

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Historical Concepts and Skills		
Chronology		
Sequence significant events about personal and family history to create a chronological narrative	Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement	Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia’s colonial past and the causes and effects of Federation on its people
Historical sources as evidence		
Identify the content features of primary sources when describing the significance of people, places or events	Identify the origin and content features of primary sources when describing the significance of people, places and events	Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation
Identify perspectives about changes to daily life from people in the past or present	Describe perspectives of people from the past	Describe perspectives and identify ideas, beliefs and values of people and groups in the past
Continuity and change		
Identify examples of continuity and change in family life and in the local area by comparing past and present	Identify and describe continuity and change over time in the local community, region or state	Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies
	Cause and effect	
	Identify and explain the causes and effects of European settlement and exploration	Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants
Historical significance		
Identify the significance of a person and/or place in the local community	Describe the significance of Australian celebrations, symbols and emblems	Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation
Historical Knowledge		
Personal histories	Community, Remembrance and Celebrations	The Australian colonies
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 significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area	The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800
Differences and similarities in family structures and the role of family groups today, and how these have changed or remained the same over time	A significant example of change and a significant example of continuity over time in the local community, region or state/territory	The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples
How the present, past and future are signified by terms indicating and describing time	The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies	The effects of a significant development or event on a colony
Differences and similarities between students’ daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications	One significant narrative, myth or celebration from the past	The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony
	Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day	The role that a significant individual or group played in shaping and changing a colony
	Significance of celebrations and commemorations in other places around the world	
Community histories	First contacts	Australia as a nation
How they, their family, friends and communities commemorate past events that are important to them	The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives	The significance of key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government
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 journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies	The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children
The significance today of an historical site of cultural or spiritual importance	Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival	The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated
The effect of changing technology on people’s lives and their perspectives on the significance of that change	The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions	Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society
Achievement Standard		
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.	By the end of Level 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 and perspectives 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, causes and effects. They identify sources (written, physical, visual, oral), and locate information about their origin and content features. They describe perspectives of people from the past and recognise different points of view. Students create a narrative or description which explains continuity and change and cause and effect using historical terms.	By the end of Level 6, students identify and describe change and continuity and explain the causes and effects of change on society. They compare the different experiences and perspectives 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. They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. Students develop texts, particularly narratives and descriptions of continuity and change. In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts.