

Cross Curriculum Priorities



General Capabilities



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.

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

<p><i>Differences in family structures and roles today, and how these have changed or remained the same over time [ACHHK028]</i></p> <p>Elaborations</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) 	<p><i>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]</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 Woivurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three 	<p><i>Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. [ACHHK030]</i></p> <p>Elaborations</p> <ul style="list-style-type: none"> 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
<p>http://www.dailymail.co.uk/news/article-1224231/A-vanished-Britain-50-years-ago-country-doors-left-unlocked-children-played-street.html A description of life in 1950's Britain with a great black and white image of a 'typical family' watching TV.</p>		<p>Invite a Grandparent to come and talk to the students about their life. http://eae.alberta.ca/englishexpress/articles/pdf/h01_10_13.pdf A Canadian site that has great images of telephones and how they have changed over time.</p> <p>http://www.nma.gov.au/interactives/tll/cobb/index.html Interactive website about Cobb and Co coaches, with comparisons to modern transportation.</p>

CONTENT DESCRIPTORS: HISTORICAL SKILLS

<p>Sequence familiar objects and events [ACHHS031]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 	<p>Distinguish between the past, present and future [ACHHS032]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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') 	<p>Pose questions about the past using sources provided [ACHHS033]</p> <p>Elaborations</p> <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 	<p>Explore a range of sources about the past. [ACHHS034]</p> <p>Elaborations</p> <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) 	<p>Identify and compare features of objects from the past and present [ACHHS035]</p> <p>Elaborations</p> <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) 	<p>Explore a point of view [ACHHS036]</p> <p>Elaborations</p> <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) 	<p>Develop a narrative about the past [ACHHS037]</p> <p>Elaborations</p> <ul style="list-style-type: none"> relating a story about life in their parent's or grand-parent's time (orally or through pictures and photographs) describing their families or an event that has personal significance 	<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 writing, roleplay, speaking, drawing
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