Australian CURRICULUM Review

HUMANITIES AND SOCIAL SCIENCES

CONSULTATION CURRICULUM

Comparative information F–6

COMPARISON OF CURRENT AND REVISED CURRICULUM IN HUMANITIES AND SOCIAL SCIENCES (HASS) F–6

Content descriptions Foundation to Year 2
Strand: Knowledge and understanding

Sub-strand: History	Foundation *Students learn about:*	Year 1 *Students learn about:*	Year 2 *Students learn about:*
Original	Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)	The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
Proposed	who the people in their family are, where they were born and raised, and how they are related (AC9HSFK01)	differences in family structures and roles today, and how these demonstrate continuity and change over time (AC9HS1K01)	the history of a local person, place and/or building that has historical, cultural or spiritual significance and its importance today AC9HS2K01)
Original	How they, their family and friends commemorate past events that are important to them (ACHASSK012)	How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHASSK029)	The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)
Proposed	how they, their family and friends celebrate and/or commemorate past events that have significance for them (AC9HSFK02)	continuity and change between significant aspects of daily lives and life during their parents' and grandparents' childhoods, including education, work and play (AC9HS1K02)	how changing technology affected people's lives at home and in the ways they travelled and communicated in the past (AC9HS2K02)

Original	How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)
Proposed	how the stories of their families and the past show continuity and change (AC9HSFK03)	*See (AC9HS1K02)*	*See (AC9HS2K02)*

Sub-strand: Geography	**Foundation** *Students learn about:*	**Year 1** *Students learn about:*	**Year 2** *Students learn about:*
Original	The representation of the location of places and their features on simple maps and models (ACHASSK014)	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)	The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047)
Proposed	the familiar features of places people belong to, and why some places are special and how they can be looked after (AC9HSFK04)	the natural, managed and constructed features of places, their location, how they change and how they can be cared for (AC9HS1K03)	the way the world is represented spatially in geographic divisions and the location of Australia in relation to these divisions (AC9HS2K03)
Original	The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)	The weather and seasons of places and the ways in which different cultural groups, including First Nations People of Australia, describe them (ACHASSK032)	The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048)
Proposed	the importance of Country/Place to First Nation Australians and the First Nations Australians' Country/Place on which the school is located (AC9HSFK05)	the weather and seasons of places and the ways in which different cultural groups, particularly groups within First Nations People of Australia and the First Nations People of the Torres Strait, describe them (AC9HS1K04)	the idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (AC9HS2K04)

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Original	The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to First Nations People of Australia (ACHASSK016)	Activities in the local place and reasons for their location (ACHASSK033)	The ways in which First Nations People of Australia maintain special connections to particular Country/Place (ACHASSK049)
Proposed	*See (AC9HSFK05)*	activities in the local place and reasons for their location (AC9HS1K05)	the interconnection of First Nations People of Australia to a local Country/Place (AC9HS2K05)
Original	The reasons why some places are special to people, and how they can be looked after (ACHASSK017)		The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)
Proposed	*See (AC9HSFK04)*		the influence of purpose, distance and accessibility on the frequency with which people visit places (AC9HS2K06)
Original			The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)
Proposed			*See (AC9HS2K06)*

Content descriptions Foundation to Year 2

Strand: Skills

Sub-strand: Questioning and researching	**Foundation** *Students learn to:*	**Year 1 and Year 2** *Students learn to:*
Original	Pose questions about past and present objects, people, places and events (ACHASSI001)	Pose questions about past and present objects, people, places and events (ACHASSI018 and ACHASSI034)
Proposed	pose questions about familiar objects, people, places and events (AC9HSFS01)	pose questions about past and present objects, people, places and events that explore continuity and change, significance, place and space, and interconnection (AC9HS2S01)
Original	Collect information and data from observations and identify information and data from sources provided (ACHASSI002)	Collect information and data from observations and identify information and data from sources provided (ACHASSI019 and ACHASSI035)
Proposed	sort and record information and data, including the representation of time with pictorial timelines and the recognition of locations on pictorial maps or models (AC9HSFS02)	collect information and data from observations and identify information and data from sources provided (AC9HS2S02)
Original	Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)	Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI020 and ACHASSI036)
Proposed	*See (AC9HSFS02)*	sort and record information and data, including the representation of the location of places and their features in tables and on plans, models and labelled maps (AC9HS2S03)
Original	Sequence familiar objects and events (ACHASSI004)	Sequence familiar objects and events (ACHASSI021 and ACHASSI037)
Proposed	*See (AC9HS2S04)*	sequence familiar objects and events, including on unscaled timelines, using appropriate terms indicating time and change (AC9HS2S04)

