The Australian Curriculum
History

Explanation and communication

Perspectives and interpretations

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History

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Year 2

The Past in the Present

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

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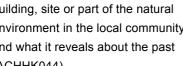
- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
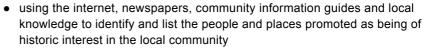- How have changes in technology shaped our daily life?

Historical Knowledge and Understanding

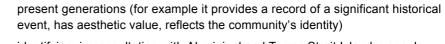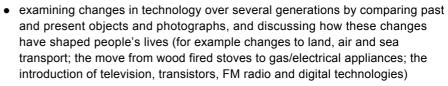| The Past in the Present	Elaborations
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)	- using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community - suggesting reasons for the location of a local landmark before searching for resources that provide an explanation - investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past
The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)	- discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) - identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains) - identifying and designing a local historical tour of a site (for example one related to a particular cultural group)

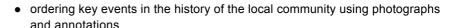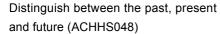| The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)	● examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies)
	● identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today
	● examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told)
	● creating models of toys used by children who lived when electricity was not available

Historical Skills

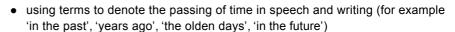| Chronology, terms and concepts	Elaborations
Sequence familiar objects and events (ACHHS047)	● ordering key events in the history of the local community using photographs and annotations
Distinguish between the past, present and future (ACHHS048)	● using terms to denote the passing of time in speech and writing (for example 'in the past', 'years ago', 'the olden days', 'in the future')
	● identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum'

Historical questions and research	Elaborations
Pose questions about the past using sources provided (ACHHS049)	● developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?')
	● structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past

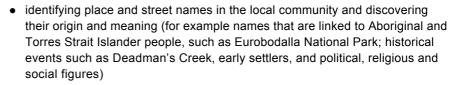| Analysis and use of sources	Elaborations
Explore a range of sources about the past. (ACHHS050)	● locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks)
	● examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites)

Identify and compare features of objects from the past and present (ACHHS051)	● identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures) ● identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past

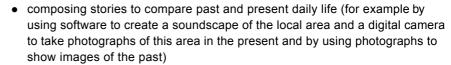| **Perspectives and interpretations**	**Elaborations**
Explore a point of view (ACHHS052)	● examining a point of view about changes to the built and natural environment and to daily lives over time

Explanation and communication	**Elaborations**
Develop a narrative about the past (ACHHS053)	● composing stories to compare past and present daily life (for example by using software to create a soundscape of the local area and a digital camera to take photographs of this area in the present and by using photographs to show images of the past) ● describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued; or a biography on a significant individual)
Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)	● representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives