

## WHAT HAS CHANGED AND WHY?

### Proposed revisions to the Foundation – Year 10 (F–10) Australian Curriculum: Humanities and Social Sciences (HASS)

#### Overview

This document summarises the proposed revisions to the F–10 Australian Curriculum: Humanities and Social Sciences (HASS) presented in the consultation version and provides an explanation for the changes.

The proposed revisions make clear the essential HASS knowledge, understanding and skills students need to be confident and creative individuals, successful lifelong learners and active, informed members of the community. These revisions also ensure our curriculum remains world class.

The development of the current F–10 Australian Curriculum: HASS commenced with F–10 History in 2010 and was followed by the publication of F–10 Geography in 2013, and Years 3–10 Civics and Citizenship and Years 5–10 Economics and Business in 2014.

Following the 2014 review of the Australian Curriculum, the HASS learning area was restructured in 2015. The separate knowledge and skills of F–6/7 History and Geography, Years 3–10 Civics and Citizenship, and Years 5–10 Economics and Business were incorporated into a new F–6/7 Australian Curriculum: HASS under four revised sub-strands: *history*, *geography*, *civics and citizenship*, and *economics and business*. Revisions were also made to the content of the 7–10 Australian Curriculum in History and Geography; and the 7–10 Australian Curriculum for Civics and Citizenship, and Economics and Business were published.

The Review found that this process, which added content to the learning area, has resulted in some implementation challenges for HASS in primary schools, and some inconsistencies in structure and organisation between the four Years 7–10 subjects. Proposed changes relating to the organisation of HASS seek to bring greater clarity to the structure of the learning area and its subjects.

In the consultation version, the primary school content of the learning area has been organised as F–6 HASS and the contributing disciplines have been used as sub-strands to arrange the development of the concepts, content and skills across F–6. The content for Year 7 HASS is no longer required as all jurisdictions now include Year 7 in their secondary school structure, so it has been removed. This reorganisation allows primary school teachers to see the content of History, Geography, Civics and Citizenship, and Business and Economics in F–6 HASS and supports the planning of learning within these disciplines; at the same time, it also allows connections to be made across the disciplines.

To add to this clarity further and to provide greater alignment, the subject-specific achievement standards have been removed from F–6 HASS. In addition, a separate set of content descriptions for the skills strand and an achievement standard have been developed for Foundation year to give greater direction to the learning expectations for the first year of school.

For secondary schools, each of the four 7–10 HASS subjects – History, Geography, Civics and Citizenship, and Business and Economics – has a revised structure to improve consistency across all four subjects, while keeping some of the characteristics of the original design. Importantly, this has included representing content in such a way that topics can be packaged as study or a unit that promotes deep student engagement. To achieve this, content descriptions under the *knowledge and understanding* strand of each subject are organised in sub-strands that indicate that this content can be taught together and studied in depth. This has involved removing depth studies from History, units from Geography and using sub-strands in Civics and Citizenship, and Business and Economics.

The focus of content reduction across F–10 HASS has been the content descriptions in the *knowledge and understanding* strand. The proposed reductions in F–6 and in Years 7–10 have been guided by a refinement of the existing core concepts. The refined core concepts have been used to identify the progression of essential social, cultural, environmental, economic and political content across F–10 with a historical and contemporary focus and in contexts that range from the personal to the global.

Content descriptions in the *knowledge and understanding* strand that do not align with the core concepts have been removed, while others have been refined to ensure a progression of the identified concepts. A clear focus has been on manageability of the content for each year level. Content descriptions in the F–6 *skills* strand have been revised to ensure that the essential ways of working for each contributing discipline are developed as a progression. In Years 7–10 History, Geography, Civics and Citizenship, and Business and Economics, the *skills* strands are developed as the important processes and practices, including inquiry, which frame the disciplines on which the subjects are based.

Other key changes have included the revisions of year-level descriptions and achievement standards to focus on the core concepts and clearly align to the expectations of learning in the content descriptions. The set of example inquiry questions have also been revised in F–6 HASS and the 7–10 subjects to highlight the importance of inquiry as a key methodology for developing a deep understanding of the HASS disciplines.

