit 1: Water in the world • Classification of environmental resources and the forms that water takes as a resource (ACHASSK182) • The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183) • The quantity and variability of Australia's water resources compared with other continents (ACHASSK184) • The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)

Knowledge and understanding: Geography sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
		• The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050) • The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)	• The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)	• The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)	• The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)		• Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186) • Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187) Unit 2: Place and liveability • Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188) • The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)

Knowledge and understanding: Geography sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
							• The influence of environmental quality on the liveability of places (ACHASSK190) • The influence of social connectedness and community identity on the liveability of places (ACHASSK191) • Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)

Knowledge and understanding: Civics and citizenship sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
			• The importance of making decisions democratically (ACHASSK070) • Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) • Why people participate within communities and how students can actively participate and contribute (ACHASSK072)	• The role of local government and the decisions it makes on behalf of the community (ACHASSK091) • The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092) • The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	• The key values that underpin Australia's democracy (ACHASSK115) • The key features of the electoral process in Australia (ACHASSK116) • Why regulations and laws are enforced and the personnel involved (ACHASSK117) • How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	• The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143) • The roles and responsibilities of Australia's three levels of government (ACHASSK144) • The responsibilities of electors and representatives in Australia's democracy (ACHASSK145) • Where ideas for new laws can come from and how they become law (ACHASSK146)	• The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (ACHASSK193) • The process for constitutional change through a referendum (ACHASSK194) • How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHASSK195)

Knowledge and understanding: Civics and citizenship sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
						• The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) • The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)	• How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196) • How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197) • How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)

Knowledge and understanding: Economics and business sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
					• The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) • Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120) • Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)	• How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) • The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) • The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)	• The ways consumers and producers interact and respond to each other in the market (ACHASSK199) • Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHASSK200) • Characteristics of entrepreneurs and successful businesses (ACHASSK201) • Why individuals work, types of work and how people derive an income (ACHASSK202)

Humanities and Social Sciences: Sequence of achievement F-6/7

This Sequence of Achievement provides the achievement standard at each year level for the F-6/7 Humanities and Social Sciences subject, providing a holistic statement of expected learning across the sub-strands of the subject. Sequences of Achievement for the F-6/7 sub-strands of history, geography, civics and citizenship, and economic and business are provided as separate documents.

Achievement Standard	Foundation	Year 1	Year 2
	By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.	By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Humanities and Social Sciences: Sequence of achievement F-6/7

Achievement Standard	Year 3	Year 4	Year 5
	By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.	By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Humanities and Social Sciences: Sequence of achievement F-6/7

Achievement Standard	Year 6	Year 7
	By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.	By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge. Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

History: Sequence of Achievement F-6/7

This Sequence of Achievement provides the achievement standard at each year level for the history sub-strand of the F-6/7 Humanities and Social Sciences subject.

A Sequence of Achievement for the F-6/7 Humanities and Social Sciences subject is provided as a separate document.

Achievement Standard	Foundation	Year 1	Year 2	Year 3
	By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.	By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.	By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They identify the importance of different celebrations and commemorations for different groups. Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.

History: Sequence of Achievement F-6/7

Achievement Standard	Year 4	Year 5	Year 6
	By the end of Year 4, students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.	By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.	By the end of Year 6 students explain the significance of an event/ development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.

For Year 7 History achievement standard please refer to the Year 7 to 10 History curriculum.

Geography: Sequence of Achievement F-6/7

This Sequence of Achievement provides the achievement standard at each year level for the geography sub-strand of the F-6/7 Humanities and Social Sciences subject.
A Sequence of Achievement for the F-6/7 Humanities and Social Sciences subject is provided as a separate document.

Achievement Standard	Foundation	Year 1	Year 2	Year 3
	By the end of Foundation Year, students describe the features of familiar places and recognise why some places are special to people. They recognise that places can be represented on maps and a globe and why places are important to people. Students observe the familiar features of places and represent these features and their location on pictorial maps and models. They share and compare observations in a range of texts and use everyday language to describe direction and location. Students reflect on their learning to suggest ways they can care for a familiar place.	By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and identify where features of places are located. They recognise that people describe the features of places differently. Students identify changes in features and describe how to care for places. Students respond to questions about familiar and unfamiliar places by locating and interpreting information from sources provided. They represent the location of different places and their features on labelled maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.	By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. Students recognise that the world can be divided into major geographical divisions. They describe how people in different places are connected to each other and identify factors that influence these connections. They explain why places are important to people, recognising that places have meaning. Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They represent data and the location of places and their features in tables, plans and on labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry	By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and selected countries neighbouring Australia. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places. Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge.

Geography: Sequence of Achievement F-6/7

Achievement Standard	Year 4	Year 5	Year 6
	By the end of Year 4, students describe the location of selected countries using compass direction. They describe and compare the characteristics of places in different locations at local to national scales. They identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge.

Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They record and represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action | By the end of Year 5, students describe the location of selected countries in relative terms. They explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. They identify and describe different possible responses to a geographical challenge.

Students develop appropriate geographical questions for an investigation. They locate, collect and organise data and information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in graphic forms, including large-scale and small-scale maps that use the cartographic conventions of border, scale, legend, title and north point. They describe the location of places and their characteristics using compass direction and distance. Students interpret maps, geographical data and other information to identify and describe spatial distributions, simple patterns and trends, and suggest conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose action in response to a geographical challenge and identify the possible effects of their proposed action. | By the end of Year 6, students describe the location of places in selected countries in absolute and relative terms. They describe and explain the diverse characteristics of places in different locations from local to global scales. They describe the interconnections between people in different places, identify factors that influence these interconnections and describe how interconnections change places and affect people. They identify and compare different possible responses to a geographical challenge.

Students develop appropriate geographical questions to frame an inquiry. They locate, collect and organise useful data and information from primary and secondary sources. They record and represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, source, scale, legend, title and north point. Students interpret maps, data and other information to identify, describe and compare spatial distributions, patterns and trends, to infer relationships and to draw conclusions. They present findings and ideas using geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge and describe the probable effects of their proposal. |

For Year 7 Geography achievement standard please refer to the Year 7 to 10 Geography curriculum.

Civics and Citizenship: Sequence of Achievement F-6/7

The civics and citizenship sub-strand starts in Year 3. This Sequence of Achievement provides the achievement standard at each year level for the civics and citizenship sub-strand of the F-6/7 Humanities and Social Sciences subject. A Sequence of Achievement for the F-6/7 Humanities and Social Sciences subject is provided as a separate document.

