

## History: Sequence of Achievement F-6/7

This Sequence of Achievement provides the achievement standard at each year level for the history sub-strand of the F-6/7 Humanities and Social Sciences subject. A Sequence of Achievement for the F-6/7 Humanities and Social Sciences subject is provided as a separate document.

Achievement Standard	Foundation	Year 1	Year 2	Year 3
	<p>By the end of the Foundation year, students identify important events in their own lives. They identify how they, their families and friends know about their past and commemorate events that are important to them.</p> <p>Students sequence familiar events in order. They respond to questions about their own past. Students relate a story about their past using a range of texts.</p>	<p>By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same.</p> <p>Students sequence personal and family events in order, using everyday terms about the passing of time. They respond to questions about the past using sources provided. Students relate stories about life in the past, using a range of texts.</p>	<p>By the end of Year 2, students describe a person, site and/or event of significance in the local community. They identify how and why the lives of people have changed over time while others have remained the same.</p> <p>Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided to answer these questions and to identify a point of view. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.</p>	<p>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 identify the importance of different celebrations and commemorations for different groups.</p> <p>Students sequence information about events and the lives of individuals in chronological order. They pose questions about the past and locate and collect information from sources (written, physical, visual, oral) to answer these questions. They analyse information to identify a point of view. Students develop texts, including narrative accounts, using terms denoting time.</p>

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Achievement Standard	Year 4	Year 5	Year 6
	<p>By the end of Year 4, students recognise the significance of events in bringing about change. 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.</p> <p>Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They develop questions about the past and locate, collect and sort information from different sources to answer these questions. They analyse sources to detect points of view. Students develop and present texts, including narrative recounts, using historical terms.</p>	<p>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.</p> <p>Students sequence information about events and the lives of individuals in chronological order using timelines. When researching, students develop questions for a historical inquiry. They identify a range of sources and locate, collect and organise information related to this inquiry. They analyse sources to determine their origin and purpose and to identify different viewpoints. Students develop, organise and present their texts, particularly narrative recounts and descriptions, using historical terms and concepts.</p>	<p>By the end of Year 6 students explain the significance of an event/development, an individual or group. They identify and describe continuities and changes for different groups in the past. They describe the causes and effects of change on society. They compare the experiences of different people in the past.</p> <p>Students sequence information about events and the lives of individuals in chronological order and represent time by creating timelines. When researching, students develop appropriate questions to frame a historical inquiry. They identify a range of primary and secondary sources and locate, collect, organise and categorise relevant information to answer inquiry questions. They analyse information or sources for evidence to determine their origin and purpose and to identify different perspectives. Students develop texts, particularly narrative recounts and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts, and incorporate relevant sources.</p>

For Year 7 History achievement standard please refer to the Year 7 to 10 History curriculum.