Content elaborations have also been improved to ensure they provide helpful, authentic examples for teachers to plan the delivery of HASS. Importantly, they have been revised to ensure meaningful and respectful opportunities to teach the organising ideas of the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Sustainability, and Asia and Australia's Engagement with Asia.

The consultation version of the F–10 Australian Curriculum: Humanities and Social Sciences does not include:

- the glossary, student work samples and other support resources – these materials will be revised once the consultation process has been completed
- ‘tagging’ to show where general capabilities and cross-curriculum priorities are incorporated in the content descriptions and elaborations – these connections will be made explicit when

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the updated curriculum is published on the website.

The terms of reference for the Australian Curriculum Review also directed ACARA to improve the digital presentation of the Australian Curriculum in line with agreed revisions and teachers' user experience. In parallel with the content review process, ACARA is undertaking a redesign to improve the functionality of the current [Australian Curriculum website](#). The aim is for the updated version of the F–10 Australian Curriculum to be available on a new Australian Curriculum website for the start of 2022. The current Australian Curriculum website will also remain live to support jurisdictions and teachers to plan for transition to the updated curriculum.

## Proposed revisions to the introductory sections of the F–10 Australian Curriculum: Humanities and Social Sciences

	Nature of the revision	Rationale for the revision
<b>Rationale</b>	Minor revisions to the learning area rationale and individual rationales for F–6 HASS and 7–10 History, Geography, Civics and Citizenship, and Business and Economics.	This section still describes the importance of learning HASS in providing a broad understanding of the world and how people can participate as active and informed citizens.  Minor revisions have been made to add clarity and remove repetition.
<b>Aims</b>	Minor revisions to the aims of the HASS learning area overall and for each individual subject, including F–6.	Minor changes have been made to ensure the language aligns with the revised core concepts.
<b>Organisation of the learning area</b>	This section still describes how the curriculum is structured. It now also includes an overview of the learning area or subject core concepts – those big ideas, understandings, skills or processes, central to the HASS curriculum.	The terms of reference for the Review required ACARA to refine and reduce content by identifying core concepts.  The current HASS curriculum identifies the core concepts important to each of the learning area’s disciplines. These concepts have been retained with minor refinements and additions and are described in this section.  The interdisciplinary concepts have been removed from F–6 HASS and the disciplinary concepts have been tightened to develop a clearer progression from F–6 to the four 7–10 HASS subjects.  The structure of four Years 7–10 subjects has been updated to reflect the changes to strands and sub-strands within the HASS subjects.
<b>Key connections</b>	This is a new section in the introduction. It replaces the learning area-specific information sheets on general capabilities and the learning area-specific advice for the cross-curriculum priorities, currently published separately from the Humanities and Social Sciences curriculum.  This section also outlines key connections to other learning areas.	This new section makes transparent the connections across the three dimensions of the Australian Curriculum. It provides teachers with clear information as to the key relationships of HASS to the general capabilities and cross-curriculum priorities, specifically highlighting those that have the most authentic fit and provide meaningful learning through the learning area content. It also highlights the important opportunities to connect HASS with other learning areas’ content, which is particularly useful for primary teachers.