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Sub-strand: Interpreting, analysing and evaluating information and data	Foundation *Students learn to:*	Year 1 and Year 2 *Students learn to:*
Original	Explore a point of view (ACHASSI005)	Explore a point of view (ACHASSI022 and ACHASSI038)
Proposed	interpret, discuss and share points of view on information and data related to significant events and special places (AC9HSFS03)	interpret information and data from observations and sources provided, including the comparison of objects from the past and present, to identify evidence related to the questions posed (AC9HS2S05)
Original	Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)	Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI023 and ACHASSI039)
Proposed	*See (AC9HS2S05)*	explore points of view related to objects, people, places and events (AC9HS2S06)
Original	interpret information and data displayed in pictures and texts and on maps (ACHASSI007)	Interpret information and data displayed in pictures and texts and on maps (ACHASSI024 and ACHASSI040)
Proposed	*See (AC9HS2S05)*	*See (AC9HS2S05)*

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Sub-strand: Concluding and decision-making	Foundation *Students learn to:*	Year 1 and Year 2 *Students learn to:*
Original	Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI0008)	Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI025 and ACHASSI041)
Proposed	draw conclusions in response to questions and evidence (AC9HSFS04)	draw conclusions based on the evidence developed to answer the questions posed (AC9HS2S07)
Original	Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)	Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI026 and ACHASSI042)
Proposed	*See (AC9HS2S08)*	propose how to care for places and sites that are important and/or significant to people (AC9HS2S08)

Sub-strand: Communicating	Foundation *Students learn to:*	Year 1 and Year 2 *Students learn to:*
Original	Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)	Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027 and ACHASSI043)
Proposed	present stories, information and findings in oral, graphic or written forms using terms to denote the passing of time and to describe location (AC9HSFS05)	present narratives, information and findings in oral, graphic and written forms using terms to denote the passing of time and to describe direction and location (AC9HS2S09)

Achievement standard Foundation to Year 2

	Foundation	**Year 1**	**Year 2**
Original	By the end of Foundation Year, students identify important events in their own lives and recognize why some places are special to people. They describe the features of familiar places and recognize that places can be represented on maps and models. They identify how their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.	By the end of Year 1, students identify and describe important. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.	By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate

			findings in a range of texts using language to describe direction, location and the passing of time.
Proposed	By the end of Foundation Year, students identify significant events in their own lives, how some significant events are commemorated/celebrated, and how stories of the past show evidence of continuity and change. They identify the features of familiar places and why some places are special to people. Students pose questions and use observations of places and provided sources to recognise continuity and change and the features of places. They sequence events on pictorial timelines and recognise how locations are represented. Students share observations, points of view and stories about their past and significant events, as well as about familiar places and ways they can care for them.	By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the features and uses of local places, how people describe them, the ways they change and how they can be cared for. Students pose questions and interpret information and data from observations and from provided sources to recognise continuity and change, significance, the features of places, how places change and how they are described. They sequence events on unscaled timelines and represent the location of places and their features on labelled maps. Students share points of view on aspects of the past and how people can care for places. They present findings in texts, using language to describe the passing of time, direction and location.	By the end of Year 2, students describe significance and continuity and change related to the history of a person, place and/or building, why people should be remembered and/or places/buildings preserved. They recognise that the world is divided into geographic divisions and that places can be represented at different scales. They describe the causes of change in technology and how this and other factors effect peoples' interconnection with people and places. Students pose questions and locate information and data from observations and from sources provided to identify continuity and change and significance related to local history, as well as the features of, and interconnections with, places. They compare objects from the past and present, sequence familiar objects and events on unscaled timelines and sort and record data in tables, plans and on labelled maps. They identify a point of view, draw conclusions and suggest ways to care for places or buildings. Students communicate findings in a range of texts, using appropriate terms to describe the passing of time, direction and location.

