Whole Year 1 national HASS witness and this opening's limits

The complete retained current Year 1 witness has 57 records: the full introduction, every Year 1 HASS strand/substrand/content description/elaboration, and whole achievement standard. Whole canonical records (../../source/authority/whole-year1-hass.json), twelve core records (../../source/authority/core-year1-hass.json) and all actual cells for those 57 workbook rows (../../source/authority/raw-year1-hass-rows.json) are preserved. Raw selection: 286 present cells, 284 nonempty, two empty cells. Exact HTML, spaces/NBSP/narrow NBSP, the source's unusual elaboration code AC9H1S05_E1 and null achievement-standard code remain unchanged. Nothing is silently corrected to match a preferred code spelling.

Official workbook retrieved 29 September 2026, SHA-256 db446882d2c00cf7c085a03e250e2442fda6c44011fc114680c46c1dc7a822c3; current canonical SHA-256 15fbbef5283a4b48b8a8e00ae3c7c635377cea2175afc1f2f12d12f9d5453e60. Whole current comparison and actual selected workbook cells are author evidence, not a live curriculum synchronisation or every-state validation.

Full core meaning for educator reading

HASHASY1 · source row 1255

In Year 1, the focus is on "how my world is different from the past and can change in the future" . The Year 1 curriculum builds on each student’s prior learning and experiences investigating the past and places. Students’ exploration of the history of their family contributes to their sense of identity, connection and belonging. They consider how they can contribute to their world by sharing a perspective on family roles and responsibilities, and ways people care for places. Students continue to develop skills and processes to investigate the past and places, and dispositions for learning, such as curiosity, imagination and problem-solving. They resource their own learning through connecting with people, places, and the natural, managed and constructed world. The Year 1 curriculum focuses on developing students’ understanding of the recent past of families and the features of local places. Students are given opportunities to explore similarities and differences in family structures and roles over recent time. They consider how aspects of family life such as education and play have undergone continuities and changes. Students learn about the location and nature of natural, managed and constructed features of local places. They consider how places change over time and the ways different groups

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of people can care for places, including how First Nations Australians care for Country/Place. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. They allow for connections to be made within and across the HASS sub-strands or with other learning areas. The following inquiry questions are examples only and may be used or adapted to suit local contexts. How has family life and the place we live in changed and stayed the same over time? What events, activities and places do I care about? Why?

AC9HS1K01 · source row 1258

differences in family structures and roles today, and how these have changed or remained the same over time

AC9HS1K02 · source row 1262

continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods

AC9HS1K03 · source row 1268

the natural, managed and constructed features of local places, and their location

AC9HS1K04 · source row 1274

how places change and how they can be cared for by different groups including First Nations Australians

AC9HS1S01 · source row 1282

develop questions about objects, people, places and events in the past and present

AC9HS1S02 · source row 1286

collect, sort and record information and data from observations and from provided sources, including unscaled timelines and labelled maps or models

AC9HS1S03 · source row 1293

interpret information and data from observations and provided sources, including the comparison of objects from the past and present

AC9HS1S04 · source row 1299

discuss perspectives related to objects, people, places and events

AC9HS1S05 · source row 1303

draw conclusions and make proposals

AC9HS1S06 · source row 1308

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develop narratives and share observations, using sources, and subject-specific terms

Year 1 HASS achievement standard — code null · source row 55

By the end of Year 1, students identify continuity and change in family structures, roles and significant aspects of daily life. They identify the location and nature of the natural, managed and constructed features of local places, the ways places change, and how they can be cared for by people. Students develop questions and collect, sort and record information and data from observations and provided sources. They interpret information and discuss perspectives. Students draw conclusions and make proposals. Students share narratives and observations about people, places and the past, drawing on sources and incorporating subject-specific terms.

Actual opportunity and required evidence

National component · This opening can offer · What remains / actual evidence boundary

K01 · None of the guide jobs completes family structure/role history · Suitable diverse genuine family/history sources and consent-aware teaching remain later; no personal disclosure is assessed

K02 · A place date strip practises time/source interpretation · It is not a comparison of daily lives with parents'/grandparents' childhoods; complete genuine suitable history teaching remains

K03 · Feature-context language and source-supported labelled local location, when a relevant genuine local source is actually used · Invented O1/assessment models are practice. Natural/managed/constructed breadth and actual relevance need evidence; an unscaled map cannot invent compass bearings, distances or origin

K04 · Selected source-supported changing-place and modest care-proposal work · Different groups, including genuine First Nations care for Country/Place, broader changes and cultural authority remain open; a council listing/general model is not that cultural source

S01 · Child's actual past/present place/object question · A supplied teacher question or lesson label is not the child's developed inquiry

S02 · Actual collect/sort/record from an observation or named provided source, including a labelled model/unscaled date strip · Planned work, a blank aid or teacher-completed map is not the child's recording; source model is not local fieldwork

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S03 · Actual interpretation/compare with a named clue and limits · Copying a keyed conclusion is not independent interpretation; place pair is not family-history breadth

S04 · Actual discussion of source-attributed purposes/perspectives · Matching quote names alone is only a component; fiction is not an interview or a group-wide viewpoint

S05 · Actual source-supported conclusion/proposal · A future plan is not implementation or permission; the school/responsible authority decides real changes

S06 · Actual source-based account/observation using useful subject terms in usual communication · A title/code/audience plan alone is not developed/shared narrative; no compulsory public performance

The year introduction joins recent family past, local features, change and future care, identity/connection and inquiry. This fortnight deliberately opens a manageable place-guide job; full year/broader knowledge, general capabilities, cross-curriculum priorities, cultural/source breadth and all state/territory overlays are unfinished. Original questions and descriptive criteria are teaching choices, not official A–E standards, endorsed rubrics or achievement completion.

Current Queensland comparison

The complete one-page QCAA Year 1 alignment 230525/2023 (https://www.qcaa.qld.edu.au/downloads/aciqv9/humanities-and-social-sciences/curriculum/ac9_hass_yr1_as_cd_alignment.pdf) and complete four-page example plan 251384/November 2025 (https://www.qcaa.qld.edu.au/downloads/aciqv9/humanities-and-social-sciences/planning/ac9_hass_yr1_cap_example.pdf) were read on 7 October 2026. They preserve geography/history breadth and observed/source-based investigation distinctions. Their original example term allocation and assessment conditions do not automatically govern this opening or every school. The school checks current local scope/reporting/access/permission requirements. QCAA copyright/ACARA exceptions and non-endorsement remain separate.

Continuity with existing planning

Existing integrated Year 1 Week 1 offers approved place mapping; the supplementary HASS fortnight offers fictional past/present source inquiries. Those earlier resources and the forty-week plan remain unchanged. This new opening adds complete own guide creation/trial routes, distinct contexts, complete staged source/blank choices and dated real place records. It does not mark earlier source records as fieldwork, turn planning rows into completed lessons, or claim the whole year/state course.

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