Achievement Standard	Year 3	Year 4	Year 5	Year 6
	By the end of Year 3, students explain the role of rules in their community and the importance of making decisions democratically. They describe how people participate in their community as active citizens. Students pose simple questions about the society in which they live. They collect information from sources to answer these questions. They examine information to identify a point of view and draw simple conclusions. Students share their views on an issue and describe how they participate in a group. They present their ideas and conclusions in oral, visual and written forms using civics and citizenship terms.	By the end of Year 4, students identify structures and decisions that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. Students develop questions about the society in which they live and locate and collect information from different sources to answer these questions. They examine information to distinguish between facts and opinions, identify points of view and to draw conclusions. They share their points of view, respecting the views of others, and identify the groups they belong to. Students present ideas and conclusions using discipline-specific terms in a range of communication forms.	By the end of Year 5, students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They identify various ways people can participate effectively in groups to achieve shared goals and describe different views on how to respond to a current issue or challenge. Students develop questions for an investigation about the society in which they live. They locate and collect information from different sources to answer these questions. They examine sources to determine their purpose and identify different viewpoints. They interpret information to suggest conclusions based on evidence. Students identify possible solutions to an issue as part of a plan for action and reflect on how they work together. They present their ideas, conclusions and viewpoints in a range of communication forms using civics and citizenship terms and concepts.	By the end of Year 6, students explain the role and importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students develop appropriate questions to frame an investigation about the society in which they live. They locate, collect and organise useful information from a range of different sources to answer these questions. They examine sources to determine their origin and purpose and describe different perspectives. They evaluate information to draw conclusions. When planning for action, they identify different points of view and solutions to an issue. They reflect on their learning to identify the ways they can participate as citizens in the school or elsewhere. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and civics and citizenship terms and concepts.

For Year 7 Civics and Citizenship achievement standard please refer to the Year 7 to 10 Civics and Citizenship curriculum.

Economics and business: Sequence of Achievement F-6/7

The economics and business sub-strand starts in Year 5. This Sequence of Achievement provides the achievement standard at each year level for the economics and business sub-strand of the F-6/7 Humanities and Social Sciences subject. A Sequence of Achievement for the F-6/7 Humanities and Social Sciences subject is provided as a separate document.

Achievement Standard	Year 5	Year 6
	By the end of Year 5, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed consumer and financial choices.	By the end of Year 6, students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.
	Students develop questions for an investigation about an economics or business issue or event. They locate and collect data and information from a range of sources to answer these questions. They examine sources to determine their purpose and suggest conclusions based on evidence. They interpret, sort and represent data in different formats. They generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision. Students apply economics and business skills to everyday problems. They present their ideas, findings and conclusions in a range of communication forms using economics and business terms.	Students develop appropriate questions to frame an investigation about an economics or business issue, challenge or event. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and evaluate evidence to draw conclusions. They interpret, organise and represent data in a range of formats using appropriate conventions. They generate alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to a challenge and identify the possible effects of their decision. They apply economics and business knowledge and skills to familiar problems. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials and economics and business terms.

For Year 7 Economics and Business achievement standard please refer to the Year 7 to 10 Economics and Business curriculum.

F-6/7 Humanities and Social Sciences: Key skills – Sub-strand illustrations

Skill	History	Geography	Civics and citizenship	Economics and business
Questioning	Pose questions before, during and after an inquiry about the past and how the past relates to the present Develop questions that help identify the concepts of historical thinking (for example, sources) Develop questions to guide the stages of a historical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned) Create questions appropriate to their purpose (for example, open-ended questions for interviews, critical questions about source reliability, questions that follow cultural protocols)	Pose questions before, during and after an inquiry about geographical phenomena and contemporary geographical challenges Develop questions that help identify the concepts of geographical thinking (for example, place) Develop questions to guide the stages of a geographical inquiry, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned) Create questions appropriate to their purpose (for example, closed questions for surveys, questions that follow cultural protocols)	Pose questions before, during and after an inquiry about civics and citizenship issues Develop questions that help identify the concepts of civics and citizenship (for example, democracy) Develop questions to guide the stages of an inquiry about civics and citizenship, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned) Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions for self-reflection)	Pose questions before, during and after an inquiry about economic or business issues or events Develop questions that help identify the concepts of economics and business (for example, consumer choices) Develop questions to guide the stages of an inquiry about economics and business, using organisers (for example, five W's + H – who, what, when, where, how and why; KWL chart – what they know, what they want to know and what they have learned) Create questions appropriate to their purpose (for example, closed questions for surveys, questions that are sensitive to diverse viewpoints, questions that consider ethical choices)
Researching	Identify and locate primary sources (from the time) and secondary sources to support a historical inquiry Collect information, evidence and/or data using methods most suited to an historical inquiry (for example, interview, observation, digital search tools) Record, arrange and sort information about the past and how it relates to the present in a range of forms (for example, concept map, object display, table)	Identify and locate primary sources (for example, interviews, navigation journal, stories from Country/Place, field sketches) and secondary sources (for example, maps, diagrams) to support a geographical inquiry Use representations of place (for example, map, globe, model, picture) to gather geographical information Collect information and/or data using qualitative methods (for example, observation) and quantitative methods (for example, Google Earth, digital	Identify and locate primary sources (for example, survey, interview, photograph) and secondary sources (for example, electoral data, news article, diagram, report) to answer questions about civics and citizenship Collect information and/or data using a range of methods (for example, interview, photograph, survey data) suited to civics and citizenship questions Record and represent civics and citizenship information and/or data in	Identify and collect information and/or data using qualitative methods (for example, photograph, survey) and quantitative methods (for example, statistical data, advertisement) to explore economic and business processes and phenomena Categorise and arrange data for useful interpretation (for example, spreadsheet and database fields) Record and represent economic and business information and/or data in appropriate forms (for example, spreadsheet, model, graph, flowchart)

Skill	History	Geography	Civics and citizenship	Economics and business
Researching *(continued)*	Order information about lives, events developments and phenomena over time using sequences, timelines and oral recounting	image search) suited to the geographical inquiry Record, organise and represent geographical information and/or data in appropriate forms (for example, map, scattergram, model, diagram)	appropriate forms (for example, diagram, graph, table)	
Analysing	Apply relevant concepts of historical thinking (for example, cause and effect) when interpreting information, evidence and/or data about people, events and phenomena over time Identify and compare aspects of the past and present as represented in a range of sources, including facts and opinions, and different historical interpretations, points of view and perspectives Critique sources for their origin, purpose, reliability and usefulness to support a historical inquiry Identify patterns and trends and infer cause-effect and temporal relationships about people, events and phenomena of the past and present	Apply relevant geographical concepts (for example, change) when interpreting information, evidence and/or data in a geographical inquiry Identify and compare information, evidence and/or data about places (for example, features of places; elements of environments; perceptions, points of view and perspectives about places) Analyse information and data in maps, charts, graphs, diagrams and tables to identify patterns, trends and anomalies and infer relationships Interpret information and/or data (for example, map, diagram, picture, report) to identify elements and processes in simple systems and to infer connections	Apply relevant concepts of civics and citizenship (for example, identity) when interpreting information, evidence and/or data in an inquiry Identify and compare aspects of civics and citizenship as represented in a range of sources, including facts and opinions, points of view and perspectives Critique sources for their origin, purpose, reliability and usefulness when investigating civics and citizenship issues and phenomena Interpret civic information and/or data (for example, media report, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships	Apply relevant concepts of economics and business (for example, resource allocation) when interpreting information, evidence and/or data in an inquiry Identify and compare aspects of economics and business as represented in a range of sources, including persuasive language, points of view and perspectives Critique sources for their origin, purpose, reliability and usefulness when examining economics and business issues and phenomena Interpret economics and business information and/or data (for example, media reports, voting statistics, census data) to identify distributions, patterns and trends and to infer correlations and relationships
Evaluating and reflecting	Apply relevant concepts of historical thinking (for example, significance) when proposing explanations, evaluations and conclusions about the past and how it relates to the present Evaluate the usefulness of sources in a historical inquiry and support conclusions with data and/or evidence Listen to, share with and engage with others to generate responses to	Apply relevant concepts of geographical thinking (for example, interconnections) when proposing explanations, evaluations and conclusions about places, environments and people's connections to them Evaluate the usefulness of sources in a geographical inquiry and support conclusions with data and/or evidence	Apply relevant civics and citizenship concepts (for example, government) when proposing explanations, evaluations and conclusions in an inquiry Evaluate the usefulness of sources in an inquiry of civics or citizenship issues and phenomena and support conclusions with data and/or evidence	Apply relevant economics and business concepts (for example, opportunity-cost) when proposing explanations, evaluations and conclusions in an inquiry Evaluate the usefulness of sources in an economics and business inquiry and support conclusions with data and/or evidence

