





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 2: Impacts of technology over time
Unit description	Inquiry question: How are people connected to their place and other places?	Inquiry question: • How have changes in technology shaped our daily life?
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	Impacts of technology over time
	Technique	Supervised assessment	Research
	Type of text	Examination	Report
	Mode	Written	Written
Aspects of the achievement standard			
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