### What has changed and why?

#### Proposed revisions to the F–10 Australian Curriculum: HASS

## Proposed revisions to the curriculum content of the F–10 Australian Curriculum: Humanities and Social Sciences

	Nature of the revision	Rationale for the revision
<b>Year level descriptions</b>	<p>These have been revised across F–10 to align to updated content and to reduce the amount of unnecessary and repetitive information.</p> <p>They now include statements about expectations of study in History for Years 7–10.</p> <p>Example inquiry questions have been revised, particularly in F–6 HASS, to include both cross-disciplinary and disciplinary examples in the year level descriptions.</p>	<p>These revisions ensure realignment to updated content and add greater clarity for teachers.</p> <p>The inclusion of expectations in Years 7–10 History ensures all students across Australia study essential historical content at each year level.</p> <p>The inquiry questions have been retained and updated to provide teachers with better examples and greater flexibility to meet the needs of their students.</p>
<b>Achievement standards</b>	<p>The achievement standards have been revised to improve their quality and alignment to the content descriptions. They have been revised to align with the updated content.</p> <p>Discipline-specific achievement standards have been removed from F–6 HASS.</p>	<p>The revised achievement standards have better alignment with the content descriptions, the alignment to the concepts has been strengthened, and the appropriateness of the cognitive demands for each year/band level has improved. They provide greater clarity in language and clearly describe the expected quality of learning students should typically be able to demonstrate by the end of each year.</p> <p>Discipline-specific achievement standards have been removed from F–6 HASS to declutter the curriculum, the overall F–6 HASS achievement standards have been revised to ensure that the alignment to the disciplines is clear. They have also been updated to strengthen connections to the disciplinary concepts in the content descriptions.</p> <p>In 7–10, the refinement of the achievement standards has involved making some content less specific to allow flexibility, and more specific in other parts to improve alignment. Importantly, the revisions have improved the links to the core concepts and made the conceptual development explicit.</p>
<b>Content descriptions</b>	<p>Many of the content descriptions have been reduced, revised and refined to ensure they specify the essential HASS content that students should learn and to</p>	<p>The content for Year 7 HASS is no longer required as all jurisdictions now include Year 7 in their secondary school structure, so HASS Year 7 content descriptions have been removed.</p>

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#### Proposed revisions to the F–10 Australian Curriculum: HASS

	Nature of the revision	Rationale for the revision
	<p>give greater clarity to teachers about what to teach. This is particularly the case in F–6 HASS.</p> <p>All content descriptions for Year 7 HASS have been removed.</p> <p>The clarity and consistency of language has also been improved in the content descriptions.</p> <p>Connections to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority have been strengthened.</p>	<p>Across Foundation to Year 10, particularly in the primary years, there have been a reduction and refinement of content to:</p> <ul style="list-style-type: none"> <li>remove ambiguity and ensure the meaning is clear to teachers</li> <li>remove unnecessary repetition within HASS with other learning areas</li> <li>ensure consistency and clarity of language</li> <li>allow focus on depth and rigour over breadth</li> <li>better align the cognitive demand described in the content descriptions to that in the achievement standards</li> <li>increase and strengthen connections to the Aboriginal and Torres Strait Islander histories and cultures.</li> </ul> <p><i>Details of the specific content changes are presented separately in Table 1 below.</i></p>
<b>Content elaborations</b>	<p>Content elaborations have been revised or deleted and new elaborations that align with revised content descriptions have been developed.</p> <p>Authentic connections to the general capabilities and cross-curriculum priorities have been made.</p>	<p>The revised content elaborations provide teachers with improved suggestions and illustrations of ways to teach the content descriptions. They illustrate and exemplify the content descriptions with a diverse range of relevant examples, clearly unpacking the content description.</p> <p>They now target the general capabilities and cross-curriculum priorities that provide the most appropriate and authentic opportunities to connect to and enrich the content of HASS; in particular, they provide respectful and culturally responsive contexts for including Aboriginal and Torres Strait Islander histories and cultures content.</p>

