

CONTINUUM OF LEARNING IN HISTORY K–10

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
HTe-1 communicates stories of their own family heritage and the heritage of others	HT1-1 communicates an understanding of change and continuity in family life using appropriate historical terms	HT2-1 identifies celebrations and commemorations of significance in Australia and the world	HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia	HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
	HT1-2 identifies and describes significant people, events, places and sites in the local community over time	HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time	HT3-2 describes and explains different experiences of people living in Australia over time	HT4-2 describes major periods of historical time and sequences events, people and societies from the past	HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
	HT1-3 describes the effects of changing technology on people's lives over time	HT2-3 describes people, events and actions related to world exploration and its effects	HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society	HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies	HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
		HT2-4 describes and explains effects of British colonisation in Australia	HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples	HT4-4 describes and explains the causes and effects of events and developments of past societies over time	HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
				HT4-5 identifies the meaning, purpose and context of historical sources	HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
				HT4-6 uses evidence from sources to support historical narratives and explanations	HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
				HT4-7 identifies and describes different contexts, perspectives and interpretations of the past	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HTe-2 demonstrates developing skills of historical inquiry and communication	HT1-4 demonstrates skills of historical inquiry and communication	HT2-5 applies skills of historical inquiry and communication	HT3-5 applies a variety of skills of historical inquiry and communication	HT4-8 locates, selects and organises information from sources to develop an historical inquiry	HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
				HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past	HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
				HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past	HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

CONTINUUM OF CONCEPTS IN HISTORY K–10

Stage	Continuity and change	Cause and effect	Perspectives	Empathetic understanding	Significance	Contestability
Students demonstrate an understanding of:						
ES1	changes and continuities in their own lifetime and that of their families	simple cause and effect in the past and present	exploration of a point of view and understanding that stories may vary depending on who is the narrator	differences and similarities between individuals and families in the past and present	important events in their own lives; the meaning of special days/holidays	
S1	changes and continuities in family life and the local community over time	reasons for change in people's lives over time and the results, eg due to technology	a point of view within an historical context	people in the local community who may have lived differently in the past	reasons why a local person or site is regarded as important	
S2	changes and continuities due to British colonisation of Australia	reasons for a particular historical development, eg journey of the First Fleet	different points of view within an historical context, eg a British and an Aboriginal perspective on the arrival of the British in Australia	how and why people in the past may have lived and behaved differently from today	the importance and meaning of national commemorations and celebrations, and the importance of a person or event	
S3	aspects of both continuity and change in Australian society over time	some causes and effects of an historical event or development, eg migration to Australia	different points of view in the past and present, eg attitudes towards Federation	why behaviour and attitudes of people from the past may differ from those of today	the importance of the contributions of individuals and groups to their times	historical events or issues may be interpreted differently by historians, eg British 'invasion' or 'settlement'
S4	changes and continuities over a broad period of time, eg the Roman Empire	developments, decisions and events from the past that produced later actions, results or consequences	different perspectives of participants in a particular historical context, eg the conquered and the conqueror	the actions, attitudes and motives of people in the context of the past	the importance of an historical event, development or individual in an historical context	historical sources, events or issues may be interpreted differently by historians, eg the 'fall' of the Roman Empire
S5	reasons for change and continuity in a particular historical context, eg rights and freedoms of groups in Australian society	intended and unintended causes and consequences of a particular historical event or development, eg the Industrial Revolution	the reasons for different perspectives in a particular historical context, eg Turkish and Australian views of the Gallipoli campaign	the actions, values, attitudes and motives of people in the context of the past	the reasons why the importance of an event, development or individual may change over time, eg commemoration of ANZAC Day	historical sources, events or issues may be interpreted differently by historians depending on their perspectives and methods of inquiry

CONTINUUM OF SKILLS IN HISTORY K–10

Stage	Comprehension: chronology, terms and concepts	Analysis and use of sources	Perspectives and interpretations	Empathetic understanding	Research	Explanation and communication
Students:						
ES1	<ul style="list-style-type: none"> respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories sequence familiar objects and events distinguish between past, present and future 	<ul style="list-style-type: none"> explore and use a range of sources about the past identify and compare features of objects from the past and present 	<ul style="list-style-type: none"> explore a point of view 	<ul style="list-style-type: none"> recognise differences and similarities between individuals and families in the past and present 	<ul style="list-style-type: none"> pose questions about the past using sources provided 	<ul style="list-style-type: none"> develop a narrative about the past use a range of communication forms (oral, graphic, written, role play) and digital technologies
S1	<ul style="list-style-type: none"> discuss and recount stories of family and local history sequence familiar objects and events distinguish between the past, present and future 	<ul style="list-style-type: none"> explore and use a range of sources about the past identify and compare features of objects from the past and present 	<ul style="list-style-type: none"> explore a point of view within an historical context 	<ul style="list-style-type: none"> recognise that people in the local community may have lived differently in the past 	<ul style="list-style-type: none"> pose questions about the past using sources provided 	<ul style="list-style-type: none"> develop a narrative about the past use a range of communication forms (oral, graphic, written, role play) and digital technologies
S2	<ul style="list-style-type: none"> respond, read and write to show understanding of historical matters sequence familiar people and events use historical terms 	<ul style="list-style-type: none"> locate relevant information from sources provided 	<ul style="list-style-type: none"> identify different points of view within an historical context 	<ul style="list-style-type: none"> explain how and why people in the past may have lived and behaved differently from today 	<ul style="list-style-type: none"> pose a range of questions about the past plan an historical inquiry 	<ul style="list-style-type: none"> develop texts, particularly narratives use a range of communication forms (oral, graphic, written) and digital technologies
S3	<ul style="list-style-type: none"> respond, read and write to show understanding of historical matters sequence historical people and events use historical terms and concepts 	<ul style="list-style-type: none"> locate information relevant to inquiry questions in a range of sources compare information from a range of sources 	<ul style="list-style-type: none"> identify different points of view in the past and present 	<ul style="list-style-type: none"> explain why the behaviour and attitudes of people from the past may differ from today 	<ul style="list-style-type: none"> identify and pose questions to inform an historical inquiry identify and locate a range of relevant sources to support an historical inquiry 	<ul style="list-style-type: none"> develop historical texts, particularly narratives and descriptions, which incorporate source material use a range of communication forms (oral, written, graphic) and digital technologies
S4	<ul style="list-style-type: none"> read and understand historical texts sequence historical events and periods use historical terms and concepts 	<ul style="list-style-type: none"> identify the origin and purpose of primary and secondary sources locate, select and use information from a range of sources as evidence draw conclusions about the usefulness of sources 	<ul style="list-style-type: none"> identify and describe different perspectives of participants in a particular historical context 	<ul style="list-style-type: none"> interpret history through the actions, attitudes and motives of people in the context of the past 	<ul style="list-style-type: none"> ask a range of questions about the past to inform an historical inquiry identify and locate a range of relevant sources, using ICT and other methods use a range of communication forms and technologies 	<ul style="list-style-type: none"> develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past
S5	<ul style="list-style-type: none"> read and understand historical texts sequence historical events to demonstrate the relationship between different periods, people and places use historical terms and concepts in appropriate contexts 	<ul style="list-style-type: none"> identify different types of sources identify the origin, content, context and purpose of primary and secondary sources process and synthesise information from a range of sources as evidence in an historical argument evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry 	<ul style="list-style-type: none"> identify and analyse the reasons for different perspectives in a particular historical context recognise that historians may interpret events and developments differently 	<ul style="list-style-type: none"> interpret history through the actions, values, attitudes and motives of people in the context of the past 	<ul style="list-style-type: none"> ask and evaluate different kinds of questions about the past to inform an historical inquiry plan historical research to suit the purpose of an investigation identify, locate, select and organise information from a variety of sources, using ICT and other methods 	<ul style="list-style-type: none"> develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past for different audiences and for different purposes