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.

Key inquiry questions

1. What is my history and how do I know?
2. What stories do other people tell about the past?
3. How can stories of the past be told and shared?

### Historical Knowledge and Understanding

#### Personal and Family Histories

- Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)
- The different structures of families and family groups today, and what they have in common (ACHHK002)
- How they, their family and friends commemorate past events that are important to them (ACHHK003)
- How the stories of families and the past can be communicated, for

### Historical Skills

#### Chronology, terms and concepts

- Sequence familiar objects and events (ACHHS015)
- Distinguish between the past, present and future (ACHHS016)

#### Historical questions and research

- Pose questions about the past using sources provided (ACHHS017)
<table>
<thead>
<tr>
<th>Analysis and use of sources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore a range of sources about the past (ACHHS018)</td>
<td></td>
</tr>
<tr>
<td>Identify and compare features of objects from the past and present (ACHHS019)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspectives and interpretations</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Explore a point of view (ACHHS020)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation and communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a narrative about the past (ACHHS021)</td>
<td></td>
</tr>
<tr>
<td>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)</td>
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</tr>
</tbody>
</table>

**Foundation Year Achievement Standard**

By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.
HISTORY Year 1

Year 1 Level Description

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.

Key inquiry questions

1. How has family life changed or remained the same over time?
2. How can we show that the present is different from or similar to the past?
3. How do we describe the sequence of time?

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Present and Past Family Life</strong></td>
<td><strong>Chronology, terms and concepts</strong></td>
</tr>
<tr>
<td>Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)</td>
<td>Sequence familiar objects and events (ACHHS031)</td>
</tr>
<tr>
<td>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)</td>
<td>Distinguish between the past, present and future (ACHHS032)</td>
</tr>
<tr>
<td>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)</td>
<td><strong>Historical questions and research</strong></td>
</tr>
<tr>
<td></td>
<td>Pose questions about the past using sources provided (ACHHS033)</td>
</tr>
<tr>
<td></td>
<td><strong>Analysis and use of sources</strong></td>
</tr>
</tbody>
</table>
Year 1 Achievement Standard

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.
**HISTORY Year 2**

**Year 2 Level Description**

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.

**Key inquiry questions**

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

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Past in the Present</strong></td>
<td><strong>Chronology, terms and concepts</strong></td>
</tr>
<tr>
<td>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)</td>
<td>Sequence familiar objects and events (ACHHS047)</td>
</tr>
<tr>
<td>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</td>
<td>Distinguish between the past, present and future (ACHHS048)</td>
</tr>
<tr>
<td>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)</td>
<td><strong>Historical questions and research</strong></td>
</tr>
<tr>
<td></td>
<td>Pose questions about the past using sources provided (ACHHS049)</td>
</tr>
<tr>
<td></td>
<td><strong>Analysis and use of sources</strong></td>
</tr>
</tbody>
</table>
Year 2 Achievement Standard

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.
HISTORY Year 3

Year 3 Level Description

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.

Key inquiry questions

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

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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</thead>
<tbody>
<tr>
<td>Community and Remembrance</td>
<td>Chronology, terms and concepts</td>
</tr>
<tr>
<td>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)</td>
<td>Sequence historical people and events (ACHHS065)</td>
</tr>
<tr>
<td></td>
<td>Use historical terms (ACHHS066)</td>
</tr>
<tr>
<td></td>
<td>Historical questions and research</td>
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</tbody>
</table>
**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)

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

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)

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)

| Pose a range of questions about the past (ACHHS067) | Identify sources (ACHHS215) |
| Analysis and use of sources | Locate relevant information from sources provided (ACHHS068) |
| Perspectives and interpretations | Identify different points of view (ACHHS069) |
| Explanation and communication | Develop texts, particularly narratives (ACHHS070) |
|  | Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071) |

**Year 3 Achievement Standard**

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.
HISTORY Year 4

Year 4 Level Description

First Contacts

The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

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.