**Table 1: Details of proposed content revisions to the F–10 Australian Curriculum: Humanities and Social Sciences**

Nature of the content revision	Rationale for the revision
<b>Content removed or reduced</b>	
<p><b>F–6 HASS</b> Foundation level</p> <p>Removal and reduction of three content descriptions about mapping, the significance of places and the artefacts used to communicate about the past from the <i>knowledge and understanding</i> strand.</p>	<p>This content has been removed to improve the development of the core concepts, to address duplication with related content in the <i>skills</i> strand and to clarify the focus of the content for Foundation.</p>
<p><b>F–6 HASS</b> Years 1–2</p> <p>Removal and reduction of five content descriptions about significant dates and changes, significant sites, technological changes, global connections, and changes over time.</p>	<p>Some content has been removed and other aspects of the content have been reduced as these were duplicated in both the <i>knowledge and understanding</i> and <i>skills</i> strands. Additionally, some of the aspects of the removed content have been moved to the content elaborations.</p> <p>The removal of the content has allowed a clearer development of the core concepts of significance, continuity and change, cause and effect, place and space, and interconnections.</p>
<p><b>F–6 HASS</b> Years 3–4</p> <p>Removal and reduction of five content descriptions about celebrations and commemorations, world navigators and explorers, environmental management and sharing points of view.</p>	<p>Some content has been removed and other aspects of the content have been reduced as these were duplicated in both the <i>knowledge and understanding</i> and <i>skills</i> strands.</p> <p>Additionally, some content was duplicated in the Science learning area at the same band.</p> <p>The reduction of this content has also involved moving some of the content to the elaborations.</p> <p>These changes were made as the amount of history content was seen to be too broad and difficult for students at this level to make the necessary connections.</p>
<p><b>F–6 HASS</b> Years 5–6</p> <p>Removal and reduction of eight content descriptions about celebrations, the roles of individuals, early migration, specific geographical diversity, cultural and demographic diversity and economic principles.</p>	<p>Some content has been removed and other aspects of the content have been reduced as these were duplicated in both the <i>knowledge and understanding</i> and <i>skills</i> strands.</p> <p>The changes were made to the <i>history</i> sub-strand as the amount of history content was seen to be too broad with too many areas for teachers to focus on. The contributions of individuals and the experiences of migrants have been included in the retained content and positioned in the content elaborations.</p> <p>Three of the content descriptions related to the geography concepts are now reflected in the elaborations for ‘The</p>

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Nature of the content revision	Rationale for the revision
	<p>geographical diversity and location of places across the world including an Asian country' content description.</p> <p>The economic concept of 'opportunity cost' was considered too complex for Year 6 and has been replaced with a more general focus on the effects of consumer and financial choices.</p>
<p><b>7–10 History</b></p> <p>Years 7–10</p> <p>Removal of the Year 7 depth study content descriptions <i>investigating the ancient past</i> and Year 9 depth study content descriptions <i>progressive ideas and movements</i>.</p> <p>Removal of some of the content descriptions organised under the 'Overview' section of each year level.</p>	<p>The content descriptions from <i>Investigating the ancient past</i> have been embedded into the new sub-strand <i>Deep time history of Australia</i> and into the sub-strand <i>Ancient world 60,000 BC (BCE) – c.650 AD (CE)</i>.</p> <p>The content descriptions from <i>Progressive ideas and movements</i> depth study have been embedded into the content descriptions for the revised sub-strands of the <i>Industrial revolution (1750–1914)</i> and <i>Movement of peoples (1750–1901)</i> topics. This ensures that irrespective of which topic students' study, they learn about significant ideas and movements.</p> <p>This realignment allows students to learn historical concepts in the context of both sub-strands.</p> <p>Content in the 'Overview' section has been reduced to remove duplication with the content in the sub-strands.</p>
<p><b>7–10 Geography</b></p> <p>Years 7–10</p> <p>Removal and reduction of seven content descriptions about water, geographical data, and reflecting and responding.</p>	<p>Refinement has been focused on conceptual development within the <i>knowledge and understanding</i> strand and this has resulted in the removal of content from <i>Water in the world</i> in Year 7 as it duplicated content in <i>Landscapes and landforms</i> in Year 8.</p> <p><i>Geographical skills</i> content descriptions have been refined and reduced to consolidate the <i>observing, questioning and planning</i> sub-strand and <i>collecting, recording, evaluating and representing</i> sub-strand within the <i>investigating using geographical methods</i> sub-strand.</p> <p>The focus on action or responses in the now removed <i>reflecting and responding</i> sub-strand is maintained within the new <i>concluding and decision-making</i> sub-strand.</p> <p>The <i>interpretation and analysis of geographical data and information</i> sub-strand retains the use of geospatial technologies to cover the content removed from other content descriptions.</p>
<b>Content resequenced or reframed</b>	
<p><b>F–6 HASS</b></p> <p>Years 1–2</p> <p>The focus on work and play has been moved from Year 2 to Year 1.</p>	<p>Movement of this content has provided greater clarity of the intended focus at this year level and removed the repetition of content.</p>