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Content descriptions Year 3 and Year 4
Strand: Knowledge and understanding

Sub-strand: History	Year 3 *Students learn about:*	Year 4 *Students learn about:*
Original	The importance of Country/Place to Aboriginal and/ or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)	The diversity of Nations within both the First People of Australia and the First Nations Peoples of the Torres Strait region of Australia and their respective social organisation structures and continuous connections with Country/Place (ACHASSK083)
Proposed	how the community has changed and remained the same over time, the causes and effects of those changes, and how people of diverse backgrounds have contributed (AC9HS3K01)	the diversity of Australia's first peoples and the enduring interconnection of First Nations People of Australia with Country/Place (land, sea, waterways and skies) (AC9HS4K01)
Original	How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)	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 (ACHASSK084)
Proposed	the importance to identity and diversity of significant days and weeks celebrated or commemorated in Australia, including Australia Day, ANZAC Day and National Sorry Day, and those from around the world that are observed by a range of people in Australia (AC9HS3K02)	the significance of trade to First Nations People of Australia, including trade with groups outside Australia (AC9HS4K02)
Original	Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085)
Proposed	the importance of symbols and emblems to identity and diversity (AC9HS3K03)	the causes for the establishment of the first British colony in Australia in 1788 (AC9HS4K03)
Original	The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander	The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the

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	Peoples; and major places in Australia, both natural and human (ACHASSK065)	Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)
Proposed	*See (AC9HS3K05)*	the significant events and experiences of groups and individuals on the journey of the First Fleet and following their arrival (AC9HS4K04)
Original	Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas d major places in Australia, both natural and human (ACHASSK066)	
Proposed	*See (AC9HS3K02)*	the effects of contact with other people on First Nations People of Australia and Places following the arrival of the First Fleet and how this was perceived by the First Nations Australians as an invasion (AC9HS4K05)

Sub-strand: Geography	Year 3 *Students learn about:*	Year 4 *Students learn about:*
Original	The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)	The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)
Proposed	the ways in which different First Nations People of Australia are interconnected with Country/Place (AC9HS3K04)	the location of a range of countries in South America and Africa in relation to Australia and the main characteristics of spaces on those continents (AC9HS4K06)
Original	The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)	The importance of environments, including natural vegetation, to animals and people (ACHASSK088)
Proposed	the representations of contemporary Australia, including as states and territories, and as First Nations Australia prior to	the custodial responsibility First Nations People of Australia have for Country/Place, and how this influences views about

	colonisation, including the locations of each neighbouring country (AC9HS3K05)	sustainable resource allocation and development strategies (AC9HS4K07)
Original	The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)	The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)
Proposed	the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features, types of settlement, demographic characteristics and the lives of the people who live there (AC9HS3K06)	*See (AC9HS4K07)*
Original		The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)
Proposed	the features and distribution of the main climate types of the world and the similarities and differences between the climates of different places (AC9HS3K07)	*See (AC9HS4K08)*

Sub-strand: Civics and Citizenship	**Year 3** *Students learn about:*	**Year 4** *Students learn about:*
Original	The importance of making decisions democratically (ACHASSK070)	The role of local government and the decisions it makes on behalf of the community (ACHASSK091)
Proposed	the importance of making decisions democratically (AC9HS3K08)	the roles of local government and local citizens, including those related to sustainable choices around resources in areas such as waste management, land use and environmental protection of local places (AC9HS4K08)

Original	Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071)	The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples (ACHASSK092)
Proposed	who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed (AC9HS3K09)	the differences between 'rules' and 'laws', why laws are important and how they affect the lives of people (AC9HS4K09)
Original	Why people participate within communities and how students can actively participate and contribute (ACHASSK072)	The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)
Proposed	why people participate as citizens within communities and how students can actively participate and contribute (AC9HS3K10)	the diversity of cultural, religious and/or social groups to which they and others in the community belong and their importance to identity (AC9HS4K10)

