# History and geography K-6 sample scope and sequence

**Semester-based whole school**

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## ****Introduction****

**Suggested scope and sequence by semester, one semester per year**

It is suggested that schools plan for a semester of geography, and a semester of history each year, timetabling an average of 90 minutes per week.

This semester based HSIE (geography and history) scope and sequence allows programming by grade or by stage.

[History K-10 Syllabus](http://syllabus.nesa.nsw.edu.au/hsie/history-k10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012

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## ****Early Stage 1 – odd and even year****

Suggested – one semester of history and one semester of geography

### **History – Personal and family histories**

**Outcomes:**

* **HTe-1 – Communicates stories of their own family heritage and the heritage of others**
* **HTe-2 – Demonstrates developing skills of historical inquiry and communication**

**Key inquiry questions:**

* **What is my history and how do I know?**
* **What stories do other people tell about the past?**
* **How can stories of the past be told and shared?**

**Learning content overview – students:**

* **learn about their own history and that of their family; this may include stories from a range of cultures and other parts of the world.**

### **Geography – People live in places**

Outcomes:

* **GEe-1** – Identifies places and develops an understanding of the importance of places to people
* **GEe-2** – Communicates geographical information and uses geographical tools

Key inquiry questions:

* What are places like?
* What makes a place special?
* How can we look after the places we live in?

Learning content overview – students:

* explore the places they live in and belong to
* develop an understanding of what makes a place special and how this may differ for different people
* learn about the importance of looking after places
* explore how the location of places can be represented.

## Stage 1 – odd year

Suggested – one semester of history and one semester of geography

### History – Present and past family life

Outcomes:

* **HT1-1** – Communicates an understanding of change and continuity in family life using appropriate historical terms
* **HT1-4** – Demonstrates skills of historical inquiry and communication

Key inquiry questions:

* How has family life changed or remained the same over time?
* How can we show that the present is different from or similar to the past?
* How do we describe the sequence of time?

Learning content overview – students:

* study their present and past family life within the context of their own world.

### Geography – Features of places

* **GE1-1** – Describes features of places and the connections people have with places
* **GE1-2** – Identifies ways in which people interact with and care for places
* **GE1-3** – Communicates geographical information and uses geographical tools for inquiry

Key inquiry questions:

* What are the features of, and activities in, places?
* How can we care for our places?
* How can spaces within a place be used for different purposes?

Learning content overview – students:

* investigate the natural and human features of places
* describe the reasons places change and identify the active role of citizens in the care of places
* learn about how people describe the weather and seasons of places
* explore activities occurring in places and how the spaces within places can be used for different purposes.

## Stage 1 – even year

Suggested – one semester of history and one semester of geography

### History – The past in the present

* **HT1-2** – Identifies and describes significant people, events, places and sites in the local community over time
* **HT1-3** – Describes the effects of changing technology on people's lives over time
* **HT1-4** – Demonstrates skills of historical inquiry and communication

Key inquiry questions:

* What aspects of the past can you see today?
* What do they tell us?
* What remains of the past are important to the local community? Why?
* How have changes in technology shaped our daily life?

Learning content overview – students:

* explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

### Geography – People and places

* **GE1-1** – Describes features of places and the connections people have with places
* **GE1-3** – Communicates geographical information and uses geographical tools for inquiry

Key inquiry questions:

* Where are places located in Australia?
* How are people connected to places?
* What factors affect people’s connections to places?

Learning content overview – students:

* explore places across a range of scales within Australia and Australia’s location in the world
* describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally
* identify factors affecting people’s accessibility to places.

## Stage 2 – odd year

Suggested – one semester of history and one semester of geography

### History – Community and remembrance

* **HT2-1** – Identifies celebrations and commemorations of significance in Australia and the world
* **HT2-2** – Describes and explains how significant individuals, groups and events contributed to changes in the local community over time
* **HT2-5** – Applies skills of historical inquiry and communication

Key inquiry questions:

* Who lived here first and how do we know?
* How has our community changed? What features have been lost and what features have been retained?
* What is the nature of the contribution made by different groups and individuals in the community?
* How and why do people choose to remember significant events of the past?

Learning content overview – students:

* study identity and diversity in both a local and broader context
* explore the historical features and diversity of their community
* examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

### Geography – Places are similar and different

**GE2-1** – Examines features and characteristics of places and environments

**GE2-2** – Describes the ways people, places and environments interact

**GE2-3** – Examines differing perceptions about the management of places and environments

**GE2-4** – Acquires and communicates geographical information using geographical tools for inquiry

Key inquiry questions:

* How and why are places similar and different?
* What would it be like to live in a neighbouring country?
* How do people’s perceptions about places influence their views about the protection of places?

