Humanities – History scope and sequence: Foundation to Level 6

| **Foundation to Level 2** | | **Levels 3 and 4** | | | **Levels 5 and 6** | |
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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. | |
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| Strand: Historical Knowledge and Understanding | | | | | | |
| Sub-strand: Personal histories | | Sub-strand: Community, remembrance and celebrations | | | Sub-strand: Australia (1800–1900) | |
| *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 other  VC2HH2K01 | | the significance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who are connected to their area  VC2HH4K01 | | | the causes for the establishment of different British colonies on Aboriginal and Torres Strait Islander Peoples’ Countries and Places after 1800  VC2HH6K01 | |
| 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 community  VC2HH4K02 | | | the impacts of the development of colonies on Aboriginal and Torres Strait Islander Peoples, local-born colonists and migrants, and on the environment  VC2HH6K02 | |
| differences and similarities between students’ daily lives and how these have changed or remained the same over time  VC2HH2K03 | | 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 flag  VC2HH4K03 | | | the continuities and changes associated with significant developments or events on a colony  VC2HH6K03 | |
|  | | 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 Day  VC2HH4K04 | | | 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 colony  VC2HH6K04 | |
|  | | the significance of national, religious and cultural celebrations and commemorations in Australia and other places around the world  VC2HH4K05 | | | 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 | |
|  | |  | | | different interpretations of a significant historical development in a colony during the 19th century  VC2HH6K06 | |
| **Sub-strand: Community histories** | | **Sub-strand: Early colonisation of Australia to c. 1800** | | | **Sub-strand: Australia (1900–2000)** | |
| *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 community  VC2HH2K04 | | the diversity of Aboriginal and Torres Strait Islander Peoples, their social organisation and the ways their daily lives were shaped by Country and Place  VC2HH4K06 | | | significant individuals, events and ideas that led to Australia’s Federation, including the Constitution and democratic systems of government  VC2HH6K07 | |
| the history of a local historical site of social, cultural or spiritual significance and how it has changed over time  VC2HH2K05 | | the causes for the establishment of the first permanent British colony on Gadigal Country (Sydney) in 1788  VC2HH4K07 | | | the changing experiences and perspectives of Australian democracy and citizenship of Aboriginal and Torres Strait Islander Peoples, migrants, women and children since Federation  VC2HH6K08 | |
| 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 century  VC2HH6K09 | |
|  | | Aboriginal Peoples’ experiences, perspectives and responses to the impact of colonisation following the arrival of the First Fleet  VC2HH4K09 | | | significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander Peoples and migrants, to changing Australian society  VC2HH6K10 | |
|  | | different interpretations of the early colonisation of Australia, including why British colonisation is interpreted as an invasion, and Terra Nullius  VC2HH4K10 | | | continuities and changes in the experiences of Aboriginal and Torres Strait Islander Peoples during the 20th century  VC2HH6K11 | |
|  | |  | | | different interpretations of a significant historical development in Australian society during the 20th century  VC2HH6K12 | |
| 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 present  VC2HH2S01 | | ask a range of historical questions to identify evidence of the experiences of people in the past  VC2HH4S01 | | | ask and develop historical questions to direct historical investigations  VC2HH6S01 | |
| Sub-strand: Chronology | | | | | | |
| *Students learn to:* | | | | | | |
| sequence events chronologically  VC2HH2S02 | | sequence significant events and peoples’ life stories chronologically to identify continuity and change  VC2HH4S02 | | | sequence significant events, developments and the lives of individuals chronologically to describe continuity and change, and causes and consequences  VC2HH6S02 | |
| Sub-strand: Using historical sources | | | | | | |
| *Students learn to:* | | | | | | |
| identify the features and content of sources  VC2HH2S03 | | identify the features and content of historical sources  VC2HH4S03 | | | describe the features, content and context of historical sources  VC2HH6S03 | |
| identify perspectives of people in the past or present in sources  VC2HH2S04 | | describe perspectives of people from the past based on evidence from primary sources  VC2HH4S04 | | | describe the value of sources for use as evidence to identify historical significance and continuity and change  VC2HH6S04 | |
|  | |  | | | describe historical perspectives and identify beliefs, values and attitudes of people and groups based on evidence from primary sources  VC2HH6S05 | |
|  | | describe different historical interpretations  VC2HH4S05 | | | explain different historical interpretations  VC2HH6S06 | |
| Sub-strand: Continuity and change | | | | | | |
| *Students learn to:* | | | | | | |
| identify examples of continuity and change by comparing the past and present  VC2HH2S05 | | identify and describe continuity and change  VC2HH4S06 | | | describe patterns of continuity and change  VC2HH6S07 | |
| Sub-strand: Causes and consequences | | | | | | |
| *Students learn to:* | | | | | | |
| identify the causes and consequences of changes  VC2HH2S06 | | describe the causes and consequences of change  VC2HH4S07 | | | explain the causes and consequences of significant events and developments  VC2HH6S08 | |
| Sub-strand: Historical significance | | | | | | |
| *Students learn to:* | | | | | | |
| identify the significance of an individual, event and/or place  VC2HH2S07 | | describe the significance of symbols, emblems, individuals, events and developments  VC2HH4S08 | | | explain the significance of events, individuals and groups that contributed to continuity and change  VC2HH6S09 | |
| 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 sources  VC2HH4S09 | | | construct historical interpretations, using historical terms and evidence from historical sources  VC2HH6S10 | |