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Nature of the content revision	Rationale for the revision
<p><b>F–6 HASS</b></p> <p>Years 2–3</p> <p>The importance of Country/Place to First Nations Peoples of Australia has been moved from Year 3 to Year 2 and the ways in which different First Nations Peoples of Australia are interconnected with Countries/Places have been moved from Year 2 to Year 3.</p>	<p>This content has been moved to create a more logical sequence that is appropriate to the age of students. Students learn about the interconnections between First Nations Australians to Country/Place in a local context and then build on that understanding at Year 3 by looking at a wider context. This develops the understanding of the concept of significance in a clearer manner.</p>
<p><b>F–6 HASS</b></p> <p>Years 5–6</p> <p>The impact of bushfires or floods on environments and communities, and how people can respond have been moved from Year 5 to Year 6.</p> <p>Regulations and how laws are enforced have been moved from Year 5 to Year 6.</p> <p>Content related to the influences on making informed personal consumer and financial choices has been moved from Year 5 to Year 6.</p> <p>Content related to the roles and responsibilities of Australia’s three levels of government, and the responsibilities of electors and representatives in Australia’s democracy has been moved from Year 6 to Year 5.</p>	<p>This content has been resequenced across the <i>knowledge and understanding</i> strand in this band to align with Year 6 Science; to focus Year 5 on the foundation of Australian democracy, and Year 6 – on regulations and laws; and to develop the concepts of financial literacy in a logical sequence across Year 5 and 6.</p>
<p><b>7–10 History</b></p> <p>Years 7–10</p> <p>The organisation of content by depth studies has been changed to sub-strands and the expectation has been changed from 12 sub-strands to be studied in depth over Years 7–10 to eight sub-strands over the four years.</p>	<p>History content has been reframed to declutter and clarify the expectations of the curriculum. It also allows for students to study fewer topics in greater depth.</p> <p>It is expected that in each year level students are taught the content from the overview sub-strand and one of the topics in at least two other sub-strands including <i>Deep time history of Australia</i> in Year 7, <i>World War I</i> in Year 9, and <i>World War II and Rights and freedoms</i> in Year 10.</p>

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<p><b>7–10 History</b></p> <p>Years 7–10</p> <p>The <i>history skills</i> strand has been realigned and refined.</p>	<p>The <i>skills</i> strand has been realigned to reflect application of contemporary research in historical thinking. This has allowed for a refinement of the content descriptions that make explicit the historical thinking concepts and skills.</p>
<p><b>7–10 History</b></p> <p>Years 7–10</p> <p>Refinement of depth studies into sub-strands with a common set of content descriptions.</p>	<p>These changes improve the coherence and clarity of the History curriculum and give teachers more helpful direction, while retaining flexibility to meet their students' needs.</p> <p>In Year 7, there has been refinement of <i>the Mediterranean world (Egypt, Greece and Rome)</i>, and <i>the Asian world (India and China)</i> into a common set of content descriptions. The elaborations for each content description illustrate and exemplify content for each ancient society context (Egypt, Greece, Rome, India and China).</p> <p>In Year 8, there has been refinement of <i>the Western and Islamic world, the Asia-Pacific world, and expanding contacts</i> into a common set of content descriptions. The elaborations for each content description illustrate and exemplify content for each topic.</p> <p>In Year 9, there has been refinement of <i>Asia and the world, and making a nation</i> into a common set of content descriptions. The elaborations for each content description illustrate and exemplify content descriptions for each topic.</p> <p>In Year 10, there has been refinement of <i>the globalising world</i> options (popular culture, or migration experiences, or the environment movement) into a common set of content descriptions. The elaborations for each content description illustrate and exemplify content descriptions for each topic.</p>
<p><b>7–10 Geography</b></p> <p>Years 7–10</p> <p>Refinement of the geographical <i>knowledge and understanding</i> strand using core concepts.</p>	<p>Some content has been removed or incorporated within a related content description to ensure the development of conceptual understanding occurs each year.</p> <p>Revised content descriptions now effectively build understanding of geographical concepts and align with the achievement standard.</p>
<p><b>7–10 Geography</b></p> <p>Years 7–10</p> <p>Refinement of content in the <i>knowledge and understanding</i> strand content descriptions to align with core concepts.</p>	<p>These changes improve the coherence and clarity of the Geography curriculum and strengthen the alignment of content to core concepts.</p> <p>In Year 7, content from the <i>water in the world</i> sub-strand has been combined to clearly develop learning related to the 'interconnection' and 'change' concepts.</p> <p>In Year 8, content from the <i>landscapes and landforms</i> sub-strand was combined to connect learning related to the 'place' and 'sustainability' concepts. Content from the <i>changing nations</i> sub-strand was also combined to examine how the concept of 'interconnection' affects migration.</p>

