Year F-6/7 Humanities and Social Sciences: Sequence of Content

Inquiry and skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Questioning	• Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)			• Pose questions to investigate people, events, places and issues (ACHASSI052, ACHASSI073)		• Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094, ACHASSI122)		• Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)
Researching	• Collect data and information from observations and identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035) • Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003, ACHASSI020, ACHASSI036) • Sequence familiar objects and events (ACHASSI004, ACHASSI021, ACHASSI037)			• Locate and collect information and data from different sources, including observations (ACHASSI053, ACHASSI074) • 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) • Sequence information about people's lives and events (ACHASSI055, ACHASSI076)		• Locate and collect relevant information and data from primary and secondary sources (ACHASSI095, ACHASSI123) • Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI096, ACHASSI124) • Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI097, ACHASSI125)		• Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources (ACHASSI153) • Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154) • Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155)
Analysing	• Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038) • Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039)			• Examine information to identify different points of view and distinguish facts from opinions (ACHASSI056, ACHASSI077) • Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057, ACHASSI078)		• Examine primary and secondary sources to determine their origin and purpose (ACHASSI098, ACHASSI126) • Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099, ACHASSI127)		• Examine primary and secondary sources to determine their origin, purpose and reliability (ACHASSI156) • Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)

Inquiry and skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Analysing (continued)	• Interpret data and information displayed in pictures and texts and on maps (ACHASSI007, ACHASSI024, ACHASSI040)					• Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100, ACHASSI128)		• Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)
Evaluating and reflecting	• Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008, ACHASSI025, ACHASSI041) • Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009, ACHASSI026, ACHASSI042)			• Draw simple conclusions based on analysis of information and data (ACHASSI058, ACHASSI079) • Interact with others with respect to share points of view (ACHASSI059, ACHASSI080) • Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI060, ACHASSI081)		• Evaluate evidence to draw conclusions (ACHASSI101, ACHASSI129) • Work in groups to generate responses to issues and challenges (ACHASSI102, ACHASSI130) • Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103, ACHASSI131) • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104, ACHASSI132)		• Evaluate and synthesise evidence to draw conclusions (ACHASSI159) • Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160) • Develop and use criteria to make informed decisions and judgements (ACHASSI161) • Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)
Communicating	• 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, ACHASSI027, ACHASSI043)			• Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061, ACHASSI082)		• 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)		• Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)

Knowledge and understanding: History sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
• Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011) • How they, their family and friends commemorate past events that are important to them (ACHASSK012) • 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 in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028) • 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) • Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (ACHASSK030)	• 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) • The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045) • How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)	• The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062) • 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) • 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)	• The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083) • 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)	• Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 (ACHASSK106) • 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 (ACHASSK107) • The impact of a significant development or event on an Australian colony (ACHASSK108)	• Key figures, events and ideas that led to Australia's Federation and Constitution (ACHASSK134) • Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135) • Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)	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 (ACHASSK164) • The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHASSK165) • Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHASSK166)

Knowledge and understanding: History sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
			• 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 Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)	• Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHASSK085) • 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 on, for example, people and environments (ACHASSK086)	• The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109) • 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 (ACHASSK110)	• The contribution of individuals and groups to the development of Australian society since Federation (ACHASSK137)	The depth studies for this year level include:* • Investigating the ancient past • The Mediterranean world (ONE of Egypt, Greece, Rome) • The Asian world (ONE of China, India) *for content details, refer to the Australian Curriculum website*

Knowledge and understanding: Geography sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
• The representation of the location of places and their features on simple maps and models (ACHASSK014) • The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) • The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016) • The reasons why some places are special to people, and how they can be looked after (ACHASSK017)	• The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031) • The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them (ACHASSK032) • Activities in the local place and reasons for their location (ACHASSK033)	• The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047) • 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) • The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)	• The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066) • The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067) • The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068)	• The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087) • The importance of environments, including natural vegetation, to animals and people (ACHASSK088) • The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089)	• 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 influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112) • The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)	• The geographical diversity of the Asia region and the location of its major countries in relation to Australia (ACHASSK138) • Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139) • The world's cultural diversity, including that of its indigenous peoples (ACHASSK140) • Australia's connections with other countries and how these change people and places (ACHASSK141)	Unit 1: Water in the world • Classification of environmental resources and the forms that water takes as a resource (ACHASSK182) • The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183) • The quantity and variability of Australia's water resources compared with other continents (ACHASSK184) • The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)

Knowledge and understanding: Geography sub-strand

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		• The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050) • The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)	• 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 use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)	• The impact of bushfires or floods on environments and communities, and how people can respond (ACHASSK114)		• Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186) • Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187) Unit 2: Place and liveability • Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188) • The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)

Knowledge and understanding: Geography sub-strand

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							• The influence of environmental quality on the liveability of places (ACHASSK190) • The influence of social connectedness and community identity on the liveability of places (ACHASSK191) • Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)

Knowledge and understanding: Civics and citizenship sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
			• The importance of making decisions democratically (ACHASSK070) • Who makes rules, why rules are important and the consequences of rules not being followed (ACHASSK071) • Why people participate within communities and how students can actively participate and contribute (ACHASSK072)	• The role of local government and the decisions it makes on behalf of the community (ACHASSK091) • 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) • The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	• The key values that underpin Australia's democracy (ACHASSK115) • The key features of the electoral process in Australia (ACHASSK116) • Why regulations and laws are enforced and the personnel involved (ACHASSK117) • How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	• The key institutions of Australia's democratic system of government and how it is based on the Westminster system (ACHASSK143) • The roles and responsibilities of Australia's three levels of government (ACHASSK144) • The responsibilities of electors and representatives in Australia's democracy (ACHASSK145) • Where ideas for new laws can come from and how they become law (ACHASSK146)	• The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (ACHASSK193) • The process for constitutional change through a referendum (ACHASSK194) • How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHASSK195)

Knowledge and understanding: Civics and citizenship sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
						• The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens (ACHASSK147) • The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)	• How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196) • How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197) • How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)

Knowledge and understanding: Economics and business sub-strand

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
My personal world	How my world is different from the past and can change in the future	Our past and present connections to people and places	Diverse communities and places and the contribution people make	How people, places and environments interact, past and present	Australian communities – their past, present and possible futures	Australia in the past and present and its connections with a diverse world	Sustainable pasts, present, futures
					• The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119) • Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120) • Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)	• How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149) • The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150) • The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)	• The ways consumers and producers interact and respond to each other in the market (ACHASSK199) • Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHASSK200) • Characteristics of entrepreneurs and successful businesses (ACHASSK201) • Why individuals work, types of work and how people derive an income (ACHASSK202)