

		Foundation Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Skills	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	

		Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Historical Skills	Chronology, terms and concepts	Sequence historical people and events  Use historical terms and concepts		Sequence historical events, developments and periods  Use historical terms and concepts		Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places  Use historical terms and concepts	
	Historical questions and research	Identify questions to inform an historical inquiry  Identify and locate a range of relevant sources		Identify a range of questions about the past to inform an historical inquiry  Identify and locate relevant sources, using ICT and other methods		Identify and select different kinds of questions about the past to inform historical inquiry Evaluate and enhance these questions Identify and locate relevant sources, using ICT and other methods	
	Analysis and use of sources	Locate information related to inquiry questions in a range of sources  Compare information from a range of sources		Identify the origin and purpose of primary and secondary sources Locate, compare, select and use information from a range of sources as evidence Draw conclusions about the usefulness of sources		Identify the origin, purpose and context of primary and secondary sources Process and synthesise information from a range of sources for use as evidence in an historical argument Evaluate the reliability and usefulness of primary and secondary sources	
	Perspectives and interpretations	Identify points of view in the past and present		Identify and describe points of view, attitudes and values in primary and secondary sources		Identify and analyse the perspectives of people from the past  Identify and analyse different historical interpretations (including their own)	
	Explanation and communication	Develop historical texts, particularly narratives and descriptions, which incorporate source materials  Use a range of communication forms (oral, graphic, written) and digital technologies		Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged  Use a range of communication forms (oral, graphic, written) and digital technologies		Develop texts, particularly explanations and discussions that use evidence from a range of sources that are referenced  Select and use a range of communication forms (oral, graphic, written) and digital technologies	

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<b>Year level focus</b>	Personal and family histories	Present and past family life	The past in the present	Community and remembrance	First contacts	The Australian colonies	Australia as a nation
<b>Key questions</b>	<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>	<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>
<b>Key concepts</b>	The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance.			The content provides opportunities to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.			
<b>Knowledge and understanding</b>	<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>	<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 a 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 Islanders 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>

	Year 7	Year 8	Year 9	Year 10
Year level focus	The ancient world  The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE)	The ancient to the modern world  The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750.	The making of the modern world  The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.	The modern world and Australia  The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.
Key questions	How do we know about the ancient past?  Why and where did the earliest societies develop?  What emerged as the defining characteristics of ancient societies?  What have been the legacies of ancient societies?	How did societies change from the end of the ancient period to the beginning of the modern age?  What key beliefs and values emerged and how did they influence societies?  What were the causes and effects of contact between societies in this period?  Which significant people, groups and ideas from this period have influenced the world today?	What were the changing features of the movements of people from 1750 to 1918?  How did new ideas and technological developments contribute to change in this period?  What was the origin, development, significance and long-term impact of imperialism in this period?  What was the significance of World War I?	How did the nature of global conflict change during the twentieth century?  What were the consequences of World War II? How did these consequences shape the modern world?  How was Australian society affected by other significant global events and changes in this period?
Key concepts	The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.			
Overview	Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:  the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.  the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)  key features of ancient societies (farming, trade, social classes, religion, rule of law)	Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:  the transformation of the Roman world and the spread of Christianity and Islam  key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)  the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).	Overview content for the making of the modern world includes the following:  the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia  the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)  the extent of European imperial expansion and different responses, including in the Asian region  the emergence and nature of significant economic, social and political ideas in the period, including nationalism	Overview content for the Modern World and Australia includes the following:  the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression  continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping  the major movements for rights and freedom in the world and the achievement of independence by former colonies  the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War  developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability
Depth studies	The depth studies for this year level include:  1. Investigating the ancient past  2. The Mediterranean world (ONE of Egypt, Greece, Rome)  3. The Asian world (ONE of China, India)	The depth studies for this year level include:  1. The Western and Islamic World (ONE of The Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire)  2. The Asia-Pacific World (ONE of Angkor/Khmer Empire, Japan under the Shoguns, The Polynesian expansion across the Pacific)  3. Expanding contacts (ONE of Mongol Expansion, The Spanish Conquest of the Americas, The Black Death in Asia, Europe and Africa)	The depth studies for this year level include:  1. Making a Better World? (ONE of Progressive ideas and movements, The Industrial Revolution, Movement of peoples)  2. Australia and Asia (ONE of Asia and the world, Making a nation)  3. World War I	The depth studies for this year level include:  1. World War II  2. Rights and freedoms  3. The globalising world (ONE of Popular culture, The environment movement, Migration experiences)