Content descriptions Year 3 and Year 4
Strand: Skills

Sub-strand: Questioning and researching	Year 3 and Year 4 Students learn to:
Original	Pose questions to investigate people, events, places and issues (ACHASSI052, ACHASSI073)
Proposed	pose questions to investigate people, events, places and issues that address identified disciplinary concepts (AC9HS4S01)
Original	Locate and collect information and data from different sources, including observations (ACHASSI053, ACHASSI074)
Proposed	locate and collect information and data from a range of sources (AC9HS4S02)
Original	Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054, ACHASSI075)

Proposed	record, sort and represent information and data, including that related to the location of places and their characteristics, in different formats, including graphs, tables and maps, using discipline-appropriate conventions (AC9HS4S03)
Original	Sequence information about people's lives and events (ACHASSI055, ACHASSI076)
Proposed	sequence information about people's lives and events using discipline-appropriate conventions (AC9HS4S04)

Sub-strand: Interpreting, analysing and evaluating information and data	**Year 3 and Year 4** *Students learn to:*
Original	Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077)
Proposed	examine information to identify different points of view and distinguish facts from opinions (AC9HS4S05)
Original	Interpret information and data displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057, ACHASSI078)
Proposed	interpret information and data displayed in different formats to identify and describe distributions and patterns (AC9HS4S06)
Original	Interact with others with respect to share points of view (ACHASSI059, ACHASSI080)
Proposed	analyse and evaluate information and data in relation to the questions posed (AC9HS4S07)

Sub-strand: Concluding and decision-making	Year 3 and Year 4 *Students learn to:*
Original	Draw simple conclusions based on analysis of information and data (ACHASSI058, ACHASSI079)
Proposed	develop evidence-based conclusions (AC9HS4S08)
Original	Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081)
Proposed	propose actions in response to an issue or challenge that consider points of view and the possible effects of differing actions (AC9HS4S09)

Sub-strand: Communicating	Year 3 and Year 4 *Students learn to:*
Original	Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061, ACHASSI082)
Proposed	present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (AC9HS4S10)

Achievement standard Year 3 and Year 4

	Year 3	Year 4
Original	By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities. Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret information and data to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge and identify the possible effects of their proposed action. Students present ideas,

		findings and conclusions using discipline-specific terms in a range of communication forms.
Proposed	By the end of Year 3, students describe the contributions of individuals, the causes and effects of continuity and change in their community, and how significant celebrations, commemorations and symbols contribute to identity and diversity. They identify the interconnections between people and places with diverse characteristics, how places are represented, and the nature and distribution of climate types. Students explain how citizens contribute in their community, the role of rules and the importance of making decisions democratically. Students pose questions that consider identified disciplinary concepts and locate and collect information and data from sources to answer these questions. They record and represent information and data in different formats, including sequencing information in chronological order on annotated timelines and creating labelled maps. They examine, interpret, analyse and evaluate information and data to identify a point of view, describe distributions and draw conclusions They propose actions in response to an issue or challenge. Students communicate ideas, findings and conclusions in oral, visual and written forms using discipline-specific conventions and terms.	By the end of Year 4, students identify the causes, effects and significance of events on continuity and change to places and the lives, experiences and practices of people. Students describe relative location, the diverse characteristics of spaces, the interconnections between people and places and their influence on resource usage. Students identify different views and the roles of local government and citizens on sustainability issues. They recognize the importance of laws in society and factors that shape a person's identity and belonging. Students develop questions for investigation that consider identified disciplinary concepts and locate and collect information and data from different sources to answer these questions. They sort, record and represent information and data in different formats, including sequencing information with reference to key dates on annotated timelines and creating large-scale maps. They examine, interpret, analyse and evaluate information and data to distinguish between facts and opinions, detect points of view, describe distributions and patterns and draw conclusions. They propose actions in response to an issue or challenge that consider points of view and possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.

