

# The Australian Curriculum History





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## Foundation Year

### Personal and Family Histories

The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: **Historical Knowledge and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this year level are:

- 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?

### Historical Knowledge and Understanding

Personal and Family Histories	Elaborations
<p>Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)</p> 	<ul style="list-style-type: none"> <li>• identifying the different members of a family, (for example mother, father, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members</li> <li>• naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map</li> </ul>
<p>The different structures of families and family groups today, and what they have in common (ACHHK002)</p> 	<ul style="list-style-type: none"> <li>• considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages</li> <li>• using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia)</li> <li>• exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing)</li> </ul>

How they, their family and friends commemorate past events that are important to them (ACHHK003)



- making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important
- discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)



- engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation
- sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum
- recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother)

## Historical Skills

### Chronology, terms and concepts

### Elaborations

Sequence familiar objects and events (ACHHS015)



- ordering significant personal events or milestones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school)

Distinguish between the past, present and future (ACHHS016)



- using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow')

### Historical questions and research

### Elaborations

Pose questions about the past using sources provided (ACHHS017)



- inquiring from members of their families where they were born and raised
- posing questions about family or about personal photographs, for example 'How old was I?' 'Where was I?' 'What was I doing?'
- posing questions about artefacts, for example 'Is it old or new?' 'What was it used for?'

### Analysis and use of sources

### Elaborations

Explore a range of sources about the past (ACHHS018)



- identifying relevant features of photographs of family and friends
- describing interesting features of objects and photographs connected to the past

Identify and compare features of objects from the past and present (ACHHS019)	<ul style="list-style-type: none"> <li>distinguishing between what is old and what is new, using such clues as the condition of the object</li> <li>suggesting ideas about what objects from the past may have been used for</li> <li>comparing objects from the past with those of the present, using comparative language such as 'older', 'newer' (for example 'This toy is older'; 'That computer game is more fun than...')</li> </ul>
	
<b>Perspectives and interpretations</b>	<b>Elaborations</b>
Explore a point of view (ACHHS020)	<ul style="list-style-type: none"> <li>inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today</li> </ul>
	
<b>Explanation and communication</b>	<b>Elaborations</b>
Develop a narrative about the past (ACHHS021)	<ul style="list-style-type: none"> <li>retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals</li> <li>relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs)</li> </ul>
	
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)	<ul style="list-style-type: none"> <li>representing ideas and creating imaginative responses through talking, drawing and play</li> </ul>
	