Key inquiry questions

1. Why did the great journeys of exploration occur?
2. What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
3. Why did the Europeans settle in Australia?
4. What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>First Contacts</strong></td>
<td><strong>Chronology, terms and concepts</strong></td>
</tr>
<tr>
<td>The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. <em>(ACHHK077)</em></td>
<td>Sequence historical people and events <em>(ACHHS081)</em></td>
</tr>
<tr>
<td>The journey(s) of AT LEAST ONE world navigator, explorer or trader</td>
<td>Use historical terms <em>(ACHHS082)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Historical questions and research</strong></td>
</tr>
</tbody>
</table>
up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)

Pose a range of questions about the past (ACHHS083)
Identify sources (ACHHS216)

Analysis and use of sources
Locate relevant information from sources provided (ACHHS084)

Perspectives and interpretations
Identify different points of view (ACHHS085)

Explanation and communication
Develop texts, particularly narratives (ACHHS086)
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)

Year 4 Achievement Standard

By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.
HISTORY Year 5

Year 5 Level Description

The Australian Colonies

The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

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.

Key inquiry questions

1. What do we know about the lives of people in Australia’s colonial past and how do we know?
2. How did an Australian colony develop over time and why?
3. How did colonial settlement change the environment?
4. What were the significant events and who were the significant people that shaped Australian colonies?

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Australian Colonies</td>
<td>Chronology, terms and concepts</td>
</tr>
<tr>
<td>Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)</td>
<td>Sequence historical people and events (ACHHS098)</td>
</tr>
<tr>
<td>The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)</td>
<td>Use historical terms and concepts (ACHHS099)</td>
</tr>
<tr>
<td>Historical questions and research</td>
<td>Identify questions to inform an historical inquiry (ACHHS100)</td>
</tr>
</tbody>
</table>
The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)

Identify and locate a range of relevant sources (ACHHS101)

Analysis and use of sources

Locate information related to inquiry questions in a range of sources (ACHHS102)

Compare information from a range of sources (ACHHS103)

Perspectives and interpretations

Identify points of view in the past and present (ACHHS104)

Explanation and communication

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

Year 5 Achievement Standard

By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.
HISTORY Year 6

Year 6 Level Description

Australia as a nation

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.

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.

**Key inquiry questions**

1. Why and how did Australia become a nation?
2. How did Australian society change throughout the twentieth century?
3. Who were the people who came to Australia? Why did they come?
4. What contribution have significant individuals and groups made to the development of Australian society?

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Australia as a Nation</strong></td>
<td>Chronology, terms and concepts</td>
</tr>
<tr>
<td>Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government. (ACHHK113)</td>
<td><strong>Sequence historical people and events. (ACHHS117)</strong></td>
</tr>
<tr>
<td>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders,</td>
<td><strong>Use historical terms and concepts (ACHHS118)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Historical questions and research</strong></td>
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</tbody>
</table>
migrants, women, and children. (ACHHK114)

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)

| Identify questions to inform an historical inquiry (ACHHS119) |
| Identify and locate a range of relevant sources (ACHHS120) |

**Analysis and use of sources**

Locate information related to inquiry questions in a range of sources. (ACHHS121)

Compare information from a range of sources. (ACHHS122)

**Perspectives and interpretations**

Identify points of view in the past and present (ACHHS123)

**Explanation and communication**

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)

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**Year 6 Achievement Standard**

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.
# ST BEDE’S HISTORY/SOSE UNITS

**SCOPE & SEQUENCE 2013**

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<thead>
<tr>
<th>YEAR</th>
<th>Term 1</th>
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<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>Personal &amp; Family Histories</td>
<td>The World Around Us</td>
<td>The World Around Us</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Family Life</td>
<td>Past/Present</td>
<td>Australia</td>
<td>Environmental Issues Around the World</td>
</tr>
<tr>
<td>2</td>
<td>The Past In The Present</td>
<td>Local Community</td>
<td>My Place in the World</td>
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</tr>
<tr>
<td>3</td>
<td>Australia’s First Inhabitants</td>
<td>Canberra</td>
<td>Contributions to the Community</td>
<td>Significant Events of the Past</td>
</tr>
<tr>
<td>4</td>
<td>Diverse Communities of Australia</td>
<td>Back to the Future The Art Shed</td>
<td>Colonisation and Famous Explorers</td>
<td>Currencies of the World</td>
</tr>
<tr>
<td>5</td>
<td>The Development of Australia as a Colony</td>
<td>Significant events and people that shaped Australian colonies</td>
<td>Australia’s colonial past</td>
<td>Colonial settlement and its change on the environment</td>
</tr>
<tr>
<td>6</td>
<td>Australian Immigrants</td>
<td>Australia becoming a nation</td>
<td>History - How did Australian society change throughout the 20th century</td>
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</tr>
</tbody>
</table>