Humanities – History scope and sequence: Foundation to Level 10

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| **Achievement standard** |  |  |  |  |
| By the end of Level 2, students identify continuity and change in personal, family and community life. They describe significant aspects of personal and family life, and of an individual, a site or an event in their community. They identify how changing technology has influenced the daily life of their families and close connections and in the wider community.Students ask historical questions to investigate the past and sequence significant events in the past and in their lives in chronological order. Students identify the features and content of sources and the perspectives of people in the past and present. They identify continuities and changes in daily life by comparing the past and the present and identify the causes and consequences of those changes. They identify significant individuals, events and places in their families and community. Students communicate an account of their lives, their family and close connections and community using historical terms and information from sources. | By the end of Level 4, students describe continuity and change in their community and the significance of events, symbols and emblems in the celebration of Australia’s identity and diversity. They describe the significant events and the experiences and perspectives of people in Australia between 1750 and 1800. They describe causes and consequences of early colonisation for Aboriginal and Torres Strait Islander Peoples, new arrivals and the environment.Students ask a range of historical questions to identify evidence of the experiences of people in the past. They sequence events and life stories in chronological order to identify continuity and change in their community and in early colonial Australia. They identify the features and contexts of different primary and secondary historical sources. Students describe the perspectives of people in the past and why historical interpretations differ. Students identify and describe continuity and change in the community and in the early colonisation of Australia. They describe the causes and consequences of changes in local communities and the early colonisation of Australia. Students describe why events, symbols, emblems and the contributions of people from a range of backgrounds are significant to changes in communities and the early colonisation of Australia. Students describe historical developments and events using historical terms and use evidence drawn from historical sources. | By the end of Level 6, students explain the causes and consequences of the establishment of British colonies in Australia during the 1800s and the contribution of significant individuals, events and ideas to continuity and change to Australian politics and society, including Federation and migration between 1900 and 2000.Students develop and ask questions to assist their investigation into continuity and change in Australian history between 1800 and 2000. They organise events, developments and the lives of individuals in chronological order and use that information to create a narrative. Students identify the features, content and context of primary and secondary historical sources and describe the value of evidence in sources for specific historical investigations. They describe the perspectives, beliefs, values and attitudes of people and groups in Australia’s past using evidence from primary sources. Students recognise different historical interpretations and explain why they may vary. Students identify and compare patterns of continuity and change in the events and the lives of Australians between 1800 and 2000. They explain the causes and consequences of significant events, individuals and groups during the Australian colonial period and the 20th century. Students explain the significance of events, individuals and groups as factors contributing to continuity and change in Australia during the period of study. They construct interpretations of Australian history between 1800 and 2000 using appropriate historical terms and evidence drawn from primary and secondary sources. | By the end of Level 8, students can analyse different interpretations of the establishment of early societies, explain global patterns of continuity and change and the sources of historical evidence of the period. They can describe the historical significance of the histories of Aboriginal and Torres Strait Islander Peoples’ histories and cultures, ancient societies of Europe, Africa or Asia, and societies leading to the modern world between 600 and 1750 CE. Students develop and apply historical questions to support the process of historical inquiry, when using historical concepts and sources across the range of historical contexts. They order historical narratives of events, ideas and developments chronologically to explain varied patterns and forms of continuity and change and their causes and consequences. Students explain the features, content and context of primary and secondary sources and apply historical questions when drawing inferences from sources. They interpret the information from historical sources by analysing and verifying their accuracy and value as historical evidence. Students use primary and secondary sources to identify and explain the perspectives of individuals and groups and use these sources to understand the beliefs, values and attitudes of the individuals and societies studied. Students recognise the contested nature of the histories of early and pre-modern societies and apply this knowledge to identify and analyse different historical interpretations and debates. Students recognise and explain varied patterns and forms of continuity and change in the societies they have studied and identify and explain the significant events, individuals, ideas and developments that contributed continuity and change. They establish and analyse historical significance using criteria to recognise and analyse the role and contributions of individuals, events, locations, developments and legacies of the societies they have studied. When constructing historical interpretations of the societies studied, students use historical concepts, terms, concepts, relevant knowledge, conventions and evidence obtained from their analysis of primary and secondary historical sources. | By the end of Level 10, students evaluate the significant events, developments and ideas that shaped the modern world, including histories of Australia, the world wars and the Holocaust, and Aboriginal and Torres Strait Islander Peoples’ rights and freedoms over the period between 1750 and the early 21st century. Students formulate and adapt historical questions to support the development of historical investigations and their use of historical sources and concepts to interpret the modern world. They organise historical narratives of events, ideas and developments in chronological order to explain varied patterns and forms of continuity and change and their causes and consequences. Students analyse the key features of primary and secondary sources, their content and context, and apply historical questions when drawing inferences from them. They evaluate historical sources by verifying and corroborating their accuracy and value as historical evidence. Students use historical sources to identify and analyse the perspectives of individuals and groups in the modern world and use these perspectives to understand the beliefs, values and attitudes of the individuals and societies studied. Students recognise the contested nature of history and apply this knowledge to identify and evaluate different historical interpretations and debates. Students analyse varied patterns and forms of continuity and change and analyse the significant events, individuals, ideas and development that contributed to and resulted from them. They analyse short- and long-term causes and intended and unintended consequences of significant events, individuals, ideas and developments and their relationships to continuity and change. They use criteria informed by historical questions to evaluate the historical significance events, ideas, individuals, groups, movements and developments of the modern world. When constructing sustained historical interpretations, students use historical concepts, terms, relevant knowledge, conventions and evaluated evidence from a range of historical sources. |
| Content descriptions |
| Strand: Historical Knowledge and Understanding  |
| Sub-strand: Personal histories | Sub-strand: Community, remembrance and celebrations | Sub-strand: Australia (1800–1900) | Sub-strand: Overview: Levels 7 and 8 | Sub-strand: Overview: Levels 9 and 10 |
| *Students learn about:* | *Students learn about:* | *Students learn about:* | *Students learn about:* | *Students learn about:* |
| the stories of family and close connections, where they were born and raised, and how they are related to each otherVC2HH2K01 | the significance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who are connected to their areaVC2HH4K01 | the causes for the establishment of different British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places after 1800VC2HH6K01 | interpretations of early human evolution and migration and the establishment of societies, including Aboriginal and Torres Strait Islander Peoples’ populating the Sahul mega-continentVC2HH8K01 | causes and consequences of the Industrial Revolution, the movement of people and European imperialismVC2HH10K01 |
| differences in family structures and roles and how these have changed or remained the same over time VC2HH2K02 | causes and consequences of changes in a local community and the contributions and experiences of people from diverse backgrounds to a local communityVC2HH4K02 | the impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environmentVC2HH6K02 | development and features of early societies, such as the development of technologies, agriculture, trade, social groups, religious beliefs and lawsVC2HH8K02 | significant ideas and developments and their impacts on society and politicsVC2HH10K02 |
| differences and similarities between students’ daily lives and how these have changed or remained the same over timeVC2HH2K03 | significant events, symbols and emblems that express Australian identity and diversity and how they are celebrated, commemorated or recognised, including Australia Day, Anzac Day, Harmony Week, the Australian flag, the Aboriginal flag and Torres Strait Islander People’s flagVC2HH4K03 | the continuities and changes associated with significant developments or events on a colonyVC2HH6K03 | the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the pastVC2HH8K03 | significant developments and events since 1945 that have contributed to global change, such as World War II, the United Nations, the Cold War and technologiesVC2HH10K03 |
|  | the changing ways Aboriginal and Torres Strait Islander Peoples’ knowledge, understandings and experiences are recognised, including Acknowledgement of Country, NAIDOC Week, Reconciliation Week and National Sorry DayVC2HH4K04 | the causes and consequences of people migrating to a colony from Europe and Asia and the perspectives, experiences and contributions of a particular migrant group within a colonyVC2HH6K04 | patterns of continuity and change caused by significant events between 600 CE and 1750 CE, including the transformation of the Roman world and the spread of major worldviewsVC2HH8K04 | the contribution of significant movements for social and political change since 1945, such as independence, nationalist and conservative political movements, indigenous rights, civil rights, women’s rights, LGBTQI+ rights and environmentalismVC2HH10K04 |