Skill	History	Geography	Civics and citizenship	Economics and business
Evaluating and reflecting *(Continued)*	issues and challenges about historical phenomena, people and events Reflect on learning about the past to predict possible changes and continuities, consider effects of proposed actions, and imagine preferred futures	Listen to, share with and engage with others to generate responses to geographical issues and challenges Reflect on learning to predict the possible impact of a geographical event, issue, phenomenon and/or proposed action on people and places, and imagine preferred futures	Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue Reflect on learning to consider multiple perspectives and ambiguities associated with a civics or citizenship issue, predict possible effects of a proposed action, and imagine preferred futures	Listen to, share with and engage with others to generate responses to economics and business challenges Reflect on learning to make decisions and recommend a course of action using cost-benefit analysis and criteria, and predict the potential consequences of the proposed action
Communicating	Compose appropriate text types (for example, narrative recount and account, report, argument, biography) to convey findings, conclusions and understandings of a historical inquiry Select appropriate representations to suit and enhance their communication (for example, timeline, photograph, picture) in digital and non-digital modes Use accurate historical terms and concepts	Compose appropriate text types (for example, description, report, argument) to convey findings, conclusions and understandings of a geographical inquiry Select appropriate representations to suit and enhance their communication (for example, map, diagram, field sketch) in digital and non-digital modes Use accurate geographical terms and concepts	Compose appropriate text types (for example, report, argument, explanation) to convey findings, conclusions and understandings from a civics and citizenship inquiry Select appropriate representations to suit and enhance their communication (for example, chart, diagram, photograph, audio file) in digital and non-digital modes Use accurate civics and citizenship terms and concepts	Compose appropriate text types (for example, report, memo, plan, budget, argument, explanation) to convey findings, conclusions and understandings from an economics and business inquiry Select appropriate representations to suit and enhance their communication (for example, flowchart, diagram, categorised list) in digital and non-digital modes Use accurate economic and business terms and concepts

F-6/7 Humanities and Social Sciences - Concepts for developing historical thinking

Sources

A source is anything that has been left behind by the past, which provides information that can add to our knowledge of the past. A source might be a document, artefact, music, a gravestone, a picture, a midden or a piece of ephemera, such as a postage stamp. However, a source becomes 'evidence' only if it is of value to a particular inquiry.

Historical sources are often categorised as 'primary' or 'secondary'. A primary source is usually described as 'from the time', for example, a diary kept by a famous navigator in the sixteenth century. A secondary source is usually described as a 'story' or 'commentary' by someone who was not actually involved in the situation being described, for example, a modern picture book 'about' that navigator. Evidence, a focus concept starting in Year 7, is what we learn from a historical source when we ask good questions.

Continuity and Change

Elements of change and continuity exist simultaneously in the material and immaterial world. These might involve changing and continuous family structures, occupations, homes, technology, values and attitudes. Change occurs at different rates simultaneously, linking forward and backward in time, whilst continuities define aspects of the past that remain/ed the same over certain periods of time.

In historical studies, learners move from simplistic notions of history as a series of events, to powerfully complex understandings about change and continuity.

Cause and effect

The concepts 'cause and effect' are used to investigate why things happened. As historians identify chains of events and developments over time, short-term and long-term, they find there can be multiple causes and effects of an event, that they are related, and that they can be immediate or longstanding.

From young students' early notion that things simply happen randomly, and what did happen was inevitable, the increasing study of contextual and causal factors in history can enable eventual understanding of the complex interrelationship of multiple, shifting causes.

Significance

There is too much history to remember all of it. In historical studies, the selection of what should be investigated and remembered is assisted by considering questions such as, 'How did people in the past view the significance of an event?', 'How important were the consequences of an event?', 'What was the duration of the event?', 'And how relevant is it to the contemporary world?'

Significant events include those resulting in great change over long time periods, as well as the history of ordinary people made significant when contextualised to larger events and of relevance to us today. In recent decades, some historians have explored new areas of significance or have brought fresh perspectives to traditional areas. Increasingly, there are histories of the oppressed, the marginalised and the 'ordinary' people of 'ordinary' communities, including people who were relatively powerless due to race, religion, gender or class.

Perspectives

In historical study, a perspective is the position from which a person sees and understands events going on around him/her. In studying history, two types of perspective are important – those of the 'people of the past' and current perspectives 'about the past'. (This may differ from a person's point of view, which is an individual's rational or irrational view or feeling about something.) The lives and actions of people in the past are shaped by the social, cultural, intellectual and emotional factors of that time and place. Exploring 'unusual' and unexpected ideas and attitudes of some people of the

past, encourages students to think more deeply about those 'strange' ideas, and also – by comparison and contrast – about the taken-for-granted assumptions of their own society.

As today, however, there could be dramatic differences in values, attitudes and practices among people in societies long ago – producing instability, conflict and upheaval. Studying historical differences in perspective, and consequent conflict, can help students understand the roots of conflict in their own world and offer signposts towards possible resolution of that conflict. Today's perspectives 'about the past' can also vary.

Empathy

In historical inquiry, the term 'empathy' is used to describe engagement with past thought. The re-enactment of past thought and feeling is a greater challenge than constructing descriptions and explanations of the past. It requires an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. Empathy encourages students to overcome the common tendency to see people of the past as strange and incomprehensible.

Student empathy is encouraged when a teacher sets the scene in a particular historical setting and asks the students to describe a memorable episode and to express their thoughts and feelings. Unlike creative fiction, it relies on a disciplined imagination. The aim is for students to respond in ways that are true to the time and the situation – plausible and convincing in the activities described, words spoken, attitudes expressed and values implied. However, empathy is not authentically achieved if later standards, customs, values and truths are used to judge other times, potentially creating wild and unhistorical imaginings. Empathy promotes deeper understanding of 'difference' in the past and, where appropriate, tolerance and acceptance in the present.

