

The Australian Curriculum History





Table of Contents

Curriculum F–10	3
Year 3	3



Year 3

Community and Remembrance

The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

The content provides opportunities to develop historical understanding through key concepts including **sources, 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:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Historical Knowledge and Understanding

Community and Remembrance	Elaborations
<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</p>	<ul style="list-style-type: none"> • identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality • listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to
<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</p>	<ul style="list-style-type: none"> • investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters) • comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences)

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)



- using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)



- identifying and discussing the historical origins of an important Australian celebration or commemoration
- generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance
- examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day)
- recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)



- comparing the significance of national days in different countries, looking at why they developed and elements they have in common
- viewing on the internet videos of celebrations of significant days, such as Independence Day in Greece
- investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical people and events (ACHHS065)



- developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance

Use historical terms (ACHHS066)



- using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating
- using acronyms (for example NAIDOC, ANZAC) and understanding their meaning

Historical questions and research

Elaborations

Pose a range of questions about the past (ACHHS067)	<ul style="list-style-type: none"> • posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?') • posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?')
	
Identify sources (ACHHS215)	<ul style="list-style-type: none"> • identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings
	
Analysis and use of sources	Elaborations
Locate relevant information from sources provided (ACHHS068)	<ul style="list-style-type: none"> • analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past • using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)
	
Perspectives and interpretations	Elaborations
Identify different points of view (ACHHS069)	<ul style="list-style-type: none"> • identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians)
	
Explanation and communication	Elaborations
Develop texts, particularly narratives (ACHHS070)	<ul style="list-style-type: none"> • writing narratives about the community's past based on researched facts, characters and events • composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event)
	
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)	<ul style="list-style-type: none"> • creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past • creating an oral, written, pictorial or digital representation to reflect the diverse 'character' of the community today
	