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	<p>In Year 9, content from the <i>biomes and food security</i> sub-strand was combined to focus on the concept of ‘sustainability’ and provide a meaningful link to the sustainability cross-curriculum priority. Content from the <i>geographies of interconnections</i> sub-strand was also combined to clearly connect with the concepts of ‘place’ and ‘interconnection’.</p> <p>In Year 10, repetition has been removed from the <i>environmental change and management</i> sub-strand, and content has been combined to provide great clarity about the development of the concept of ‘space’ and the expected learning focus.</p>
<p><b>7–10 Geography</b></p> <p>Years 7–10</p> <p>The <i>geography skills</i> strand has been realigned and refined to improve clarity.</p>	<p>Content descriptions have been consolidated, sharpened in focus and updated to reflect current terms used within the discipline. The emphasis on skills to support inquiry, including geographical methods and tools, has been maintained.</p> <p>The <i>geography skills</i> strand has been realigned to reflect current best practice in geography education. This has included consolidating the <i>observing, questioning and planning</i> sub-strand and <i>collecting, recording, evaluating and representing</i> sub-strand within the <i>investigating using geographical methods</i> sub-strand.</p>
<p><b>7–10 Civics and Citizenship</b></p> <p>Years 7–10</p> <p>Sub-strands have been refined to organise and re-sequence the content within both the <i>knowledge and understanding</i> and <i>skills</i> strands.</p>	<p>Content descriptions have been revised to build understanding of each Civics and Citizenship concept, improve alignment with the achievement standard and connect to the refined sub-strands.</p> <p>Some content has been incorporated within a related content description to ensure the development of conceptual understanding was maintained in each unit each year.</p> <p>The resequencing of some content descriptions has consolidated knowledge and the progression of knowledge in each strand across Years 7–10. It has also created meaningful links in content descriptions between the three strands at a year level.</p> <p>The <i>skills</i> strand has been realigned to reflect contemporary research in civics education in relation to contemporary issues and active citizenship.</p>
<p><b>7–10 Economics and Business</b></p> <p>Years 7–10</p> <p>Introduction of sub-strands to organise and re-sequence content in the Economics and Business <i>knowledge and understanding</i> strand.</p>	<p>Content descriptions have been revised to ensure they build understanding of each Economics and Business concept, align with the achievement standard and relate to the sub-strands of <i>the function and operation of systems</i> and <i>economic and business activity</i>.</p> <p>As a result, some content has been removed or incorporated within a related content description to ensure the development of conceptual understanding was maintained each year.</p>
<p><b>7–10 Economics and Business</b></p> <p>Years 7–10</p>	<p>Content descriptions have been revised to build deeper conceptual understanding, including understanding the new concepts of</p>

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<p>Refinement of Economics and Business <i>knowledge and understanding</i> and <i>skills</i> strands using concepts as a lens to reframe and improve clarity of content descriptions.</p> <p>Content sequences have been re-sequenced to consolidate and develop conceptual understanding for each year.</p>	<p><i>consumer and financial literacy</i> and <i>entrepreneurship</i>. Some content has been incorporated within a related content description to ensure the development of conceptual understanding each year was maintained. The number of content descriptions have been maintained but the concepts of <i>consumer and financial literacy</i> and <i>entrepreneurship</i> are explicit in content descriptions each year, enabling deeper learning.</p> <p>The <i>skills</i> strand has been realigned to current best practice in economics and business education. The revised sub-strands are broader in focus and have guided the refinement of content descriptions with decision-making and entrepreneurship more explicitly.</p> <p>The focus on reflection within the <i>economic reasoning, decision-making and application</i> sub-strand has been removed with the focus now on responses or actions incorporated within the revised <i>economic and business decision-making</i> sub-strand.</p>
<p><b>Content added and/or made more explicit</b></p>	
<p><b>F–6 HASS</b></p> <p>Year 4</p> <p>In Year 4, the significance of trade to First Nations Peoples of Australia, including trade with groups outside Australia has been added.</p>	<p>This was partially covered in the existing curriculum but has been expanded as a standalone content description to build students' understanding of Aboriginal and Torres Strait Islander histories and cultures.</p>
<p><b>7–10 History</b></p> <p>Year 7</p> <p>Introduction of a new sub-strand, <i>deep time history of Australia</i>.</p>	<p>The introduction of a new sub-strand <i>deep time history of Australia</i> makes visible Aboriginal and Torres Strait Islander histories and cultures in this era of study. First Nations Peoples history extends over 60,000 years. <i>Deep time history of Australia</i> is a history of the people and places that have shaped our understanding of early Australia. 'Deep time' is a term that archaeologists use to describe and explain large times scales that geologists, archaeologists and anthropologists consider.</p> <p>This sub-strand contextualises many of the content descriptions from the previous <i>investigating the ancient past</i> depth study, which has been removed.</p>
<p><b>7–10 History</b></p> <p>Years 7–10</p> <p>The history <i>skills</i> strand has been realigned and refined with the addition of some new content descriptions that clarify the discipline.</p>	<p>The realignment of the history <i>skills</i> strand has required the consolidation of some existing content descriptions and the addition of some new content descriptions to improve the clarity, the connections to the sub-strands and to emphasise the importance of History's methodology.</p>

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<p><b>7–10 Geography</b></p> <p>Years 7–10</p> <p>Content descriptions now include explicit connection to the core concepts and explicit references to the First Nations Peoples of Australia and Asia.</p>	<p>These additions strengthen the authentic connections to the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, and Asia and Australia’s Engagement with Asia.</p>
<p><b>7–10 Civics and Citizenship</b></p> <p>Years 7–10</p> <p>The Civics and Citizenship <i>skills</i> strand has been realigned and refined with the addition of some content descriptions that clarify the processes important to this field of study.</p>	<p>The realignment of the Civics and Citizenship <i>skills</i> strand required the consolidation of some current content descriptions and the addition of new content descriptions.</p> <p>A new <i>skills</i> sub-strand, <i>participating in civic processes</i>, which provides opportunities for students to engage with and enact these processes, has been added.</p>
<p><b>7–10 Economics and Business</b></p> <p>Years 7–10</p> <p>Refinements to the Economics and Business <i>knowledge and understanding</i> strand to include consumer and financial literacy and entrepreneurship.</p>	<p>These refinements address strong consultation feedback and research concerning the development of consumer and financial literacy and entrepreneurship. The proposed revisions ensure the curriculum content remains contemporary and relevant to economics and business contexts.</p>
<p><b>7–10 Economics and Business</b></p> <p>Years 7–10</p> <p>Refinements to the Economics and Business <i>skills</i> strand to improve clarity.</p>	<p>Economics and Business <i>skills</i> strand content descriptions have been consolidated, sharpened in focus and updated to reflect terms used in economic and business contexts.</p>