

AusVELS TO GO

PRIMARY HISTORY

*Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials
Optimised for double-sided printing*

- **CONTENT STRUCTURE**
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This document is an arrangement and interpretation of the curriculum information provided on the AusVELS and VCAA websites. It is designed by teachers for teachers – as a quick and easy reference guide.

Please refer to the original sources for full curriculum details and resource materials in their accurate and intended form: AusVELS (<http://ausvels.vcaa.vic.edu.au/>) and the VCAA (<http://www.vcaa.vic.edu.au>).

KEY COMPONENTS OF AUSVELS

Content descriptions:

- describe the knowledge, concepts, skills and processes that teachers are expected to teach and students are expected to learn
- do not prescribe approaches to teaching
- are intended to ensure that learning is appropriately ordered and that unnecessary repetition is avoided
- include skills and concepts that may be revisited, strengthened and extended at later levels as needed

Elaborations:

- are provided to illustrate and exemplify content
- assist teachers to develop a common understanding of the content descriptions
- are not intended to be comprehensive content points that all students need to be taught

Progression points: *(Sourced from the VCAA)*

- assist teachers in the assessment and reporting of student achievement by illustrating how a student might show evidence of progression
- can be modified by schools to reflect curriculum structure and timing of when knowledge and skills are taught and assessed
- should be used in conjunction with other tools such as annotated student work samples
- are not to be used as a definitive or mandated set of progression measures for student assessment

Achievement standards:

- describe the quality of learning (the extent of knowledge, the depth of understanding, and the sophistication of skills) that students should typically demonstrate by a particular point in their schooling, and that would indicate the student is well placed to commence the learning required at the next level of achievement
- comprise a written description and student work samples

The Australian Curriculum: History is organised into two interrelated strands:

- **Historical Knowledge and Understanding**
- **Historical Skills**

They may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Level 10 and a focus on world history in the senior secondary levels. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. Historical Skills have been described in bands of schooling (over three levels at Foundation to Level 2 and at two-level intervals in subsequent levels). The sequencing and description of the Historical Skills strand, in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

| STRANDS → | Historical Knowledge and Understanding <i>(Individual focus for each level)</i> | Historical Skills <i>(All apply from F-10)</i> |
|-----------|--|---|
| | Foundation: Personal and Family Histories Level 1: Present and Past Family Life Level 2: The Past in the Present Level 3: Community and Remembrance Level 4: First Contacts Level 5: The Australian Colonies Level 6: Australia as a nation Level 7: The Ancient World Level 8: The Ancient to the Modern World Level 9: The Making of the Modern World Level 10: The Modern World and Australia | Chronology, terms and concepts Historical questions and research Analysis and use of sources Perspectives and interpretations Explanation and communication |

The content provides opportunities to develop historical understanding through key concepts including **sources** (Level 3 onwards), **continuity and change**, **cause and effect**, **perspectives**, **empathy** and **significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Inquiry questions

Each level from Foundation to Level 10 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

| | Focus | Overview | Key inquiry questions |
|-------------------|-------------------------------|---|--|
| Foundation | Personal and Family Histories | The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present. | <ul style="list-style-type: none"> • 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? |
| Level 1 | Present and Past Family Life | The Level 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time. | <ul style="list-style-type: none"> • 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? |
| Level 2 | The Past in the Present | The Level 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved. | <ul style="list-style-type: none"> • 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? |
| Level 3 | Community and Remembrance | The Level 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world. | <ul style="list-style-type: none"> • 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? |
| Level 4 | First Contacts | The Level 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity. | <ul style="list-style-type: none"> • Why did the great journeys of exploration occur? • What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? • Why did the Europeans settle in Australia? • What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers? |
| Level 5 | The Australian Colonies | The Level 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns. | <ul style="list-style-type: none"> • 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? |
| Level 6 | Australia as a nation | The Level 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development. | <ul style="list-style-type: none"> • 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? |

SCOPE AND SEQUENCES

Foundation – Level 6

**Content descriptions for each of the two strands.*

| | Foundation | Level 1 | Level 2 |
|-----------------------------|---|--|--|
| Focus | Personal and Family Histories | Present and Past Family Life | The Past in the Present |
| Key questions | <p>What is my history and how do I know?</p> <p>What stories do other people tell about the past?</p> <p>How can stories of the past be told and shared?</p> | <p>How has family life changed or remained the same over time?</p> <p>How can we show that the present is different from or similar to the past?</p> <p>How do we describe the sequence of time?</p> | <p>What aspects of the past can you see today? What do they tell us?</p> <p>What remains of the past are important to the local community? Why?</p> <p>How have changes in technology shaped our daily life?</p> |
| Content Descriptions | <p>Who the people in their family are, where they were born and raised and how they are related to each other</p> <p>The different structures of families and family groups today, and what they have in common</p> <p>How they, their family and friends commemorate past events that are important to them</p> <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums</p> | <p>Differences in family structures and roles today, and how these have changed or remained the same over time</p> <p>How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications</p> | <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past</p> <p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial</p> <p>The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)</p> |