Contestability

Contestability, a focus concept starting in Year 7, is an inescapable characteristic of history, emerging from the essential nature of the discipline. History is the study and description of something ('the past') that no longer exists. Reconstructing the past depends on the surviving fragments of the past, themselves 'problematic' and involves processes of interpretation, disciplined imagination, and judgment by historians who bring to the task their various abilities, experiences, perspectives, foibles and fallibilities.

Contestability occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives, with debate often remaining intractable. Some students might question the value of a discipline that seems incapable of producing 'the truth'. However, contestability gives history a distinctive strength and value: in history, as in life, certainty remains elusive but nonetheless worth the pursuit.

F-6/7 Humanities and Social Sciences — Concepts for developing geographical thinking

Place

Place involves the significance of where things are located on the surface of the earth, both absolutely and in relation to other things. Places are parts of Earth's surface that have been defined, named and given meaning by people. They are not blank locations but complex assemblages of environmental and human features and characteristics that influence what exists and what happens. Places are important to our security, identity, sense of belonging, and wellbeing and opportunities. Thus, in geography, place explores ways of thinking about the world: how place may be perceived, experienced, understood and valued differently.

Places range in size from a part of a room or garden to a major world region. They can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible (landforms, people) while others are intangible (culture, scenic quality). The human characteristics of a place (for example, economy, culture) are influenced by its environmental characteristics and resources, and the environmental characteristics of a place are influenced by actions of humans and environmental processes over short to long time periods and at different scales. The sustainability of places may be threatened by human and environmental factors.

Space

The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces in the places we live. Spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes.

The environmental and human characteristics of places are influenced by their location. The effects on people of their location and distance from other places are being reduced by improvements in transport and communication technologies. The individual characteristics of places form spatial distributions (for example population density, road networks, trade routes). Analysing these distributions contributes to geographical understanding about environments, society, politics and economy.

Environment

In geography, the concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment. The environment involves processes relating to abiotic elements (air, water, soil, rock) and biotic elements (living things and humans). The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat, and being a source of enjoyment and inspiration.

The environment both supports and constrains human settlement and economic development. Constraints can be reduced but not eliminated by technology and human organisation, for example, hazards can be reduced by prevention, mitigation and preparedness. People perceive, adapt to and use similar environments in different ways depending on cultural, values-based, population, economic and technological factors. Managing human-induced environmental change requires an understanding of the causes and consequences of change so as to achieve preferred and more sustainable futures.

Interconnection

The concept of interconnection emphasises that no object of geographical study can be viewed in isolation. Places, and the people and organisations in them, are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on changes in these characteristics.

Environmental and human processes, such as the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and

within places. Holistic thinking is about seeing the interconnections between phenomena and processes within and between places, and informs ideas about sustainable development.

Sustainability
The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living things into the future. Sustainability is both a goal and a way of thinking about how to progress towards that goal. Progress towards environmental sustainability depends on maintaining or restoring the environmental functions that sustain all life and human wellbeing (economic, social and health-wise).

Understanding sustainability requires a knowledge of environmental systems, their components, processes and connections; and the ways that different humans interact with these. Understanding environmental degradation requires a knowledge of human actions that initiate it and the causes of these human actions (attitudinal, demographic, social, economic and political). There are a variety of contested views on how sustainability should be achieved and these are often informed by worldviews such as stewardship.

Scale
The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels. Relationships found at one level of scale may differ at a higher or lower level. For example, in studies of vegetation, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale.

Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events can have global outcomes, such as the effects of using of fossil fuel power locally on global climate.

Change
The concept of change is about explaining geographical phenomena by investigating how they have developed over time. Environmental change can occur over both short and long time frames, and both time scales have interrelationships with human activities. Environmental, economic, social and technological change is spatially uneven, and affects places differently.

An understanding of the current processes of change can be used to predict change in the future and to identify what would be needed to achieve preferred and more sustainable futures.

F-6/7 Humanities and Social Sciences: Concepts of interdisciplinary thinking – Sub-strand illustrations

Concepts	Sub-strands			
	History	Geography	Civics and citizenship	Economics and Business
Significance The importance of something such as an issue, event, development, person, place, process, interaction or system over time and place	The significance to society, particularly to Australian society, of places, events, ideas, phenomena and the contributions and achievements of people The legacy of past societies in present social, political, intellectual and economic life; the historical, cultural and spiritual value of the remains of the past; and what should be preserved and why How diverse groups celebrate and commemorate events and the significance of Country/Place to Aboriginal and Torres Strait Islander Peoples	The significance of where things are located on the surface of the earth, and how they have been defined, named and given meaning by people in relation to security, identity, sense of belonging, wellbeing and opportunities The importance of the environment, its systems and processes, to the wellbeing of human and other life, and the significance of sustainable development for preferred futures The ways places are arranged and environments modified to enable liveability and important human activity	The role of key values that underpin Australia's democracy, and the importance of rules and laws to Australia's social, environmental and economic stability and development The importance of cultural, religious and social groups to individual and group identity and belonging	The importance of business in providing goods, services and work, and of enterprising thinking and behaviours in responding to economic challenges in sustainable ways The value of information in making consumer and financial decisions
Continuity and change Aspects of society, such as institutions, ideas, values and problems, that have stayed the same and changed over time (some point in the past and the present) or in the past (two points in the past)	How human experiences, for example, family life, technology, colonisation, settlement, migration and citizenship, have differed and/or stayed the same over time How social, political, environmental and economic ideas, values and challenges have changed or remained the same over time, and the different ways people and institutions have responded to them Possible social and technological changes and continuities in the future	Cyclical continuities and changes in natural systems in different places and over different time frames (for example, seasons), and how people perceive and represent environmental continuities and changes in diverse ways Modifications to environments as humans interact with the resources and processes within them, and ways that humans manage sustainability and change in natural and constructed environments How current processes of change can be used to predict change in the future and influence views of preferred sustainable futures	Ways the Australian government and legal system maintain a stable democracy and a cohesive society and manage social, economic and environmental change How individuals and groups respond to change in a diverse society and generate social and political change at local and other levels	The variables which influence people's consumer and financial decisions Economic challenges in a changing world and changing ways people can respond

Concepts	Sub-strands			
	History	**Geography**	**Civics and citizenship**	**Economics and Business**
Cause and effect The long-term and short-term causes and the intended and unintended consequences of an event, decision, process, interaction or development	Reasons for social, political, environmental and economic events and developments over short and long time frames, and the effects on individuals, groups and societies How events, developments and ideas (for example, technology, exploration, citizenship, natural disasters) have shaped the daily lives of diverse people How the past and present might influence the future and how knowledge of the past and present can influence plans for possible and preferred futures	How factors of culture, values, population, economy and technology affect how people perceive, adapt to and use similar environments in different ways How cause-effect relationships cross scales from the local to the global and the global to the local, such as the effect of local rubbish on far away marine ecosystems How human characteristics of a place (for example, economy, culture) are influenced by its environmental characteristics and resources; and how environmental characteristics of a place are influenced by human actions and environmental processes, over short to long time periods and at different scales	The reasons for rules and laws, and the consequences for individuals, society and places when rules and laws are followed and not followed How the groups we belong to shape our values and identity, and how these influence our perceptions of other individuals and groups, and they of us	Influences on consumer decisions, the effects of these decisions on individuals, the community and the environment, and ways alternative choices can be evaluated Effects of economic challenges in a changing world, particularly the use and allocation of limited resources, and strategies that are used to manage possible effects in the present and future
Place and space The characteristics of places (spatial, social, economic, physical, environmental) and how these characteristics are organised spatially (location, distribution, pattern)	How places and the social and economic activities within them have changed and remained the same over time, including Australia's colonial and modern era Remains of the past and places of cultural or spiritual significance, such as buildings and commemoration sites, and what they reveal about the past The places and cultures of the world from where Australians of the past and present have immigrated, and how they influenced the places where they settled	How places are described according to size, location, shape, boundaries, features and environmental and human characteristics, which can be tangible (such as landforms or people) or intangible (such as culture or scenic quality) How spaces are perceived, structured, organised and managed by people, and can be designed and redesigned to achieve particular purposes The individual characteristics of places and how they form spatial distributions such as population density, urban patterns and road networks	The services, facilities and laws at local, state and national levels, provided by Australian governments, to create a cohesive, stable and sustainable democracy and society How the values and beliefs of different groups and cultures are influenced by their location, and democratic ways that groups solve problems about the use and care for their place	The distribution of resources, services and industries locally, in Australia and beyond How industries influence the development of a place, such as work sites, roads, ports, shops and residential spaces

Concepts	Sub-strands			
	History	**Geography**	**Civics and citizenship**	**Economics and Business**
Interconnections The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other	Connections between significant and ordinary people, events, developments, phenomena and places through time How chains of events and developments over short and long timeframes are related through multiple causes and effects How places and peoples have been connected through human endeavour and cultural exchange over time, and what tangible and intangible remains of the past are evident in the present	The variety of ways that places, and the people and organisations in them, are connected and how the nature of these connections are changing with communication and transport technology Environmental systems such as the water cycle and human systems such as cities, and how they are interconnected within and across systems, through flows of matter, energy, information and actions Factors that impact on the capacity of environmental systems to sustain human life and wellbeing	Australia's Anglo-Celtic heritage, including the Westminster system, and its connection to key features and processes of Australia's government and legal systems How people are connected to each other through group belonging and community participation	How the provision of goods and services to satisfy consumers' needs and wants connects industries, businesses and workers, locally and globally The interrelationship between work, income, personal satisfaction and other factors (for example, resource consumption, community prosperity)
Roles, rights and responsibilities The roles, rights and responsibilities of social, economic, civic and environmental participation, including those of individuals, communities and institutions	The role and contribution of a range of individuals, groups and government to the development of society, economy and democracy in Australia and other places The experiences of citizenship and democratic rights in Australia and the struggle for these by some groups, including Aboriginal and Torres Strait Islander Peoples	The custodial responsibility of Aboriginal and Torres Strait Islander Peoples' to Country/Place The role of humans in altering places or environments and the lives of people associated there, and the rights and responsibilities of people and government in managing the effects of such change	The rights and responsibilities of Australian citizens at local to national levels, and the obligations citizens may have beyond their national border The roles, rights and responsibilities of electors and representatives in a democracy	The responsibility consumers and producers have for each other Types of work, and the rights and responsibilities of people in the workplace

Concepts	Sub-strands			
	History	**Geography**	**Civics and citizenship**	**Economics and Business**
Perspectives and action The ways in which different individuals and/or groups view something such as a past or present issue, idea, event, development, person, place, process or interaction and how these views influence their actions	Different values, attitudes, actions and practices of individuals and societies in the past, and how they are viewed in the present How representations of people from a range of groups in the past show social, cultural and emotional factors of the time and place Different and sometimes opposing perspectives about a person, event, development or phenomena of the past, and how these could create debate or conflict then or now	The diversity of perceptions, experiences and feelings people have for places at scales from the local to global, and how people convey value of places through representations, actions and ways of caring How people's connections and proximity to other people and places affects their awareness and opinions The diverse views on how progress towards sustainability should be achieved, and the worldviews that inform these views such as stewardship	How cultural, social and religious groups, and other groups with shared beliefs and values, work together to achieve civic goals The skills and democratic values that enable active and informed citizenship	The ways different groups, including Aboriginal and Torres Strait Islander peoples, value and use resources differently The personal, social, cultural and other factors that influence consumer choices of individuals and groups

Foundation level — My personal world

Foundation

Year level description

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship.

The content provides opportunities for students to begin to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, place and space**, and **perspectives**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Foundation inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

Foundation achievement standard

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Foundation level

My personal world

Foundation

Inquiry and skills strand

Content descriptions

Questioning

- Pose questions about past and present objects, people, places and events

Researching

- Collect data and information from observations and identify information and data from sources provided
- Sort and record information and data, including location, in tables and on plans and labelled maps
- Sequence familiar objects and events

Analysing

- Explore a point of view
- Compare objects from the past with those from the present and consider how places have changed over time
- Interpret data and information displayed in pictures and texts and on maps

Evaluating and reflecting

- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps
- Reflect on learning to propose how to care for places and sites that are important or significant

Communicating

- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand in this year gives students opportunities to develop historical understanding through key concepts including **continuity and change, perspectives, empathy** and **significance**. Through studies of their family, familiar people and their own history, students look at evidence of the past, exposing them to an early understanding that the past is different from the present (continuity and change). They come to understand why some events are important in their own and others' lives (significance), and how different people commemorate events that are important to them (empathy, perspectives).

Inquiry Questions

- 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?

Content descriptions

- Who the people in their family are, where they were born and raised and how they are related to each other
- How they, their family and friends commemorate past events that are important to them
- How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums

Geography

Concepts for developing understanding

The content in the geography sub-strand provides ways of developing students' understanding of **place, space** and **environment**. Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

Content descriptions

- The representation of the location of places and their features on simple maps and models
- The places people live in and belong to, their familiar features and why they are important to people
- The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples
- The reasons why some places are special to people, and how they can be looked after

Year 1

How my world is different from the past and can change in the future

Year 1

Year level description

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; place and space; roles, rights and responsibilities**; and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 1 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How has family life and the place we live in changed over time?
- What events, activities and places do I care about? Why?

Year 1 achievement standard

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

Humanities and Social Sciences Curriculum (F-6/7 HASS)

Year 1 — How my world is different from the past and can change in the future

Year 1

Inquiry and skills strand

Content descriptions

Questioning

- Pose questions about past and present objects, people, places and events

Researching

- Collect data and information from observations and identify information and data from sources provided
- Sort and record information and data, including location, in tables and on plans and labelled maps
- Sequence familiar objects and events

Analysing

- Explore a point of view
- Compare objects from the past with those from the present and consider how places have changed over time
- Interpret data and information displayed in pictures and texts and on maps

Evaluating and reflecting

- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps
- Reflect on learning to propose how to care for places and sites that are important or significant

Communicating

- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, perspectives, empathy** and **significance**. The content for this year focuses on similarities and differences in family life over recent time (continuity and change, perspectives) and how people may have lived differently in the past (empathy). Students' understanding is further developed as they consider dates and changes that have personal significance (significance). As students continue to explore the past and the present, they begin to speculate about the future (continuity and change).

Inquiry Questions

- 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?

Content descriptions

- Differences in family structures and roles today, and how these have changed or remained the same over time
- How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **change**. Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures (place, environment). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

Content descriptions

- The natural, managed and constructed features of places, their location, how they change and how they can be cared for
- The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them
- Activities in the local place and reasons for their location

Year 2 — Our past and present connections to people and places

Year level description

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections;** and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 2 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Year 2 achievement standard

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Year 2 — Our past and present connections to people and places

Inquiry and skills strand

Content descriptions

Questioning
- Pose questions about past and present objects, people, places and events

Researching
- Collect data and information from observations and identify information and data from sources provided
- Sort and record information and data, including location, in tables and on plans and labelled maps
- Sequence familiar objects and events

Analysing
- Explore a point of view
- Compare objects from the past with those from the present and consider how places have changed over time
- Interpret data and information displayed in pictures and texts and on maps

Evaluating and reflecting
- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps
- Reflect on learning to propose how to care for places and sites that are important or significant

Communicating
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy** and **significance**. Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider why they should be preserved (significance, cause and effect, perspectives). They examine the impact of technology of people's lives (continuity and change, cause and effect), and speculate about people's lives in the past to further develop their understanding that people lived differently in the past (continuity and change, perspectives, empathy).

Inquiry Questions
- 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?

Content descriptions
- The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past
- The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved
- How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past)

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **interconnection**. Students develop a mental map of the world by learning the major geographical divisions on Earth (place, space, environment) and where they are located in relation to Australia (space). Students learn about the hierarchy of scale by which places are defined – from the personal scale of their home to the national scale of their country (scale). Students explore how distance and accessibility influence how often they visit places, and for what purpose (space, interconnection) and investigate their links with places locally and throughout the world (interconnection). They see how places have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection).

Inquiry Questions
- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

Content descriptions
- The way the world is represented in geographic divisions and the location of Australia in relation to these divisions
- The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place
- The connections of people in Australia to people in other places in Australia and across the world
- The influence of purpose, distance and accessibility on the frequency with which people visit places

Year 3 — Diverse communities and places and the contribution people make — Year 3

Year level description

The Year 3 curriculum focuses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities**; and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

Year 3 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

Year 3 achievement standard

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

Inquiry and skills strand

Content descriptions

Questioning

- Pose questions to investigate people, events, places and issues

Researching

- Locate and collect information and data from different sources, including observations
- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions
- Sequence information about people's lives and events

Analysing

- Examine information to identify different points of view and distinguish facts from opinions
- Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns

Evaluating and reflecting

- Draw simple conclusions based on analysis of information and data
- Interact with others with respect to share points of view
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions

Communicating

- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 3 curriculum provides a study of identity and diversity in their local community and beyond, past and present. Students develop understandings about the heritage of their local area (sources, continuity and change), including the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples (significance, perspectives, empathy), and how and why their community has changed (continuity and change, cause and effect). Students explore the historical features and diversity of their community as represented in individuals and their contributions, symbols and emblems of significance (significance) and the different celebrations and commemorations, locally and in other places around the world (significance, perspectives, empathy).

Inquiry Questions

- 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?

Content descriptions

- The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area
- How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community
- Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems
- Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan)

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **interconnection**. Students develop an understanding of the similarities and differences between places within and outside Australia through a study of their environmental and human characteristics (place). They examine climate (environment) and the types of settlements (space) in Australia, the Country/Place of Aboriginal and Torres Strait Islander Peoples, and Australia's neighbouring countries (place). Students come to understand how people feel about and care for places (place, environment, interconnection). Students' mental maps further develop through learning about the representation of Australia and the location of Australia's neighbouring countries (place).

Inquiry Questions

- What are the main natural and human features of Australia?
- How and why are places similar and different?
- What would it be like to live in a neighbouring country?

Content descriptions

- The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human
- The location of Australia's neighbouring countries and the diverse characteristics of their places
- The main climate types of the world and the similarities and differences between the climates of different places
- The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **democracy, laws and citizens**, and **citizenship, diversity and identity**. Drawing on familiar contexts and personal experiences of fair play, different points of view, rules and consequences, and decision-making, students begin to develop an understanding of democracy as rule by the people (democracy, laws and citizens). Students explore how individuals, including themselves, participate in and contribute to their community (citizenship, diversity and identity).

Inquiry Questions

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

Content descriptions

- The importance of making decisions democratically
- Who makes rules, why rules are important and the consequences of rules not being followed
- Why people participate within communities and how students can actively participate and contribute

Year 4 — How people, places and environments interact, past and present

Year level description

The Year 4 curriculum focuses on interactions between people, places and environments over time and space and the effects of these interactions. Students gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's need and want of resources over time has affected peoples, societies and environments. Specifically, students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. They examine the concept of sustainability, and its application to resource use and waste management, past and present, by different groups. The curriculum introduces the role of local government, laws and rules, and group belonging and how they meet people's needs. Themes of law and citizenship extend into their studies of diverse groups, the colonisation of Australia and other places, and how environmental sustainability is enacted.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities**; and **perspectives and action.** These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 4 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How have laws affected the lives of people, past and present?
- What were the short- and long-term effects of European settlement on the local environment and Indigenous land and water management practices?
- What is the significance of the environment and what are different views on how it can be used and sustained, past and present?

Year 4 achievement standard

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

Inquiry and skills strand
Content descriptions

Questioning
- Pose questions to investigate people, events, places and issues

Researching
- Locate and collect information and data from different sources, including observations
- Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions
- Sequence information about people's lives and events

Analysing
- Examine information to identify different points of view and distinguish facts from opinions
- Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns

Evaluating and reflecting
- Draw simple conclusions based on analysis of information and data
- Interact with others with respect to share points of view
- Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions

Communicating
- Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The Year 4 curriculum introduces world history and the movement of peoples. Students study the diversity of Aboriginal and Torres Strait Islander Peoples, their connection to place (sources, perspectives, significance) and their contact with other societies (change and continuity, perspectives, empathy). Through a study of navigation, exploration and/or trade (sources), students come to learn about Australia's early colonisation and develop understandings about contact between societies (continuity and change, cause and effect) and its effects on people and their environments (perspectives, empathy).

Inquiry Questions
- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and 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 Torres Strait Islander Peoples and early traders, explorers and settlers?

Content descriptions
- The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)
- 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
- Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival
- The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **sustainability**. The content focuses on understandings about sustainability – the ongoing capacity of the environment to sustain human life and wellbeing. Students explore the features and functions of environments that support humans and other living things (environment, interconnection). They examine the use and management of resources and waste, and views about how to achieve sustainability (environment, interconnection, sustainability), including the custodial responsibility of Aboriginal and Torres Strait Islander Peoples to their Country/Place (interconnection, sustainability). Students' mental map of the world expands to South America and Africa and their main countries and characteristics (space, place, environment).

Inquiry Questions
- How does the environment support the lives of people and other living things?
- How do different views about the environment influence approaches to sustainability?
- How can people use environments more sustainably?

Content descriptions
- The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia
- The importance of environments, including natural vegetation, to animals and people
- The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability
- The use and management of natural resources and waste, and the different views on how to do this sustainably

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens**, and **citizenship, diversity and identity**. Students' understanding of democratic decision-making is further developed through a study of the role of their local government and the services it provides to their community (government and democracy). They examine how rules and laws affect them and the importance of laws in society (laws and citizens) and they explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity (diversity and identity).

Inquiry Questions
- How can local government contribute to community life?
- What is the difference between rules and laws and why are they important?
- How has my identity been shaped by the groups to which I belong?

Content descriptions
- The role of local government and the decisions it makes on behalf of the community
- The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples
- The different cultural, religious and/or social groups to which they and others in the community belong

Year 5

Australian communities: their past, present and possible futures

Year 5

Year level description

The Year 5 curriculum focuses on colonial Australia in the 1800s and the social, economic, political and environmental causes and effects of Australia's development, and on the relationship between humans and their environment. Students' geographical knowledge of the world is expanded as they explore the continents of Europe and North America, and study Australia's colonisation, migration and democracy in the 1800s. Students investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places. Students explore how communities, past and present, have worked together based on shared beliefs and values. The curriculum introduces studies about Australia's democratic values, its electoral system and law enforcement. In studying human desire and need for resources, students make connections to economics and business concepts around decisions and choices, gaining opportunities to consider their own and others' financial, economic, environmental and social responsibilities and decision-making, past, present and future.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interrelationships; roles, rights and responsibilities**; and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strand or within a particular sub-strand context.

The content at this year level is organised into two strands: Knowledge and understanding and Inquiry and skills. The Knowledge and understanding strand draws from four sub-strands, history, geography, civics and citizenship and economics and business. These strands (Knowledge and understanding and Inquiry and skills) are interrelated and should be taught in an integrated way, which may include integrating across sub-strands, across other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 5 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How have individuals and groups in the past and present contributed to the development of Australia?
- What is the relationship between environments and my roles as a consumer and citizen?
- How have people enacted their values and perceptions about their community, other people and places, past and present?

Year 5 achievement standard

By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge.

Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.

Inquiry and skills strand
Content descriptions

Questioning
- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges

Researching
- Locate and collect relevant information and data from primary and secondary sources
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps using discipline-appropriate conventions
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines

Analysing
- Examine primary and secondary sources to determine their origin and purpose
- Examine different viewpoints on actions, events, issues and phenomena in the past and present
- Interpret data and information displayed in a range of formats to identify and describe distributions, patterns and trends, and to infer relationships

Evaluating and reflecting
- Evaluate evidence to draw conclusions
- Work in groups to generate responses to issues and challenges
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects

Communicating
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. The curriculum in this year provides a study of colonial Australia in the 1800s. Students learn about the reasons for the founding of British colonies in Australia and the impact of a development or event on one Australian colony (change and continuity, cause and effect). They examine what life was like for different groups of people in the colonial period (sources), and explore the reasons for their actions (cause and effect, perspectives, empathy). They examine early migration, settlement patterns, people and their contributions, significant events, and political and economic developments (sources, continuity and change, significance, empathy). Students are also introduced to the concept of sources as they analyse sources to compare information and points of view in the past and present (sources, perspectives).

Inquiry Questions
- 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?

Content descriptions
- Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800
- 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 and Torres Strait Islander Peoples) and how the environment changed
- The impact of a significant development or event on an Australian colony
- The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony
- The role that a significant individual or group played in shaping a colony

Geography

Concepts for developing understanding

The content in the geography sub-strand focuses on developing students' understanding of **place, space, environment, interconnection, change** and **sustainability**. The curriculum focuses on the factors that shape the characteristics of places. They explore how climate and landforms influence human characteristics of places (change, environment, interconnection), and how human actions influence environmental characteristics of places (change, space, place, interconnection). Students examine the way spaces within places are organised and managed (space, place), and how people work to prevent, mitigate and prepare for natural hazards (change, environment, place). Students' mental map of the world expands to Europe and North America and their main countries and characteristics (space, place).

Inquiry Questions
- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Content descriptions
- The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- The influence of people, including Aboriginal and Torres Strait Islander people, on the environmental characteristics of Australian places
- The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- The impact of bushfires or floods on environments and communities, and how people can respond

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens**, and **citizenship, diversity and identity**. Students are introduced to the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice (government and democracy). Students begin to understand representative democracy by examining the features of the voting processes in Australia (government and democracy). Students expand on their knowledge of the law by studying the role of laws and law enforcement (laws and citizens). Students investigate how diverse groups cooperate and participate in our community (citizenship, diversity and identity).

Inquiry Questions
- What is democracy in Australia and why is voting in a democracy important?
- Why do we have laws and regulations?
- How and why do people participate in groups to achieve shared goals?

Content descriptions
- The key values that underpin Australia's democracy
- The key features of the electoral process in Australia
- Why regulations and laws are enforced and the personnel involved
- How people with shared beliefs and values work together to achieve a civic goal

Economics & business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of why decisions need to be made when allocating resources (**resource allocation**) for society's needs and wants, and the various factors that may influence them when making decisions (**making choices**). Methods that help with these decisions, particularly for consumer and financial decisions are considered (**consumer and financial literacy**).

Inquiry Questions
- Why do I have to make choices as a consumer?
- What influences the decisions I make?
- What can I do to make informed decisions?