Content descriptions Year 5 and Year 6

Strand: Knowledge and understanding

Sub-strand: History	Year 5 Students learn about:	Year 6 Students learn about:
Original	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106)	Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134)
Proposed	the economic, political and social causes for the establishment of a British colony in Australia after 1800 (AC9HS5K01)	significant figures, events and ideas that led to Australia's Federation, Constitution and democratic system of government (AC9HS6K01)
Original	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 and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107)	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)
Proposed	the effects of colonial presence on the natural environment and the lives of First Nations Australians (AC9HS5K02)	experiences of Australian democracy and citizenship and how they have changed, including the status and rights of First Nations People of Australia, migrants, women and children (AC9HS6K02)
Original	The impact of a significant development or event on an Australian colony (ACHASSK108)	Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)
Proposed	the effects of important developments or events on an Australian colony, and the role of significant First Nations Australian and British arrivals in the developments or events (AC9HS5K03)	the causes of people migrating to Australia since Federation, their stories, and contributions to and effects on Australian society (including migrants from the Asia region) (AC9HS6K03)
Original	The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)	The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)
Proposed	*See (AC9HS6K03)*	*See (AC9HS6K03)*

Original	The role that a significant individual or group played in shaping a colony (ACHASSK110)	
Proposed	*See (AC9HS5K03)*	

Sub-strand: Geography	**Year 5** *Students learn about:*	**Year 6** *Students learn about:*
Original	The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)	The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138)
Proposed	the location of a range of countries in Europe and North America in relation to Australia and the influence of people on the environmental characteristics of selected places on those continents (AC9HS5K04)	the impact of bushfires or floods on places and communities and how people can respond (AC9HS6K04)
Original	The influence of people, including Aboriginal and Torres Strait Islander people, on the environmental characteristics of Australian places (ACHASSK112)	Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)
Proposed	the influence of people, including First Nations People of Australia, on the environmental characteristics of Australian places (AC9HS5K05)	the geographical diversity and location of places across the world including an Asian country (AC9HS6K05)
Original	The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)	The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)
Proposed	the environmental and human influences on the location and characteristics of a place, and the management of spaces within them (AC9HS5K06)	Australia's interconnections with other countries and how these change people and places (AC9HS6K06)
Original	The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)	Australia's connections with other countries and how these change people and places (ACHASSK141)
Proposed	*See (AC9HS6K04)*	*See (AC9HS6K06)*

Sub-strand: Civics and Citizenship	Year 5 *Students learn about:*	Year 6 *Students learn about:*
Original	The key values that underpin Australia's democracy (ACHASSK115)	The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143)
Proposed	the key values and features of Australia's democracy, including the electoral process and the responsibilities of electors and elected representatives (AC9HS5K07)	the key institutions of Australia's democratic system of government and how it is based on the Westminster system (AC9HS6K07)
Original	The key features of the electoral process in Australia (ACHASSK116)	The roles and responsibilities of Australia's three levels of government (ACHASSK144)
Proposed	the roles and responsibilities of the three levels of government in Australia's democracy (AC9HS5K08)	the process for creating laws through Australia's democratic system of government and how regulations and laws are enforced and the personnel involved (AC9HS6K08)
Original	Why regulations and laws are enforced and the personnel involved (ACHASSK117)	The responsibilities of electors and representatives in Australia's democracy (ACHASSK145)
Proposed	how citizens with shared beliefs and values work together to achieve a civic goal (AC9HS5K09)	the shared values of Australian citizenship, the formal rights and responsibilities of Australian citizens, and the obligations citizens may consider they have as active and informed global citizens (AC9HS6K09)
Original	How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	Where ideas for new laws can come from and how they become law (ACHASSK146)
Proposed	*See (AC9HS5K09)*	*See (AC9HS6K08)*
Original		The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147)

Proposed		*See (AC9HS6K09)*
Original		The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)
Proposed		*See (AC9HS6K09)*

Sub-strand: Economics and Business	**Year 5** *Students learn about:*	**Year 6** *Students learn about:*
Original	The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)	How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)
Proposed	types of resources (natural, human, capital) and how they satisfy needs and wants (AC9HS5K10)	the reasons businesses exist and the choices they make in providing goods and services (AC9HS6K10)
Original	Types of resources (natural, human, capital) and the ways societies use them in order to satisfy the needs and wants of present and future generations (ACHASSK120)	The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)
Proposed	the difference between needs and wants, and how choices to meet them need to consider limited resources (AC9HS5K11)	influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices (AC9HS6K11)
Original	Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)	The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)
Proposed	*See (AC9HS6K11)*	the effect that consumer and financial choices can have on the individual and the broader community (AC9HS6K12)

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Content descriptions Year 5 and Year 6