| | Level 3 | Level 4 | Level 5 | Level 6 |
|----------------------|---|--|---|---|
| Focus | Community and Remembrance | First Contacts | The Australian Colonies | Australia as a nation |
| Key questions | <p>Who lived here first and how do we know?</p> <p>How has our community changed? What features have been lost and what features have been retained?</p> <p>What is the nature of the contribution made by different groups and individuals in the community?</p> <p>How and why do people choose to remember significant events of the past?</p> | <p>Why did the great journeys of exploration occur?</p> <p>What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?</p> <p>Why did the Europeans settle in Australia?</p> <p>What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?</p> | <p>What do we know about the lives of people in Australia's colonial past and how do we know?</p> <p>How did an Australian colony develop over time and why?</p> <p>How did colonial settlement change the environment?</p> <p>What were the significant events and who were the significant people that shaped Australian colonies?</p> | <p>Why and how did Australia become a nation?</p> <p>How did Australian society change throughout the twentieth century?</p> <p>Who were the people who came to Australia? Why did they come?</p> <p>What contribution have significant individuals and groups made to the development of Australian society?</p> |
| Content Descriptions | <p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)</p> <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life</p> <p>The role that people of diverse backgrounds have played in the development and character of the local community</p> <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems</p> <p>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan</p> | <p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives</p> <p>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</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival</p> <p>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment</p> | <p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800</p> <p>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</p> <p>The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought</p> <p>The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony</p> <p>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</p> | <p>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</p> <p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children</p> <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport</p> |

| Foundation | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|----------------|--|----------------|----------------|---|----------------|
| CHRONOLOGY, TERMS AND CONCEPTS | | | | | | |
| Sequence familiar objects and events Distinguish between the past, present and future | | Sequence historical people and events Use historical terms | | | Sequence historical people and events Use historical terms and concepts | |
| HISTORICAL QUESTIONS AND RESEARCH | | | | | | |
| Pose questions about the past using sources provided | | Pose a range of questions about the past Identify sources | | | Identify questions to inform an historical inquiry Identify and locate a range of relevant sources | |
| ANALYSIS AND USE OF SOURCES | | | | | | |
| Explore a range of sources about the past Identify and compare features of objects from the past and present | | Locate relevant information from sources provided | | | Locate information related to inquiry questions in a range of sources Compare information from a range of sources | |
| PERSPECTIVES AND INTERPRETATIONS | | | | | | |
| Explore a point of view | | Identify different points of view | | | Identify points of view in the past and present | |
| EXPLANATION AND COMMUNICATION | | | | | | |
| Develop a narrative about the past Use a range of communication forms (oral, graphic, written, role play) and digital technologies | | Develop texts, particularly narratives Use a range of communication forms (oral, graphic, written) and digital technologies | | | Develop texts, particularly narratives and descriptions, which incorporate source materials Use a range of communication forms (oral, graphic, written) and digital technologies | |

LEVEL OVERVIEWS

Foundation – Level 6

**Content descriptions grouped according to level.*

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|--------|--------|--------|--------|
| Personal and Family Histories | Who the people in their family are, where they were born and raised and how they are related to each other | | | | |
| | The different structures of families and family groups today, and what they have in common | | | | |
| | 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 | | | | |
| Historical Skills (<i>Foundation, Level 1 & Level 2</i>) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence familiar objects and events | | | | |
| | Distinguish between the past, present and future | | | | |
| Historical questions and research | Pose questions about the past using sources provided | | | | |
| Analysis and use of sources | Explore a range of sources about the past | | | | |
| | Identify and compare features of objects from the past and present | | | | |
| Perspectives and interpretations | Explore a point of view | | | | |
| Explanation and communication | Develop a narrative about the past | | | | |
| | Use a range of communication forms (oral, graphic, written, role play) and digital technologies | | | | |

KEY 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?

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|--|--|--------|--------|--------|--------|
| Present and Past Family Life | 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 such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons | | | | |
| | Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications | | | | |
| Historical Skills (<i>Foundation, Level 1 & Level 2</i>) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence familiar objects and events | | | | |
| | Distinguish between the past, present and future | | | | |
| Historical questions and research | Pose questions about the past using sources provided | | | | |
| Analysis and use of sources | Explore a range of sources about the past | | | | |
| | Identify and compare features of objects from the past and present | | | | |
| Perspectives and interpretations | Explore a point of view | | | | |
| Explanation and communication | Develop a narrative about the past | | | | |
| | Use a range of communication forms (oral, graphic, written, role play) and digital technologies | | | | |

KEY 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?

