

Australian Curriculum: 2026 HASS — Year 1



| CURRICULUM                  | SEMESTER 1   | SEMESTER 2   |
|-----------------------------|--|--|
|                             | Term 1/2   | Term 3/4   |
| Unit name                   | Unit 1: My changing life   | Unit 2: My changing world  |
| Unit description            | <b>Inquiry question:</b> <ul style="list-style-type: none"><li>How has my family and daily life changed over time?</li></ul> | <b>Inquiry question:</b> <ul style="list-style-type: none"><li>What are the features of my local places and how have they changed?</li></ul> |
| General capabilities        |  |  |
| Cross-curriculum priorities |  |  |

| ASSESSMENT  |              | SEMESTER 1         | SEMESTER 2        |
|---|--------------|--------------------|-------------------|
|   |              | Term 1/2           | Term 3/4          |
| Range and balance of summative assessment conventions   | Assessment   | My changing life   | My changing world |
|   | Technique    | Portfolio          | Research          |
|   | Type of text | Historical recount | Field report      |
|   | Mode         | Written            | Written           |
| Aspects of the achievement standard   |              |                    |                   |
| identify and describe important dates and changes in their own lives  |              |                    |                   |
| explain how some aspects of daily life have changed over recent time while others have remained the same  |              |                    |                   |
| identify and describe the features of places and their location at a local scale and identify changes to the features of places   |              |                    |                   |
| recognise that people describe the features of places differently and describe how places can be cared for  |              |                    |                   |
|   |              |                    |                   |
| 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 |              |                    |                   |
| sequence personal and family events in order and represent the location of different places and their features on labelled maps   |              |                    |                   |
| reflect on their learning to suggest ways they can care for places  |              |                    |                   |
| 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                 |              |                    |                   |

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

