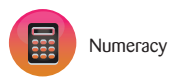


Cross Curriculum Priorities



General Capabilities


















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.

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

<p>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]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 	  	<p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial [ACHHK045]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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) 	      	<p>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]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 Arrente 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 	    
<p>http://www.gosnells.wa.gov.au/scripts/viewarticle.asp?NID=9187 City of Gosnells Museum-Wilkinson Homestead. The website itself has some great links to images and information about the history of Gosnells and the surrounding areas, but they run excursions.</p> <p><i>Other resources will vary depending upon your local area.</i></p>	<p>http://www.lifeonperth.com/barracksarch.htm Information about Barracks Arch. http://www.rslwahq.org.au/About-the-RSL/Useful-Information/State-War-Memorial-Kings-Park.aspx Information about the Kings Park War Memorial.</p> <p><i>Other resources will vary depending upon your local area.</i></p>	<p>http://www.australianhistory.org/technology-timeline Text is too difficult, but includes images of computers over time from 1949-1995 http://www.thepeoplehistory.com/toys.html Images of toys from the 1920's until the 1980's. http://www.bl.uk/ Search for the 1940's A UK site, but contains many playground games that were played in the 1940's</p>			

CONTENT DESCRIPTORS: HISTORICAL SKILLS

<p>Sequence familiar objects and events [ACHHS047]</p> <p>Elaborations</p> <ul style="list-style-type: none"> ordering key events in the history of the local community using photographs and annotations 	<p>Distinguish between the past, present and future [ACHHS048]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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' 	<p>Pose questions about the past using sources provided [ACHHS049]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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) 	<p>Explore a range of sources about the past. [ACHHS050]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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) 	<p>Identify and compare features of objects from the past and present [ACHHS051]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 	<p>Explore a point of view [ACHHS052]</p> <p>Elaborations</p> <ul style="list-style-type: none"> examining a point of view about changes to the built and natural environment and to daily lives over time 	<p>Develop a narrative about the past [ACHHS053]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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) 	<p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies [ACHHS054]</p> <p>Elaborations</p> <ul style="list-style-type: none"> representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives