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|--------|--------|--------|--------|
| The Past in the Present | The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past | | | | |
| | The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial | | | | |
| | The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) | | | | |
| Historical Skills (<i>Foundation, Level 1 & Level 2</i>) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence familiar objects and events | | | | |
| | Distinguish between the past, present and future | | | | |
| Historical questions and research | Pose questions about the past using sources provided | | | | |
| Analysis and use of sources | Explore a range of sources about the past | | | | |
| | Identify and compare features of objects from the past and present | | | | |
| Perspectives and interpretations | Explore a point of view | | | | |
| Explanation and communication | Develop a narrative about the past | | | | |
| | Use a range of communication forms (oral, graphic, written, role play) and digital technologies | | | | |

KEY 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?

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|--|--|--------|--------|--------|--------|
| Community and Remembrance | The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) | | | | |
| | ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life | | | | |
| | 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, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems | | | | |
| | Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan | | | | |
| Historical Skills (Level 3 & Level 4) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence historical people and events | | | | |
| | Use historical terms | | | | |
| Historical questions and research | Pose a range of questions about the past Identify sources | | | | |
| Analysis and use of sources | Locate relevant information from sources provided | | | | |
| Perspectives and interpretations | Identify different points of view | | | | |
| Explanation and communication | Develop texts, particularly narratives | | | | |
| | Use a range of communication forms (oral, graphic, written) and digital technologies | | | | |

KEY 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?

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|--------|--------|--------|--------|
| First Contacts | The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives | | | | |
| | 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 people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment | | | | |
| Historical Skills (Level 3 & Level 4) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence historical people and events | | | | |
| | Use historical terms | | | | |
| Historical questions and research | Pose a range of questions about the past Identify sources | | | | |
| Analysis and use of sources | Locate relevant information from sources provided | | | | |
| Perspectives and interpretations | Identify different points of view | | | | |
| Explanation and communication | Develop texts, particularly narratives | | | | |
| | Use a range of communication forms (oral, graphic, written) and digital technologies | | | | |

KEY INQUIRY QUESTIONS

Why did the great journeys of exploration occur?

What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?

Why did the Europeans settle in Australia?

What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|--------|--------|--------|--------|
| The Australian Colonies | 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 Peoples and Torres Strait Islander Peoples) and how the environment changed | | | | |
| | The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought | | | | |
| | The reasons people migrated to Australia from Europe and Asia, 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; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples | | | | |
| Historical Skills (Level 5 & Level 6) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence historical people and events | | | | |
| | Use historical terms and concepts | | | | |
| Historical questions and research | Identify questions to inform an historical inquiry | | | | |
| | Identify and locate a range of relevant sources | | | | |
| Analysis and use of sources | Locate information related to inquiry questions in a range of sources | | | | |
| | Compare information from a range of sources | | | | |
| Perspectives and interpretations | Identify points of view in the past and present | | | | |
| Explanation and communication | Develop texts, particularly narratives and descriptions, which incorporate source materials | | | | |
| | Use a range of communication forms (oral, graphic, written) and digital technologies | | | | |

KEY 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?

| Historical Knowledge and Understanding | | Term 1 | Term 2 | Term 3 | Term 4 |
|--|--|--------|--------|--------|--------|
| Australia as a nation | Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. | | | | |
| | Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children | | | | |
| | Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war | | | | |
| | The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport | | | | |
| Historical Skills (Level 5 & Level 6) | | Term 1 | Term 2 | Term 3 | Term 4 |
| Chronology, terms and concepts | Sequence historical people and events | | | | |
| | Use historical terms and concepts | | | | |
| Historical questions and research | Identify questions to inform an historical inquiry | | | | |
| | Identify and locate a range of relevant sources | | | | |
| Analysis and use of sources | Locate information related to inquiry questions in a range of sources | | | | |
| | Compare information from a range of sources | | | | |
| Perspectives and interpretations | Identify points of view in the past and present | | | | |
| Explanation and communication | Develop texts, particularly narratives and descriptions, which incorporate source materials | | | | |
| | Use a range of communication forms (oral, graphic, written) and digital technologies | | | | |

KEY 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?

QUICK GUIDES

Historical Knowledge and Understanding

Foundation – Level 6

Each Quick Guide contains the content descriptions and elaborations for each level, with progression points and achievement standards broken down into smaller parts and aligned with the most relevant content descriptions.