|  | the significance of national, religious and cultural celebrations and commemorations in Australia and other places around the worldVC2HH4K05 | the role of significant individuals or groups, including Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, on the development of or events in a colony VC2HH6K05 | features of the pre-modern world, such as social structures, contact and conflictVC2HH8K05 | the significant events, individuals and groups in the women’s movement in Australia, and how they have changed the role and status of womenVC2HH10K05 |
|  |  | different interpretations of a significant historical development in a colony during the 19th centuryVC2HH6K06 |  | the continuing efforts to create change in the civil rights and freedoms in Australia, for Aboriginal and Torres Strait Islander Peoples, migrants and womenVC2HH10K06 |
| **Sub-strand: Community histories** | **Sub-strand: Early colonisation of Australia to c. 1800** | **Sub-strand: Australia (1900–2000)** | **Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings (Deep Time to the modern era)** | **Sub-strand: Investigation: Australia (1750–1914)** |
| *Students learn about:* | *Students learn about:* | *Students learn about:* | *Students learn about:* | *Students learn about:* |
| how they, their family and close connections, friends and communities commemorate significant past events that are important to their communityVC2HH2K04 | the diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and PlaceVC2HH4K06 | significant individuals, events and ideas that led to Australia’s Federation, including the Constitution and democratic systems of governmentVC2HH6K07 | the diversity of Aboriginal and Torres Strait Islander Peoples’ knowledge and understanding of the creation of Country and Place and people in oral accounts, stories and artworksVC2HH8K06 | Aboriginal and Torres Strait Islander Peoples’ knowledge and understandings that shaped the relationship between Country and Place, communities and cultural practices during the 18th and early 19th centuriesVC2HH10K07 |
| the history of a local historical site of social, cultural or spiritual significance and how it has changed over timeVC2HH2K05 | the causes for the establishment of the first permanent British colony on Gadigal Country (Sydney) in 1788VC2HH4K07 | the changing experiences and perspectives of Australian democracy and citizenship of Aboriginal and Torres Strait Islander Peoples, migrants, women and children since FederationVC2HH6K08 | Aboriginal and Torres Strait Islander Peoples’ responses to environmental processes and changes during Deep TimeVC2HH8K07 | the causes of the establishment of British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places during the 18th and early 19th centuriesVC2HH10K08 |
| the consequences of changing technologies on people’s lives at home, and the ways they worked, travelled and communicated in the past VC2HH2K06 | the experiences and perspectives of individuals and groups, including military and civilian officials and convicts, involved in the establishment of the first British colony on Gadigal Country (Sydney) VC2HH4K08 | the causes for people migrating to Australia from Europe and Asia, including their experiences and perspectives, and their impacts on Australian society during the 20th centuryVC2HH6K09 | the features and structures of Aboriginal and Torres Strait Islander communities and their continuity and change over time, such as connection to Country and Place, spirituality and kinship systemsVC2HH8K08 | significant events, ideas, people, groups and movements that contributed to continuity and change in Australian society between 1750 and 1914VC2HH10K09 |
|  | Aboriginal Peoples’ experiences, perspectives and responses to the impact of colonisation following the arrival of the First FleetVC2HH4K09 | significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander Peoples and migrants, to changing Australian societyVC2HH6K10 | significant Aboriginal and Torres Strait Islander Peoples’ beliefs and values that shaped, and continue to shape, everyday life, such as the relationships with Country and Place, land, trade, technologies and storiesVC2HH8K09 | Aboriginal and Torres Strait Islander Peoples’, local-born colonists’ and migrants’ experiences and perspectives of continuity and change between 1750 and 1914VC2HH10K10 |
|  | different interpretations of the early colonisation of Australia, including why British colonisation is interpreted as an invasion, and Terra NulliusVC2HH4K10 | continuities and changes in the experiences of Aboriginal and Torres Strait Islander Peoples during the 20th centuryVC2HH6K11 | cultural protocols for maintaining and preserving Country and Place, ancestral remains, cultural artefacts and artworks and shared responsibility for their maintenance, continuing use and preservationVC2HH8K10 | continuities and changes and their consequences on ways of life, living conditions, political and legal institutions and cultural expression around the turn of the 20th centuryVC2HH10K11 |
|  |  | different interpretations of a significant historical development in Australian society during the 20th centuryVC2HH6K12 | changing evidence and interpretations of Aboriginal and Torres Strait Islander Peoples as the world’s oldest continuous culturesVC2HH8K11 | interpretations and debates about Australian history between 1750 and 1914, including the Frontier Wars or Australia as social laboratoryVC2HH10K12 |
|  |  |  | Sub-strand: Investigation: Ancient societies (10,000 BCE – 600 CE) | Sub-strand: Investigation: Australians at war (1914–1945) |
|  |  |  | *Students learn about:* | *Students learn about:* |
|  |  |  | the influence of the physical environment on the development of an ancient societyVC2HH8K12 | the causes of World War I and World War IIVC2HH10K13 |
|  |  |  | features and organisation of ancient societies, significant groups, their perspectives and their roles in influencing and changing societyVC2HH8K13 | the reasons that Australians, including Aboriginal and Torres Strait Islander Peoples, fought in the world warsVC2HH10K14 |
|  |  |  | significant beliefs, values, places and practices of an ancient society and their continuity and change over time, such as everyday life, worldviews, warfare, or death and funerary customsVC2HH8K14 | significant places where Australians foughtVC2HH10K15 |
|  |  |  | significant events or turning points in an ancient society and their contribution to continuity and changeVC2HH8K15 | the experiences and perspectives of those who fought or were deployed overseas, including Aboriginal and Torres Strait Islander Peoples and womenVC2HH10K16 |
|  |  |  | causes and consequences of contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treatiesVC2HH8K16 | significant events and turning points of the world wars VC2HH10K17 |
|  |  |  | the role, contribution and achievements of a significant individual or group to change an ancient societyVC2HH8K17 | continuities and changes in the nature of warfareVC2HH10K18 |
|  |  |  | interpretations of the significance of an ancient society and/or individual and their legaciesVC2HH8K18 | significant consequences of the world wars on Australian society and the experiences and historical perspectives of those on the home front, including Aboriginal and Torres Strait Islander Peoples and women VC2HH10K19 |
|  |  |  |  | the causes of the HolocaustVC2HH10K20 |
|  |  |  |  | significant events, individuals and developments of the Holocaust VC2HH10K21 |
|  |  |  |  | the diverse experiences and perspectives of Jewish and non-Jewish peoples of the HolocaustVC2HH10K22 |
|  |  |  |  | different interpretations and debates about the significance and legacies of the world warsVC2HH10K23 |
|  |  |  | Sub-strand: Investigation: Europe and the Mediterranean world (c. 600–1750 CE) | Sub-strand: Investigation: Asia (1750–present) |
|  |  |  | *Students learn about:* | *Students learn about:* |
|  |  |  | significant social, cultural, economic, environmental and political continuity and change in the way of life and the roles and relationships of different groupsVC2HH8K19 | the key social, cultural, economic and political features of a society during the 18th and 19th centuriesVC2HH10K24 |
|  |  |  | causes and consequences of a significant event, development or turning point that contributed to continuity and change VC2HH8K20 | the causes and consequences of contact with other countries and/or colonisation and liberation of a societyVC2HH10K25 |
|  |  |  | experiences and perspectives of rulers and ruled, and the interaction between power and/or authorityVC2HH8K21 | significant events and influencing ideas that contributed to continuity and change in a society VC2HH10K26 |
|  |  |  | the role and contribution of a significant individual and/or group to change VC2HH8K22 | the experiences and perspectives of individuals, groups and movements within a society and their impact on the society over timeVC2HH10K27 |
|  |  |  | historical interpretations of an event, individual, group or institution and its legaciesVC2HH8K23 | continuities and changes on ways of life and living conditions, political and legal institutions, and cultural expression VC2HH10K28 |
|  |  |  |  | interpretations and debates about a society’s history over timeVC2HH10K29 |
|  |  |  | Sub-strand: Investigation: Asia and the Pacific region (c. 600–1750 CE) | **Sub-strand: Investigation: Aboriginal and Torres Strait Islander Peoples’ rights and freedoms (1938–present)** |
|  |  |  | *Students learn about:* | *Students learn about:* |
|  |  |  | significant social, cultural, economic, environmental and political continuities and changes in the way of life and the roles and relationships of different groupsVC2HH8K24 | Aboriginal and Torres Strait Islander Peoples’ experiences and perspectives of colonisation and resistance between 1788 and 1938VC2HH10K30 |
|  |  |  | causes and consequences of a significant event, development or turning point that contributed to continuity and change VC2HH8K25 | the significant events, developments, campaigns and movements for Aboriginal and Torres Strait Islander Peoples’ rights and freedomsVC2HH10K31 |
|  |  |  | experiences and perspectives of rulers and ruled, and the interaction between power and/or authorityVC2HH8K26 | the experiences and perspectives of significant individuals and groups that contributed to or denied Aboriginal and Torres Strait Islander Peoples’ rights and freedomsVC2HH10K32 |
|  |  |  | the role, contribution and achievements of a significant individual and/or group to change VC2HH8K27 | the effectiveness of methods and tactics used to achieve Aboriginal and Torres Strait Islander Peoples’ rights and freedomsVC2HH10K33 |
|  |  |  | historical interpretations of an event, individual, group or institution and its legaciesVC2HH8K28 | the rights and freedoms Aboriginal and Torres Strait Islander Peoples have secured since 1938VC2HH10K34 |
|  |  |  |  | different historical interpretations and debates about Aboriginal and Torres Strait Islander Peoples’ rights and freedoms campaignsVC2HH10K35 |
|  |  |  |  | Sub-strand: Investigation: The globalising world (1945–present) |
|  |  |  |  | *Students learn about:* |
|  |  |  |  | changing historical perspectives over time in relation to the developments in technology, public health, longevity and standards of living in the 20th century, and concern for the environment and sustainabilityVC2HH10K36 |
|  |  |  |  | the origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declarationVC2HH10K37 |
|  |  |  |  | causes and consequences of significant post-1945 world events, ideas and developments, and their influences on Australia after 1945 VC2HH10K38 |
|  |  |  |  | continuities and/or changes caused by a major global influence, development and/or event after 1945VC2HH10K39 |
|  |  |  |  | the historical perspectives of those who experienced a major global influence, development and/or event, and how these perspectives may have changed over time, including Australian and global perspectives VC2HH10K40 |
|  |  |  |  | different historical interpretations and debates about changes and legacies of a major global influence, development and/or event, including on Australian society VC2HH10K41 |
| Strand: Historical Concepts and Skills  |
| Sub-strand: Historical questions |
| *Students learn to:* |
| ask historical questions about objects, people, places and events in the past and presentVC2HH2S01  | ask a range of historical questions to identify evidence of the experiences of people in the pastVC2HH4S01 | ask and develop historical questions to direct historical investigations VC2HH6S01 | develop and use historical questions to inform historical investigationsVC2HH8S01 | formulate, refine and use historical questions to inform historical investigationsVC2HH10S01 |
| Sub-strand: Chronology |
| *Students learn to:* |
| sequence events chronologicallyVC2HH2S02 | sequence significant events and peoples’ life stories chronologically to identify continuity and changeVC2HH4S02 | sequence significant events, developments and the lives of individuals chronologically to describe continuity and change, and causes and consequencesVC2HH6S02 | sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequencesVC2HH8S02 | sequence significant events, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequencesVC2HH10S02 |
| Sub-strand: Using historical sources |
| *Students learn to:* |
| identify the features and content of sourcesVC2HH2S03 | identify the features and content of historical sourcesVC2HH4S03 | describe the features, content and context of historical sources VC2HH6S03 | explain the features, content and context of historical sourcesVC2HH8S03 | analyse the purpose, features, content and context of historical sourcesVC2HH10S03 |
| identify perspectives of people in the past or present in sourcesVC2HH2S04 | describe perspectives of people from the past based on evidence from primary sourcesVC2HH4S04 | describe the value of sources for use as evidence to identify historical significance and continuity and changeVC2HH6S04 | analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequencesVC2HH8S04 | evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequencesVC2HH10S04 |
|  |  | describe historical perspectives and identify beliefs, values and attitudes of people and groups based on evidence from primary sourcesVC2HH6S05 | explain the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sourcesVC2HH8S05 | analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sourcesVC2HH10S05 |
|  | describe different historical interpretationsVC2HH4S05 | explain different historical interpretationsVC2HH6S06 | analyse historical interpretations and debatesVC2HH8S06 | evaluate historical interpretations and debatesVC2HH10S06 |
| Sub-strand: Continuity and change |
| *Students learn to:* |
| identify examples of continuity and change by comparing the past and presentVC2HH2S05 | identify and describe continuity and changeVC2HH4S06 | describe patterns of continuity and change VC2HH6S07 | explain continuity and changeVC2HH8S07 | analyse continuity and change VC2HH10S07 |
| Sub-strand: Causes and consequences |
| *Students learn to:* |
| identify the causes and consequences of changesVC2HH2S06 | describe the causes and consequences of changeVC2HH4S07 | explain the causes and consequences of significant events and developments VC2HH6S08 | explain the causes and consequences of significant events, individuals, ideas and developments and their contribution to continuity and changeVC2HH8S08 | analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments and their contributions to continuity and change VC2HH10S08 |
| Sub-strand: Historical significance |
| *Students learn to:* |
| identify the significance of an individual, event and/or placeVC2HH2S07 | describe the significance of symbols, emblems, individuals, events and developmentsVC2HH4S08 | explain the significance of events, individuals and groups that contributed to continuity and change VC2HH6S09 | analyse the significance of individuals, events, sites, developments and/or cultural achievements VC2HH8S09 | evaluate the significance of individuals, groups, movements, events, developments and ideasVC2HH10S09 |
| Sub-strand: Communicating |
| *Students learn to:* |
| create a chronological account of events using historical terms and information from sources VC2HH2S08 | develop historical interpretations using historical terms, knowledge and evidence from historical sourcesVC2HH4S09 | construct historical interpretations, using historical terms and evidence from historical sources VC2HH6S10 | construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sourcesVC2HH8S10 | construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources VC2HH10S10 |