



# Australian Curriculum: 2026 HASS — Year 2

CURRICULUM	SEMESTER 1	SEMESTER 2
	Term 1 and 2	Term 3 and 4
Unit name	Unit 1: Present connections to places	
Unit description	<b>Inquiry question:</b> How are people connected to their place and other places?	<b>Inquiry question:</b> <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul>
General capabilities		
Cross-curriculum priorities		

ASSESSMENT	SEMESTER 1	SEMESTER 2
	Term 1 and 2	Term 3 and 4
Range and balance of summative assessment conventions	Assessment	Present connections to places
	Technique	Supervised assessment
	Type of text	Examination
	Mode	Written
<b>Aspects of the achievement standard</b>		
describe a person, site and/or event of significance in the local community and explain why places are important to people		
identify how and why the lives of people have changed over time while others have remained the same		
recognise that the world is divided into geographic divisions and that places can be described at different scales		
describe how people in different places are connected to each other and identify factors that influence these connections		
recognise that places have different meaning for different people and why the significant features of places should be preserved		
pose questions about the past and familiar and unfamiliar objects and places		
locate information from observations and from sources provided		
compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions		
sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps		
reflect on their learning to suggest ways to care for places and sites of significance		
develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time		

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

