

# Australian Curriculum: History

## Achievement Standards (F-10)

- Achievement standards are designed to provide a holistic statement of the level of student achievement at the end of each year of schooling.
- This representation enables teachers to identify differences in the achievement standards through the phases of schooling.

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Australian Curriculum: History Achievement Standards (Foundation – Year 7)								
Year	F	1	2	3	4	5	6	7
<i>Understandings</i>	<p>By the end of the Foundation year, students identify similarities and differences between families.</p> <p>They recognise how important family events are commemorated.</p>	<p>By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same.</p> <p>They describe personal and family events that have significance.</p>	<p>By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same.</p> <p>They describe a person, site or event of significance in the local community.</p>	<p>By the end of Year 3, students explain how communities changed in the past.</p> <p>They describe the experiences of an individual or group.</p> <p>They identify events and aspects of the past that have significance in the present.</p>	<p>By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same.</p> <p>They describe the experiences of an individual or group over time.</p> <p>They recognise the significance of events in bringing about change.</p>	<p>By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same.</p> <p>They describe the different experiences of people in the past.</p> <p>They describe the significance of people and events in bringing about change.</p>	<p>By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society.</p> <p>They compare the different experiences of people in the past.</p> <p>They explain the significance of an individual and group.</p>	<p>By the end of Year 7, students suggest reasons for change and continuity over time.</p> <p>They describe the effects of change on societies, individuals and groups.</p> <p>They describe events and developments from the perspective of different people who lived at the time.</p> <p>Students explain the role of groups and the significance of particular individuals in society.</p> <p>They identify past events and developments that have been interpreted in different ways.</p>
<i>Skills</i>	<p>Students sequence familiar events in order.</p> <p>They pose questions about their past. Students relate a story about their past using a range of texts</p>	<p>Students sequence events in order, using everyday terms about the passing of time.</p> <p>They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions.</p> <p>Students relate stories about life in the past, using a range of texts</p>	<p>Students sequence events in order, using a range of terms related to time.</p> <p>They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions.</p> <p>They compare objects from the past and present.</p> <p>Students develop a narrative about the past using a range of texts.</p>	<p>Students sequence events and people (their lifetime) in chronological order, with reference to key dates.</p> <p>They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions.</p> <p>Students develop texts, including narratives, using terms denoting time</p>	<p>Students sequence events and people (their lifetime) in chronological order to identify key dates.</p> <p>They pose a range of questions about the past.</p> <p>They identify sources (written, physical, visual, oral), and locate information to answer these questions.</p> <p>They recognise different points of view.</p> <p>Students develop and present texts, including narratives, using historical terms.</p>	<p>Students sequence events and people (their lifetime) in chronological order, using timelines.</p> <p>When researching, students develop questions to frame an historical inquiry.</p> <p>They identify a range of sources and locate and record information related to this inquiry.</p> <p>They examine sources to identify points of view.</p> <p>Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.</p>	<p>Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines.</p> <p>When researching, students develop questions to frame an historical inquiry.</p> <p>They identify a range of sources and locate and compare information to answer inquiry questions.</p> <p>They examine sources to identify and describe points of view.</p> <p>Students develop texts, particularly narratives and descriptions.</p> <p>In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.</p>	<p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time.</p> <p>When researching, students develop questions to frame an historical inquiry.</p> <p>They identify and select a range of sources and locate, compare and use information to answer inquiry questions.</p> <p>They examine sources to explain points of view.</p> <p>When interpreting sources, they identify their origin and purpose.</p> <p>Students develop texts, particularly descriptions and explanations.</p> <p>In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information</p>

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		Achievement Standards (Year 7 – 10)		
	7	8	9	10
<b>Understandings</b>				
<i>evidence</i>	By the end of Year 7, students suggest reasons for change and continuity over time.	By the end of Year 8, students recognise and explain patterns of change and continuity over time.	By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time.	By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time.
<i>continuity and change</i>				
<i>cause and effect</i>	They describe the effects of change on societies, individuals and groups.	They explain the causes and effects of events and developments.	They analyse the causes and effects of events and developments and make judgments about their importance.	They analyse the causes and effects of events and developments and explain their relative importance.
<i>perspectives</i>	They describe events and developments from the perspective of different people who lived at the time.	They identify the motives and actions of people at the time.	They explain the motives and actions of people at the time.	They explain the context for people's actions in the past.
<i>significance</i>				
<i>empathy</i>	Students explain the role of groups and the significance of particular individuals in society.	Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society.	Students explain the significance of these events and developments over the short and long term.	Students explain the significance of events and developments from a range of perspectives.
<i>contestability</i>	They identify past events and developments that have been interpreted in different ways.	They describe different interpretations of the past.	They explain different interpretations of the past.	They explain different interpretations of the past and recognise the evidence used to support these interpretations.
<b>Skills</b>				
<i>chronology</i>	Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time.	Students sequence events and developments within a chronological framework with reference to periods of time.	Students sequence events and developments within a chronological framework, with reference to periods of time and their duration.	Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time.
<i>terms and concepts</i>				
<i>historical questions and research</i>	When researching, students develop questions to frame an historical inquiry.	When researching, students develop questions to frame an historical inquiry.	When researching, students develop different kinds of questions to frame an historical inquiry.	When researching, students develop, evaluate and modify questions to frame an historical inquiry.
<i>the analysis and use of sources</i>	They identify and select a range of sources and locate, compare and use information to answer inquiry questions.	They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions.	They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.	They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
<i>perspectives and interpretations</i>	They examine sources to explain points of view.	Students identify and explain different points of view in sources.	Students examine sources to compare different points of view.	Students analyse sources to identify motivations, values and attitudes.
<i>explanation and communication</i>	When interpreting sources, they identify their origin and purpose.	When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion.	When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past.	When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past.
	Students develop texts, particularly descriptions and explanations.	Students develop texts, particularly descriptions and explanations, incorporating analysis.	Students develop texts, particularly explanations and discussions, incorporating historical interpretations.	Students develop texts, particularly explanations and discussions, incorporating historical argument.
	In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information	In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information	In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.	In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.