

Achievement Standard: By the end of Foundation

students identify similarities and differences between families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Achievement Standard: By the end of Year 1

students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Achievement Standard: By the end of Year 2

students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Foundation	Foundation/Year1	Year 1	Year 1/2	Year 2
Key Idea: Personal and Family Histories		Key Idea: Present and Past Family Life		Key Idea: The Past in the Present
<p>Who the people in their family are, where they were born and raised and how they are related to each other (F:001)</p> <p>The different structures of families and family groups today, and what they have in common (F:002)</p> <p>How they, their family and friends commemorate past events that are important to them (F:003)</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 (F:004)</p>	<p>Histories and particulars of the people in their family, and how their family units and structures have changed over the generations. (F:001, F:002 & 1:028)</p> <p>How they, their family and friends commemorate past events that are important to them using language terms indicating time. (F:003 & 1:029)</p> <p>Comparing differences and similarities between student's daily lives and those of their parents through the use of photographs, artefacts, books, oral histories etc. (F:004 & 1:030)</p>	<p>Differences in family structures and roles today, and how these have changed or remained the same over time (1:028)</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 (1:029)</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (1:030)</p>	<p>Linking changing family structures and roles to how families lived in past times (including buildings and use of the natural environment) (1:028 & 2:044)</p> <p>Relating the terms indicating time and dates of personal significance to local historical sites and events. (1:029 & 2:045)</p> <p>Differences and similarities between students' daily lives and life during their parents' and grandparent's childhoods, including the changes in technology. (1:030 & 2:046)</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 (2:044)</p> <p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (2:045)</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) (2:046)</p>
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Achievement Standard: By the end of Year 2

students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Achievement Standard: By the end of Year 3

students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Achievement Standard: By the end of Year 4

students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Year 2	Year 2/3	Year 3	Year 3/4	Year 4
<p>Key Idea: The Past in the Present</p>		<p>Key Idea: Community and Remembrance</p>		<p>Key Idea: First Contacts</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 (2:044)</p>	<p>Examples of change and continuity (including Impact of changing technology on people's lives) on the local community, region or state/territory. (2:046 & 3:061)</p>	<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (3:060)</p>	<p>Importance and connectedness of Aboriginal people to Country and Place. (3:060 & 4:077)</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. (4:077)</p>
<p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (2:045)</p>	<p>Importance of historical sites of cultural or spiritual significance, particularly related to Aboriginal people. (2:045 & 3:060)</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 (3:061)</p>	<p>Role that people of diverse background (including First Fleet settlers) have played in developing Australian community. (3:062 & 4:079 / 4:078)</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. (4:078)</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) (2:046)</p>	<p>History of a significant person and the role they played in the development or character of the local community. Extend to a building site or part of the natural environment and its relation to how our local community functioned in the past. (2:044 & 3:062)</p>	<p>The role that people of diverse backgrounds have played in the development and character of the local community (3:062)</p>	<p>Celebratory days from Australia and around the world (3:063 & 3:064)</p>	<p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (4:079)</p>
	<p>Celebratory days from Australia and the importance of symbols and emblems. (3:063)</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. (3:063)</p>	<p>Study of change and continuity over time in local community, region or state/territory, including nature of contact between Aboriginal people and others during these times. (3:061 & 4:080)</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 and Ramadan (3:064)</p>		
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Achievement Standard: By the end of Year 4

students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Achievement Standard: By the end of Year 5

students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Achievement Standard: By the end of Year 6

students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students 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.

Year 4	Year 4/5	Year 5	Year 5/6	Year 6
Key Idea: First Contacts		Key Idea: The Australian Colony		Key Idea: Australia as a Nation
<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. (4:077)</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. (4:078)</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (4:079)</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 (4:080)</p>	<p>First Fleet and reasons for the establishment of British colonies (4:079 & 5:093)</p> <p>Reasons people migrated to Australia from Europe and Asia (4:079 & 5:096)</p> <p>Nature of contact between Aboriginal people and Europeans; and how these interactions impacted on the environment (4:080 & 5:094)</p> <p>Study of a significant individual or group from up to the eighteenth century (4:078 & 5:097)</p>	<p>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (5:093)</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. (5:094)</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. (5:095)</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. (5:096)</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. (5:097)</p>	<p>Stories of people who migrated to Australia from Asia and the reasons for doing so (5:096 & 6:115)</p> <p>Key figures or individuals who were influential in leading Australia to Federation (5:097 & 6:113)</p> <p>How European-influenced Australian presence impacted on Aboriginal people, migrants and other inhabitants (5:094 & 6:114)</p> <p>Impact of a significant event on a colony and the contribution of individuals and groups to that event (5:095 & 6:116)</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. (6:113)</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. (6:114)</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. (6:115)</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. (6:116)</p>
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