Strand: Skills

Sub-strand: Questioning and researching	Year 5 and Year 6 *Students learn to:*
Original	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)
Proposed	develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges that address relevant disciplinary concepts (AC9HS6S01)
Original	Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123)
Proposed	locate and collect relevant information and data from primary and secondary sources (AC9HS6S02)
Original	Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124)
Proposed	organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions and geospatial technologies (AC9HS6S03)
Original	Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)
Proposed	sequence information about people's lives, events, developments and phenomena using a variety of methods, including timelines (AC9HS6S04)

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Sub-strand: Interpreting, analysing and evaluating information and data	**Year 5 and Year 6** *Students learn to:*
Original	Examine primary and secondary sources to determine their origin and purpose (ACHASSI098, ACHASSI126)
Proposed	examine primary and secondary sources to determine their origin and purpose (AC9HS6S05)
Original	Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)
Proposed	examine different viewpoints on actions, events, issues and phenomena in the past and present (AC9HS6S06)
Original	Interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100, ACHASSI128)
Proposed	interpret information and data displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (AC9HS6S07)
Original	
Proposed	analyse and evaluate information and data in relation to the questions posed (AC9HS6S08)

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| Sub-strand: Concluding and decision-making | Year 5 and Year 6

Students learn to: |
| --- | --- |
| **Original** | Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129) |
| **Proposed** | develop evidence-based conclusions (AC9HS6S09) |
| **Original** | Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130) |
| **Proposed** | work individually and in groups to generate possible responses to issues and challenges and use criteria to assess the probable advantages and disadvantages of preferring one response over others (AC9HS6S10) |
| **Original** | Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131) |
| **Proposed** | propose personal and/or collective actions in response to an issue or challenge that predict and consider the probable effects (AC9HS6S11) |
| **Original** | Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104, ACHASSI132) |
| **Proposed** | *See (AC9HS6S11)* |

| Sub-strand: Communicating | Year 5 and Year 6

Students learn to: |
| --- | --- |
| **Original** | Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105, ACHASSI133) |
| **Proposed** | present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (AC9HS6S12) |

Achievement standard Year 5 and Year 6

	Year 5	Year 6
Original	By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. They recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They describe different views on how to respond to an issue or challenge. Students develop questions for an investigation. They locate and collect information and data from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort,	By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation. They locate and collect useful information and data from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected

	record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.	phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.
Proposed	By the end of Year 5, students describe continuity and change in the experiences of different groups, and the causes, effects and roles of people in significant events/developments. Students describe the characteristics of places in different locations at a range of scales and explain the interconnections between people, the human and environmental characteristics of places, and the management of spaces. Students identify the importance of values, processes, roles, responsibilities and civic action to Australia's democracy and citizenship. They consider the limited nature of resources in choices to meet needs and wants.	By the end of Year 6, students describe continuity and change in the experiences of people. They identify the roles of people in, and causes of, significant events/developments and their effects on society. Students describe, compare and explain the geographically diverse characteristics of different places at different scales, and the nature and effects of the interconnection of people, places, communities and environments. Students explain the importance of people, institutions, processes, rights, responsibilities and obligations to Australian democracy, legal systems and citizenship. Students identify the purpose of businesses, the choices businesses make, and how consumer and financial choices effect people and environments.
	Students develop questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from primary and secondary sources to answer those questions. They sort, record and represent data in different formats, including sequencing information in chronological order, creating timelines and creating maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to identify the purpose of sources and different viewpoints, to describe distributions,	Students develop appropriate questions to frame an investigation that consider identified disciplinary concepts and locate and collect information and data from a range of primary and secondary sources to answer those questions. They organise and represent information and data in a range of formats, including sequencing information in chronological order and creating timelines and maps at a range of scales. Students examine, interpret, analyse and evaluate information and data to determine the origin, purpose and

	patterns and trends, to infer relationships and develop evidence-based conclusions. They generate alternative responses to an issue or challenge and propose actions that consider possible effects. Students present ideas, findings and conclusions in a range of communication forms using discipline-specific conventions and terms.	points of view of sources, to describe and compare distributions, patterns and trends, to infer relationships and develop evidence-based conclusions. They generate and consider alternative responses to an issue or challenge and identify the advantages and disadvantages of preferring one action over others. Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping and graphing, using discipline-specific conventions and terms.