

The Australian Curriculum History





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Year 1

Present and Past Family Life

The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.

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:

- 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?

Historical Knowledge and Understanding

Present and Past Family Life	Elaborations
<p>Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)</p> 	<ul style="list-style-type: none"> • comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) • discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other) • examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, gardening, child care)

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)



- discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then'
- discussing how some cultures, for example the Chinese, describe a child as being one year old on the day they are born
- identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds
- examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)



- examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed

Historical Skills

Chronology, terms and concepts

Sequence familiar objects and events (ACHHS031)



Elaborations

- using visual sequences of time such as a 'days of the week' chart, a class timetable or a calendar and marking significant dates on them
- creating a timeline, slideshow or story using photos

Distinguish between the past, present and future (ACHHS032)



- identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons
- using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations')

Historical questions and research

Elaborations

Pose questions about the past using sources provided (ACHHS033)	<ul style="list-style-type: none"> inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, roles of the parents and children) discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? 'How'? 'When'? 'Why?' questions
Analysis and use of sources	Elaborations
Explore a range of sources about the past (ACHHS034)	<ul style="list-style-type: none"> discussing with parents and grandparents about life in the past exploring stories from and about the past (for example letters, diaries, radio or television programs)
Identify and compare features of objects from the past and present (ACHHS035)	<ul style="list-style-type: none"> comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, televisions, radios)
Perspectives and interpretations	Elaborations
Explore a point of view (ACHHS036)	<ul style="list-style-type: none"> representing similarities and differences between students' daily lives and those of their parents and grandparents in graphic form (for example Venn diagram, y-chart)
Explanation and communication	Elaborations
Develop a narrative about the past. (ACHHS037)	<ul style="list-style-type: none"> relating a story about life in their parent's or grandparent's time (orally or through pictures and photographs) describing their families or an event that has personal significance
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)	<ul style="list-style-type: none"> representing ideas and creating imaginative responses through writing, roleplay, speaking, drawing