

Cross Curriculum Priorities



General Capabilities



FOUNDATION 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 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.

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| <p>Who the people in their family are, where they were born and raised and how they are related to each other [ACHHK001]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map | <p>The different structures of families and family groups today, and what they have in common [ACHHK002]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 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) 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) | <p>How they, their family and friends commemorate past events that are important to them [ACHHK003]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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. | <p>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums [ACHHK004]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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) |
| <p>http://www.family-tree-template.net/free-printable-family-tree-template-for-kids Free family tree templates to print</p> | | <p>http://www.printablecalendar.ca/ Free, printable calendar templates</p> <p>http://www.dltk-cards.com/calendar/ Free calendars that you can customise, then print.</p> <p>http://www.youtube.com/watch?v=R1JwyxNh3AK Welcome to Country speech- first ever in the Australian Parliament</p> | <p>http://www.youtube.com/watch?v=IDJ5QwAR8DI&feature=related Biladurang the Platypus- Traditional tale.</p> <p>http://www.youtube.com/watch?v=8sWFAGGvUA&feature=fvwrel How the Kangaroo Got her Pouch</p> <p>http://www.youtube.com/watch?v=xDJrmlDb08o&feature=related Mirram The Kangaroo and Warren The Wombat</p> |

| CONTENT DESCRIPTORS: HISTORICAL SKILLS | | | | | | | |
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| <p>Sequence familiar objects and events [ACHHS015]</p> <p>Elaborations</p> <ul style="list-style-type: none"> ordering significant personal events or mile-stones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school) | <p>Distinguish between the past, present and future [ACHHS016]</p> <p>Elaborations</p> <ul style="list-style-type: none"> using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow') | <p>Pose questions about the past using sources provided [ACHHS017]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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?' | <p>Explore a range of sources about the past. [ACHHS018]</p> <p>Elaborations</p> <ul style="list-style-type: none"> identifying relevant features of photographs of family and friends describing interesting features of objects and photographs connected to the past | <p>Identify and compare features of objects from the past and present [ACHHS019]</p> <p>Elaborations</p> <ul style="list-style-type: none"> distinguishing between what is old and what is new, using such clues as the condition of the object suggesting ideas about what objects from the past may have been used for 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...') | <p>Explore a point of view [ACHHS020]</p> <p>Elaborations</p> <ul style="list-style-type: none"> inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today | <p>Develop a narrative about the past [ACHHS021]</p> <p>Elaborations</p> <ul style="list-style-type: none"> relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs) retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals | <p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies [ACHHS038]</p> <p>Elaborations</p> <ul style="list-style-type: none"> representing ideas and creating imaginative responses through talking, drawing and play |