Content descriptions
- The difference between needs and wants and why choices need to be made about how limited resources are used
- Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations
- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices

Year 6

Australia in the past and present and its connections with Asia and the world

Year level description

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate the importance of rights and responsibilities and informed decision-making, at the personal level of consumption and civic participation, and at the national level through studies of economic, ecological and government processes and systems. In particular, students examine Asia's natural, demographic and cultural diversity, with opportunities to understand their connections to Asian environments. These studies enable students to understand how they are interconnected with diverse people and places across the globe.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities**; and **perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 6 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

Year 6 achievement standard

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Inquiry and skills strand
Content descriptions

Questioning
- Develop appropriate questions to guide an inquiry process about people, events, developments, places, systems and challenges

Researching
- Locate and collect relevant information and data from primary and secondary sources
- Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps using discipline-appropriate conventions
- Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines

Analysing
- Examine primary and secondary sources to determine their origin and purpose
- Examine different viewpoints on actions, events, issues and phenomena in the past and present
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships

Evaluating and reflecting
- Evaluate evidence to draw conclusions
- Work in groups to generate responses to issues and challenges
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects

Communicating
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, **continuity and change, cause and effect, perspectives, empathy** and **significance**. 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 the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance). Students learn about the way of life of people who migrated to Australia since Federation and their contributions to Australia's economic and social development (significance, empathy). In learning about Australia as a nation, students compare a range of sources to determine points of view (sources, perspectives).

Inquiry Questions
- 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?

Content descriptions
- Key figures, events and ideas that led to Australia's Federation and Constitution
- Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children
- Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated
- The contribution of individuals and groups to the development of Australian society since Federation

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment, interconnection** and **change**. Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).

Inquiry Questions
- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Content descriptions
- The geographical diversity of the Asia region and the location of its major countries in relation to Australia
- Differences in the economic, demographic and social characteristics of countries across the world
- The world's cultural diversity, including that of its indigenous peoples
- Australia's connections with other countries and how these change people and places

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about **government and democracy, laws and citizens** and **citizenship, diversity and identity**. Students study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy). Students learn how state/territory and federal laws are made in a parliamentary system (law). Students examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity), and explore the obligations that people may have as global citizens (citizenship, diversity and identity).

Inquiry Questions
- What are the roles and responsibilities of the different levels of government in Australia?
- How are laws developed in Australia?
- What does it mean to be an Australian citizen?

Content descriptions
- The key institutions of Australia's democratic system of government and how it is based on the Westminster system
- The roles and responsibilities of Australia's three levels of government
- The responsibilities of electors and representatives in Australia's democracy
- Where ideas for new laws can come from and how they become law
- The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens
- The obligations citizens may consider they have beyond their own national borders as active and informed global citizens

Economics & business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing students' understanding of opportunity cost and why decisions about the ways resources are allocated to meet needs and wants in their community involve trade-offs. The limited nature of resources means that businesses and consumers make choices (**resource allocation** and **making choices**). This involves consumers choosing what to purchase and businesses choosing the way they provide goods and services (**consumer literacy, business environment**). Students consider the effect of consumer and financial decisions on individuals, the community and the environment (**consumer** and **financial literacy**). The emphasis is on community or regional issues, with opportunities for concepts to also be considered in national, regional or global contexts where appropriate.

Inquiry Questions
- Why are there trade-offs associated with making decisions?
- What are the possible effects of my consumer and financial choices?
- Why do businesses exist and what are the different ways they provide goods and services?

Content descriptions
- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
- The effect that consumer and financial decisions can have on the individual, the broader community and the environment
- The reasons businesses exist and the different ways they provide goods and services

Year level description

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies of the East and West, how they are investigated, and what investigations show of their contribution to modern social, political and economic systems. Students investigate the nature of water as a natural resource in different global places and times, and the effects, issues and solutions of its use, management and value by different people, past and present. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present. Students examine work, consumers, producers and markets and their role in economic sustainability, across time and place. They investigate Australia's commercial, social, legal and political institutions, processes and values and their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and individuals and groups may express their diverse identities. The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from four sub-strands: history, geography, civics and citizenship and economics and business. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 7 inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- How is the ancient world investigated and why are investigations of ancient key people, events, ideas and developments significant in the modern world?

- How has the use, management and value of finite natural resources affected how people have lived and societies have evolved in the past and present, and what does this mean for future planning?

- What principles and processes underpin Australia's cohesive society and stable economy and what is the role of political, economic and social institutions in developing and maintaining this?

Year 7 achievement standard

By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue to challenge. Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.

Inquiry and skills strand
Content descriptions

Questioning
- Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges

Researching
- Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources
- Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales
- Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions

Analysing
- Examine primary and secondary sources to determine their origin, purpose and reliability
- Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present
- Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships

Evaluating and reflecting
- Evaluate and synthesise evidence to draw conclusions
- Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each
- Develop and use criteria to make informed decisions and judgements
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects

Communicating
- Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concept

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students are introduced to an expansive chronology since ancient times to understand broad patterns of historical change (continuity and change, cause and effect). Students apply these understandings in a series of depth studies of ancient societies of the East and West, exploring how these societies are investigated (evidence, contestability) and what investigations show of their contribution to modern social, political and economic systems (significance, perspectives, empathy).

Inquiry Questions
- 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?

Content descriptions
- Overview content for the ancient world
- Depth studies:
    1. Investigating the ancient past
    2. The Mediterranean world (ONE of Egypt, Greece, Rome)
    3. The Asian world (ONE of India, China)

See http://www.australiancvurriculum.edu.au for F-6/7 HASS content descriptions for the Year 7 history sub-strand

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of place, space, environment, interconnection, sustainability and change. The curriculum in Year 7 focuses on understandings about water as a natural resource and the liveability of places. Students investigate the nature of water as a natural resource and its flows through environments on different continents (environment, interconnections, place). Students examine how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection). Students also explore the liveability of places (place, space, environment, change) in relation to diverse people and places, familiar and distant (place, interconnection, environment). Students examine influences on the liveability of places (environment, interconnection, place) and strategies that enhance liveability, especially for young people (space, interconnection, sustainability, change).

Inquiry Questions
- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Content descriptions
- Unit 1: Water in the world
- Unit 2: Place and liveability

See http://www.australiancurriculum.edu.au for F-6/7 HASS content descriptions for the Year 7 geography sub-strand

Civics & citizenship

Concepts for developing understanding

The content in the civics and citizenship sub-strand provides opportunities for students to develop understanding about government and democracy, laws and citizens and citizenship, diversity and identity. The year provides a study of Australia's constitution and how its features shape Australia's democracy (government and democracy) and how Australia's legal system aims to provide justice (laws and citizens). Students explore diversity within Australian society, how groups express their identities and the role of shared values in promoting social cohesion (citizenship, diversity and identity).

Inquiry Questions
- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Content descriptions

See http://www.australiancurriculum.edu.au for F-6/7 HASS content descriptions for the Year 7 civics and citezenship sub-strand

Economics & business

Concepts for developing understanding

The content in the economics and business sub-strand develops key ideas, with a focus on developing an understanding of the relationship between consumers, producers and businesses. Students explore how consumers and producers interact in the market (business environment) and how consumers and businesses plan in personal, organisational and financial ways (resource allocation and making choices, consumer and financial literacy) to realise objectives. Students explore the world of work and income, and examine the relationship between entrepreneurial behaviour and successful business (business environment, work and work futures).

Inquiry Questions
- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Content descriptions

See http://www.australiancurriculum.edu.au for F-6/7 HASS content descriptions for the Year 7 economics and business sub-strand