Note that this breakdown of progression points and achievement standards and their alignment with content descriptions is the interpretation of Bellbridge Primary School, not necessarily intended by the VCAA or ACARA.

| Content Descriptions <i>(what to teach/learn)</i> | Elaborations <i>(examples to illustrate the content)</i> | Progression Point 0.5 | Achievement Standard F.0 |
|---|---|---|--|
| PERSONAL AND FAMILY HISTORIES | | | |
| Who the people in their family are, where they were born and raised and how they are related to each other | <ul style="list-style-type: none"> identifying the different members of a family, (for example mother, father, caregiver, sister, brother, grandparent, aunt, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map | No progression point examples are provided at this level. | Identify similarities and differences between families. Recognise how important family events are commemorated. |
| The different structures of families and family groups today, and what they have in common | <ul style="list-style-type: none"> considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia) exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing) | | |
| How they, their family and friends commemorate past events that are important to them | <ul style="list-style-type: none"> making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect | | |
| How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums | <ul style="list-style-type: none"> engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother) | | |

* In History, reporting of student achievement commences at Level 3.

| Content Descriptions <i>(what to teach/learn)</i> | Elaborations <i>(examples to illustrate the content)</i> | Progression Point F.5 | Achievement Standard 1.0 |
|--|---|---|--|
| PRESENT AND PAST FAMILY LIFE | | | |
| Differences in family structures and roles today, and how these have changed or remained the same over time | <ul style="list-style-type: none"> • comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) • discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other) • examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, gardening, child care) | No progression point examples are provided at this level. | Explain how some aspects of daily life have changed over recent time while others have remained the same. Describe personal and family events that have significance. |
| How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons | <ul style="list-style-type: none"> • discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then' • discussing how some cultures, for example the Chinese, describe a child as being one level old on the day they are born • identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds • examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three) | | |
| Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications | <ul style="list-style-type: none"> • examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed | | |

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| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 1.5 | Achievement Standard 2.0 |
|--|---|---|---|
| THE PAST IN THE PRESENT | | | |
| The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past | <ul style="list-style-type: none"> • using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community • suggesting reasons for the location of a local landmark before searching for resources that provide an explanation • investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past | No progression point examples are provided at this level. | Describe a person, site or event of significance in the local community. Analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. |
| The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial | <ul style="list-style-type: none"> • discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) • identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains) • identifying and designing a local historical tour of a site (for example one related to a particular cultural group) | | |
| The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) | <ul style="list-style-type: none"> • examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies) • identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today • examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrente children learn to play string games so they can remember stories they have been told) • creating models of toys used by children who lived when electricity was not available | | |

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| Content Descriptions <i>(what to teach/learn)</i> | Elaborations <i>(examples to illustrate the content)</i> | Progression Point 2.5 <i>A student progressing towards Level 3 may, for example:</i> | Achievement Standard 3.0 |
|--|---|---|--|
| COMMUNITY AND REMEMBRANCE | | | |
| The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) | <ul style="list-style-type: none"> • identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality • listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to | | |
| ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life | <ul style="list-style-type: none"> • investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters) • comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences) | Explain aspects of change over time in the local community, for example; shops, schools, housing, transport or sports venues. | Explain how communities changed in the past. |
| The role that people of diverse backgrounds have played in the development and character of the local community | <ul style="list-style-type: none"> • using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community | Describe the influence of an individual or group from the past, for example; a particular community group or local identity. | Describe the experiences of an individual or group. |
| Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems | <ul style="list-style-type: none"> • identifying and discussing the historical origins of an important Australian celebration or commemoration • generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance • examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day) • recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008) | Describe event(s) which have significance for Australians today, for example; the commemoration of Anzac Day or the celebration of Australia Day. | Identify events and aspects of the past that have significance in the present. |

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| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 3.5 <i>A student progressing towards Level 4 may, for example:</i> | Achievement Standard 4.0 |
|---|---|---|---|
| FIRST CONTACTS | | | |
| The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives | <ul style="list-style-type: none"> examining early archaeological sites (for example Nauwalabila, Malakunanja, Devil's Lair, Lake Mungo, Preminghana) that show the longevity of the Aboriginal people mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things) studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems | Explain aspects of life in the past and some key changes, for example; Koorie language groups, kinship and special places in the local area. | |
| 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 | <ul style="list-style-type: none"> identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery; examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society using navigation maps to reconstruct the journey of one or more explorers investigating networks of exchange between different groups of people | Describe of the experiences of people in the past and the impact of those experiences, for example; mapping the journeys of some explorers in the Asian region and describing some effects of their exploration such as trade, settlement and contact with other peoples. | Explain how and why life changed in the past, and identify aspects of the past that remained the same. Describe the experiences of an individual or group over time. |
| Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival | <ul style="list-style-type: none"> discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards | | Recognise the significance of events in bringing about change. |
| The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment | <ul style="list-style-type: none"> investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people) comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines) exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal peoples' country | | |

| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 4.5 <i>A student progressing towards Level 5 may, for example:</i> | Achievement Standard 5.0 |
|---|---|---|---|
| THE AUSTRALIAN COLONIES | | | |
| Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 | <ul style="list-style-type: none"> investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example Western Australia, Victoria) | Identify the reasons for particular events, for example; the settlement of the Port Phillip district, Moreton Bay or Port Arthur and the effects on Aboriginal inhabitants. | Identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. |
| 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 | <ul style="list-style-type: none"> investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives' mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community) | Describe the daily lives of people of the past, for example; the housing, work, leisure, education of governors, convicts, free settlers, farmers or children. | Describe the different experiences of people in the past. |
| The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought | <ul style="list-style-type: none"> investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy) creating 'what if' scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?' | | Describe the significance of people and events in bringing about change. |
| The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony | <ul style="list-style-type: none"> identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances) investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait) connecting (where appropriate) stories of migration to students' own family histories | | |
| 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 | <ul style="list-style-type: none"> investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon) exploring the motivations and actions of an individual or group that shaped a colony | Describe a significant event and the role of particular people, for example; the roles of John Batman and John Pascoe Fawkner in the settlement of Melbourne. | |

| Content Descriptions <i>(what to teach/learn)</i> | Elaborations <i>(examples to illustrate the content)</i> | Progression Point 5.5 <i>A student progressing towards Level 6 may, for example:</i> | Achievement Standard 6.0 |
|--|--|---|--|
| AUSTRALIA AS A NATION | | | |
| Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government | <ul style="list-style-type: none"> studying Australia's path to Federation through an examination of key people (for example Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies from 1898 to 1900) comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government identifying key elements of Australia's system of law and government and their origins (for example the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers - legislature, executive, judiciary; the houses of parliament; how laws are made) | Describe change and continuity in relation to events, for example; how Australians were ruled from colonial government to federal government. | Identify change and continuity and describe the causes and effects of change on society. |
| Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children | <ul style="list-style-type: none"> the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions describing the significance of the 1962 right to vote federally and the 1967 referendum investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example Jack Patten or the Aborigines Progressive Association) investigating the experiences of democracy and citizenship of women (for example the suffragette movement, the bar on married women working, equal pay, the Sex Discrimination Act 1984) investigating the experiences of democracy and citizenship of migrant groups (for example internment camps during World War II; assimilation policies, anti-discrimination legislation, mandatory detention, pay and working conditions) investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family) | Compare experiences of people in the new nation, for example; the rights of Aboriginal people, women and workers at Federation and in the first decades of the twentieth century. | Compare the different experiences of people in the past. |
| Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war | <ul style="list-style-type: none"> comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees) exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources describing cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and comparing these with those of the communities in which they settled within Australia connecting stories of migration to students' own family histories (where appropriate) | | |
| The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport | <ul style="list-style-type: none"> examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry) considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography) | | Explain the significance of an individual and group. |

QUICK GUIDES

Historical Skills

Foundation – Level 6

Each Quick Guide contains the content descriptions and elaborations for each level, with progression points and achievement standards broken down into smaller parts and aligned with the most relevant content descriptions.

Note that this breakdown of progression points and achievement standards and their alignment with content descriptions is the interpretation of Bellbridge Primary School, not necessarily intended by the VCAA or ACARA.

| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 0.5 | Achievement Standard F.0 | | | | | |
|---|---|---|---|---|---|---|---|---|
| CHRONOLOGY, TERMS AND CONCEPTS | | | | | | | | |
| Sequence familiar objects and events | <ul style="list-style-type: none"> ordering significant personal events or milestones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school) | No progression point examples are provided at this level. | Sequence familiar events in order. | | | | | |
| Distinguish between the past, present and future | <ul style="list-style-type: none"> using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow') | | | | | | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | | | | | | |
| Pose questions about the past using sources provided | <ul style="list-style-type: none"> inquiring from members of their families where they were born and raised posing questions about family or about personal photographs, for example 'How old was I?' 'Where was I?' 'What was I doing?' posing questions about artefacts, for example 'Is it old or new?' 'What was it used for?' | | No progression point examples are provided at this level. | Pose questions about their past. | | | | |
| ANALYSIS AND USE OF SOURCES | | | | | | | | |
| Explore a range of sources about the past | <ul style="list-style-type: none"> identifying relevant features of photographs of family and friends describing interesting features of objects and photographs connected to the past | | | No progression point examples are provided at this level. | Relate a story about their past using a range of texts. | | | |
| Identify and compare features of objects from the past and present | <ul style="list-style-type: none"> distinguishing between what is old and what is new, using such clues as the condition of the object suggesting ideas about what objects from the past may have been used for comparing objects from the past with those of the present, using comparative language such as 'older', 'newer' (for example 'This toy is older'; 'That computer game is more fun than...') | | | | | | | |
| PERSPECTIVES AND INTERPRETATIONS | | | | | | | | |
| Explore a point of view | <ul style="list-style-type: none"> inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today | | | | | No progression point examples are provided at this level. | Relate a story about their past using a range of texts. | |
| EXPLANATION AND COMMUNICATION | | | | | | | | |
| Develop a narrative about the past | <ul style="list-style-type: none"> retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs) | No progression point examples are provided at this level. | | | | | | Relate a story about their past using a range of texts. |
| Use a range of communication forms (oral, graphic, written, role play) and digital technologies | <ul style="list-style-type: none"> representing ideas and creating imaginative responses through talking, drawing and play | | | | | | | |

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| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point F.5 | Achievement Standard 1.0 |
|---|---|--|---|
| CHRONOLOGY, TERMS AND CONCEPTS | | No progression point examples are provided at this level. | Sequence events in order, using everyday terms about the passing of time. |
| Sequence familiar objects and events | <ul style="list-style-type: none"> using visual sequences of time such as a 'days of the week' chart, a class timetable or a calendar and marking significant dates on them creating a timeline, slideshow or story using photos | | |
| Distinguish between the past, present and future | <ul style="list-style-type: none"> identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations') | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | |
| Pose questions about the past using sources provided | <ul style="list-style-type: none"> inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, roles of the parents and children) discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? 'How'? 'When'? 'Why?' questions | | |
| ANALYSIS AND USE OF SOURCES | | | |
| Explore a range of sources about the past | <ul style="list-style-type: none"> discussing with parents and grandparents about life in the past exploring stories from and about the past (for example letters, diaries, radio or television programs) | | |
| Identify and compare features of objects from the past and present | <ul style="list-style-type: none"> comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, televisions, radios) | | |
| PERSPECTIVES AND INTERPRETATIONS | | | |
| Explore a point of view | <ul style="list-style-type: none"> representing similarities and differences between students' daily lives and those of their parents and grandparents in graphic form (for example Venn diagram, y-chart) | | |
| EXPLANATION AND COMMUNICATION | | Relate stories about life in the past, using a range of texts. | |
| Develop a narrative about the past | <ul style="list-style-type: none"> relating a story about life in their parent's or grandparent's time (orally or through pictures and photographs) describing their families or an event that has personal significance | | |
| Use a range of communication forms (oral, graphic, written, role play) and digital technologies | <ul style="list-style-type: none"> representing ideas and creating imaginative responses through writing, role-play, speaking, drawing | | |

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| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 1.5 | Achievement Standard 2.0 | | | | | | |
|---|---|---|---|---|--|---|--|---|--|
| CHRONOLOGY, TERMS AND CONCEPTS | | | | | | | | | |
| Sequence familiar objects and events | <ul style="list-style-type: none"> ordering key events in the history of the local community using photographs and annotations | No progression point examples are provided at this level. | Sequence events in order, using a range of terms related to time. | | | | | | |
| Distinguish between the past, present and future | <ul style="list-style-type: none"> using terms to denote the passing of time in speech and writing (for example 'in the past', 'levels ago', 'the olden days', 'in the future') identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum' | | | | | | | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | | | | | | | |
| Pose questions about the past using sources provided | <ul style="list-style-type: none"> developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?') structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past) | | | No progression point examples are provided at this level. | Pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. | | | | |
| ANALYSIS AND USE OF SOURCES | | | | | | | | | |
| Explore a range of sources about the past | <ul style="list-style-type: none"> locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks) examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites) | | | | | No progression point examples are provided at this level. | Compare objects from the past and present. | | |
| Identify and compare features of objects from the past and present | <ul style="list-style-type: none"> identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures) identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past | | | | | | | | |
| PERSPECTIVES AND INTERPRETATIONS | | | | | | | | | |
| Explore a point of view | <ul style="list-style-type: none"> examining a point of view about changes to the built and natural environment and to daily lives over time | | | | | | | No progression point examples are provided at this level. | Develop a narrative about the past using a range of texts. |
| EXPLANATION AND COMMUNICATION | | | | | | | | | |
| Develop a narrative about the past | <ul style="list-style-type: none"> composing stories to compare past and present daily life (for example by using software to create a soundscape of the local area and a digital camera to take photographs of this area in the present and by using photographs to show images of the past) describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued; or a biography on a significant individual) | No progression point examples are provided at this level. | Develop a narrative about the past using a range of texts. | | | | | | |
| Use a range of communication forms (oral, graphic, written, role play) and digital technologies | <ul style="list-style-type: none"> representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives | | | | | | | | |

* In History, reporting of student achievement commences at Level 3.

| Content Descriptions <i>(what to teach/learn)</i> | Elaborations <i>(examples to illustrate the content)</i> | Progression Point 2.5 <i>A student progressing towards Level 3 may, for example:</i> | Achievement Standard 3.0 |
|--|--|--|--|
| CHRONOLOGY, TERMS AND CONCEPTS | | | |
| Sequence historical people and events | <ul style="list-style-type: none"> developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance | Sequence events and dates accurately on a timeline, for example; a timeline of key milestones in their local council, shire or regional area or state. | Sequence events and people (their lifetime) in chronological order, with reference to key dates. |
| Use historical terms | <ul style="list-style-type: none"> using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating using acronyms (for example NAIDOC, ANZAC) and understanding their meaning | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | |
| Pose a range of questions about the past | <ul style="list-style-type: none"> posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?') posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?') | Pose questions about sources such as photographs, buildings or artefacts. For example: Who wrote/produced this? When? Why? What features does it have? What does it say? How is it the same or different from other sources? | Pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. |
| Identify sources | <ul style="list-style-type: none"> identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings | | |
| ANALYSIS AND USE OF SOURCES | | | |
| Locate relevant information from sources provided | <ul style="list-style-type: none"> analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping) | | |
| PERSPECTIVES AND INTERPRETATIONS | | | |
| Identify different points of view | <ul style="list-style-type: none"> identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians) | | |
| EXPLANATION AND COMMUNICATION | | | |
| Develop texts, particularly narratives | <ul style="list-style-type: none"> writing narratives about the community's past based on researched facts, characters and events composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event) | | Develop texts, including narratives, using terms denoting time. |
| Use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past creating an oral, written, pictorial or digital representation to reflect the diverse 'character' of the community today | | |

* In History, reporting of student achievement commences at Level 3.

| Content Descriptions <i>(what to teach/learn)</i> | Elaborations <i>(examples to illustrate the content)</i> | Progression Point 3.5 <i>A student progressing towards Level 4 may, for example:</i> | Achievement Standard 4.0 |
|--|--|--|---|
| CHRONOLOGY, TERMS AND CONCEPTS | | | |
| Sequence historical people and events | <ul style="list-style-type: none"> placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence | Develop a timeline which shows important dates, for example, a timeline of key explorers who visited Australia. | Sequence events and people (their lifetime) in chronological order to identify key dates. |
| Use historical terms | <ul style="list-style-type: none"> using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation') identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names) | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | |
| Pose a range of questions about the past | <ul style="list-style-type: none"> generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions) posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?') posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?') | Ask and respond to questions about sources, for example; photographs, maps, artefacts. | Pose a range of questions about the past. |
| Identify sources | <ul style="list-style-type: none"> identifying sources to investigate the story of the First Fleet and its arrival, such as paintings, maps, written records/accounts | | |
| ANALYSIS AND USE OF SOURCES | | | |
| Locate relevant information from sources provided | <ul style="list-style-type: none"> finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony | | Identify sources (written, physical, visual, oral), and locate information to answer these questions. |
| PERSPECTIVES AND INTERPRETATIONS | | | |
| Identify different points of view | <ul style="list-style-type: none"> exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers) | Recognise different points of view, for example; the settlement of Australia from the point of view of Aborigines and Europeans. | Recognise different points of view. |
| EXPLANATION AND COMMUNICATION | | | |
| Develop texts, particularly narratives | <ul style="list-style-type: none"> listing key events and people's experiences and linking them together to form a narrative about the past recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet) | | Develop and present texts, including narratives, using historical terms. |
| Use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> creating charts, pictorial stories, maps, digital and oral presentations to explain the past making a podcast that features a story from the First Fleet | | |

| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 4.5 <i>A student progressing towards Level 5 may, for example:</i> | Achievement Standard 5.0 |
|---|--|---|---|
| CHRONOLOGY, TERMS AND CONCEPTS | | | |
| Sequence historical people and events | <ul style="list-style-type: none"> compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government | | Sequence events and people (their lifetime) in chronological order, using timelines. |
| Use historical terms and concepts | <ul style="list-style-type: none"> using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony) understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban) | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | |
| Identify questions to inform an historical inquiry | <ul style="list-style-type: none"> developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?') | Develop questions which might be asked about, for example; daily life on the goldfields, and suggest types of sources which might be used to answer their questions. | When researching, develop questions to frame an historical inquiry. |
| Identify and locate a range of relevant sources | <ul style="list-style-type: none"> using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks) understanding the internet domain names 'com', 'edu', 'gov' as indicators of the provenance of a source visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area | Record information from a range of sources, for example diaries and letters which provide views of settlers; paintings and drawings of the goldfields to describe daily life in a colony. | Identify a range of sources and locate and record information related to this inquiry. |
| ANALYSIS AND USE OF SOURCES | | | |
| Locate information related to inquiry questions in a range of sources | <ul style="list-style-type: none"> finding relevant historical information about colonial Australia from primary and secondary sources using pro formas and datasheets to develop questions, and record information and sources/references | | |
| Compare information from a range of sources | <ul style="list-style-type: none"> examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010) | | |
| PERSPECTIVES AND INTERPRETATIONS | | | |
| Identify points of view in the past and present | <ul style="list-style-type: none"> identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences) | | Examine sources to identify points of view. |
| EXPLANATION AND COMMUNICATION | | | |
| Develop texts, particularly narratives and descriptions, which incorporate source materials | <ul style="list-style-type: none"> using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development) using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement | | Develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. |
| Use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals. using communication technologies to exchange information and to foster a collaborative response (for example a wiki) | | |

| Content Descriptions (what to teach/learn) | Elaborations (examples to illustrate the content) | Progression Point 5.5 <i>A student progressing towards Level 6 may, for example:</i> | Achievement Standard 6.0 |
|---|---|--|--|
| CHRONOLOGY, TERMS AND CONCEPTS | | | |
| Sequence historical people and events | <ul style="list-style-type: none"> placing key events, ideas, movements and people of the twentieth century in chronological sequence using timelines to describe past events and changes identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan) | Development of timelines which show for example; the events leading to federation of the Australian colonies. | Sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. |
| Use historical terms and concepts | <ul style="list-style-type: none"> using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage' | | |
| HISTORICAL QUESTIONS AND RESEARCH | | | |
| Identify questions to inform an historical inquiry | <ul style="list-style-type: none"> developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people developing key questions about immigration such as: 'What were the main reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?' | Develop inquiry questions about a particular event and its influence on migration to Australia in the 20th century, for example; World War II, the Vietnam War, the War in Sudan, military rule in Argentina, the Indonesian occupation of East Timor. | When researching, develop questions to frame an historical inquiry. |
| Identify and locate a range of relevant sources | <ul style="list-style-type: none"> using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry identifying community or family members who migrated to Australia and conducting an interview to learn about their experiences; understanding that different questions elicit different kinds of answers (for example the difference between a closed and open question – 'Did you like Australia when you first arrived?' compared with 'How did you feel about Australia when you first arrived?') retrieving census data to construct arguments for and against migration | Identify useful sources such as statistics, first person accounts, newspaper articles, photographs to answer questions about for example migration to Australia | Identify a range of sources and locate and compare information to answer inquiry questions. |
| ANALYSIS AND USE OF SOURCES | | | |
| Locate information related to inquiry questions in a range of sources | <ul style="list-style-type: none"> finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants) using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia | | |
| Compare information from a range of sources | <ul style="list-style-type: none"> examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information in sources to determine views on the effects of migration on the development of Australian society) checking publication dates to put in historical context the information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives) | | |
| PERSPECTIVES AND INTERPRETATIONS | | | |
| Identify points of view in the past and present | <ul style="list-style-type: none"> analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boat people') analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might') and the use of the passive voice to cover a lack of sources (for example 'it is claimed that' rather than the active voice 'Tim Flannery claims that...') | Describe points of view presented in sources for example; first-person accounts of reasons for migration. | Examine sources to identify and describe points of view. |
| EXPLANATION AND COMMUNICATION | | | |
| Develop texts, particularly narratives and descriptions, which incorporate source materials | <ul style="list-style-type: none"> developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story) combining literary and informational language (for example 'Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother.'); evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war.') composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies) | | Develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. |
| Use a range of communication forms (oral, graphic, written) and digital technologies | <ul style="list-style-type: none"> developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs. creating a digital story, using text, images and audio/visual material, to record migrant experiences | | |