Learning content overview – students:

* examine natural and human features of Australia and the diverse characteristics of Australia’s neighbouring countries
* explore the different climates, settlement patterns and demographic characteristics of places
* consider how people’s perceptions of places are the basis for actions to protect places and environments.

## Stage 2 – even year

Suggested – one semester of history and one semester of geography

### History – First contacts

* **HT2-3** – Describes people, events and actions related to world exploration and its effects
* **HT2-4** – Describes and explains effects of British colonisation in Australia
* **HT2-5** – Applies skills of historical inquiry and communication

Key inquiry questions:

* Why did the great journeys of exploration occur?
* What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
* Why did the Europeans settle in Australia?
* What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

Learning content overview – students:

* are introduced to world history and the movements of peoples
* examine European exploration and colonisation in Australia and throughout the world up to the early 1800s beginning with the history of Aboriginal and Torres Strait Islander peoples.

### Geography – The Earth’s environment

* **GE2-1** - Examines features and characteristics of places and environments
* **GE2-2** - Describes the ways people, places and environments interact
* **GE2-3** - Examines differing perceptions about the management of places and environments
* **GE2-4** - Acquires and communicates geographical information using geographical tools for inquiry

Key inquiry questions:

* How does the environment support the lives of people and other living things?
* How do different views about the environment influence approaches to sustainability?
* How can people use places and environments more sustainably?

 Learning content overview – students:

* explore the climate, natural vegetation and native animals of places in Australia and Asia
* examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples
* identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.

## Stage 3 – odd year

Suggested – one semester of history and one semester of geography

### History – The Australian colonies

* **HT3-1** - Describes and explains the significance of people, groups, places and events to the development of Australia
* **HT3-2** - Describes and explains different experiences of people living in Australia over time
* **HT3-5** - Applies a variety of skills of historical inquiry and communication

Key inquiry questions:

* What do we know about the lives of people in Australia’s colonial past and how do we know?
* How did an Australian colony develop over time and why?
* How did colonial settlement change the environment?
* What were the significant events and who were the significant people that shaped Australian colonies?

Learning content overview – students:

* study colonial Australia in the 1800s
* look at the founding of British colonies and the development of a colony
* learn about what life was like for different groups in the colonial period
* examine significant events and people, political and economic developments, social structures and settlement patterns.

### Geography – Factors that shape places

* **GE3-1** - Describes the diverse features and characteristics of places and environments
* **GE3-2** - Explains interactions and connections between people, places and environments
* **GE3-3** - Compares and contrasts influences on the management of places and environments
* **GE3-4** - Acquires, processes and communicates geographical information using geographical tools for inquiry

Key inquiry questions:

* How do people and environments influence one another?
* How do people influence places and the management of spaces within them?
* How can the impact of bushfires on people and places be reduced?

Learning content overview – students:

* investigate how people change the natural environment in Australia and other places around the world and how the environment influences the human characteristics of places
* examine ways people influence the characteristics of places
* explore the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact in the future.

## Stage 3 even year

Suggested – one semester of history and one semester of geography

### History – Australia as a Nation

* **HT3-3** - Identifies change and continuity and describes the causes and effects of change on Australian society
* **HT3-4** - Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
* **HT3-5** - Applies a variety of skills of historical inquiry and communication

Key inquiry questions:

* Why and how did Australia become a nation?
* How did Australian society change throughout the twentieth century?
* Who were the people who came to Australia? Why did they come?
* What contribution have significant individuals and groups made to the development of Australian society?

Learning content overview – students:

* explore the factors that led to Federation and experiences of democracy and citizenship over time
* understand the significance of Australia's British heritage, the Westminster System and other models that influenced the development of Australia’s system of government
* learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.

### Geography – A diverse and connected world

* **GE3-1** - Describes the diverse features and characteristics of places and environments
* **GE3-2** - Explains interactions and connections between people, places and environments
* **GE3-4** - Acquires, processes and communicates geographical information using geographical tools for inquiry

Key inquiry questions:

* How do places, people and cultures differ across the world?
* What are Australia’s global connections?
* How do people’s connections to places affect their perception of them?

Learning content overview – students:

* explore countries of the Asia region and the connections Australia has with other countries across the world
* learn about the diversity of the world’s people, including the Indigenous Peoples of other countries
* explore and reflect upon similarities, differences and the importance of intercultural understanding.