

Level A	Level B	Level C	Level D	Foundation – Level 2
Historical Concepts and Skills				
Chronology				
Recognise personally significant objects from their childhood and from now	Recognise significant events during their lifetime	Sequence parts within a significant event	Sequence significant family milestones	Sequence significant events about personal and family history to create a chronological narrative
Historical sources as evidence				
Explore a source that describes a person	Explore a range of sources that show families over time	Explore a range of sources that describe an event in the recent past	Explore a range of sources that describe families in the past	Identify the content features of primary sources when describing the significance of people, places or events
Explore their own perspective on events in their routine daily life	Explore people's perspective of events within their daily life	Explore their perspective on how things have changed from past and present in their daily life	Explore peoples perspectives about change to daily life	Identify perspectives about changes to daily life from people in the past or present
Continuity and change				
Explore objects from the past and present	Explore features of objects from the past and present	Compare features of objects from the recent past and present	Identify and compare features of objects used by the family from the past and present	Identify examples of continuity and change in family life and in the local area by comparing past and present
Historical significance				
Experience narratives about a person or the past	Assist in constructing a narrative about a person or a shared past event	Assist to construct a narrative about a significant person or past event	Develop a narrative about a significant family member and/or place	Identify the significance of a person and/or place in the local community
Historical Knowledge				
Personal histories				
Who they are and what they look like	Who the people in their immediate family are	Who the people in their family are	Who the people in their family are and how they are related to me	Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared
The people in their family	The structure of their immediate family	The people and their name in the family	The different family groups in my class and what they have in common	Differences and similarities in family structures and the role of family groups today, and how these have changed or remained the same over time
Indicate what event was first in a routine daily event	Indicate the events at the beginning of the day, at midday and the evening	Distinguish between events within the day and the past	Distinguish between 'today', 'tomorrow' and 'yesterday'	How the present, past and future are signified by terms indicating and describing time
Similarities and differences within their daily life	Similarities and differences within their daily life from day to day	Similarities and differences in their daily life over time	Similarities and differences between their life and the life of their parents and grandparents	Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications
Community histories				
Commemorate significant events	Awareness of significant commemorative events and ways they can assist with preparation	How events are celebrated and how to assist to prepare and participate in personal, school and community events	How they and their family celebrate past events that are important to them	How they, their family, friends and communities commemorate past events that are important to them
Experience significant places and sites	Explore significant places and sites, and events associated with them	Link significant local sites and people to events	Explore and sequence the history of a significant place, person or building or site	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
Exposure to the cultural or spiritual importance of significant places and sites	Participate in celebrations and special events of a cultural or spiritual place or site	Link cultural or spiritual site to their events or history	Explore the significance of cultural or spiritual places to us to day and people in the past	The significance today of an historical site of cultural or spiritual importance
Experience the use of technology in their lives	Explore different technologies used to make their daily life better	Explore changes in technology and the difference between each	Explore technologies of the past and today and what people like and why	The effect of changing technology on people's lives and their perspectives on the significance of that change
Achievement Standard				
By the end of Level A, students experience routine events within their daily life and react to significant changes. They react to personally significant people, objects and sites. They participate and react to significant events, which are commemorated. Students react to stories, images and representations of familiar events and stories about them. They react to significant objects of their past and present.	By the end of Level B, students identify immediate family members. They recognise some significant events. Students respond to images of personal, family and sites of significance. Students assist to sequence significant parts of recent familiar events. They can identify themselves at different milestones in their past. They assist to create a story about their past using a range of texts, objects and images.	By the end of Level C, students can identify key routines and events within their daily life. Students identify key members of their family and how they have changed over time. They recognise some important family events and some objects used in celebrations. They recognise some significant artefacts or objects associated with significant commemorative events or sites in local community. Students sequence three elements within familiar recent events in order. They identify key milestones in their past. Students relate a story about their past using a range of texts, objects or images. They can identify objects and technology which has change over time.	By the end of Level D, students identify similarities and differences between families in their class. They identify many important family events and indicate how they were commemorated. Students use images to describe a significant family, personal event, site or person of significance. Students sequence their key milestones in order. They can sequence key events related to a significant person, building or site. They can sequence routine events. Students answer questions about their past by using a variety of sources provided. Students relate a narrative about their past using objects, images, and perspectives of other (parents and grandparents).	By the end of Level 2, students explain aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe personal and family life, a person, site or event of significance in the local community. Students sequence events in order, using a range of terms relating to time. They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. They compare objects from the past and present. Students create a narrative about the past using terms and a range of sources.