

Cross Curriculum Priorities



General Capabilities



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.

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

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| <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 focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) [ACHHK060]</p> <p>Elaborations</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> <p>Elaborations</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) |   | <p>The role that people of diverse backgrounds have played in the development and character of the local community [ACHHK062]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 |    | <p>Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems [ACHHK063]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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, Sorry Day and MABO day) |    | <p>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]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 |     |
| <p>http://en.wikipedia.org/wiki/Devil's_Lair Some background information on the Devils' Lair site. http://www.didjshop.com/shop1/AbCulturecart.html Some information about the traditional Aboriginal way of life. http://www.nma.gov.au/kidz/learn_and_play/saibai_island_canoes/ An interactive activity that lets students learn about the Torres Strait Islander way of life. http://www.mcc.murdoch.edu.au/multimedia/nyungar/menu9.htm Fantastic site with lots of information about the Nyungar people. The glossary is especially good as it pronounces the words for the students. http://www.abc.net.au/dustechoes/dustEchoesFlash.htm A collection of animated, traditional Aboriginal tales, each with its own study guide containing an overview of the story and suggested classroom activities.</p> | | <p>http://www.youtube.com/watch?v=BXZWeKMW9Zs a clip from Channel 7 News details changes in Perth since the 1950's. http://www.youtube.com/watch?v=b2TaLgij6ig A Postcard from Perth made in 1954 http://www.youtube.com/watch?v=57Zs6BieUzM&feature=related Life in Perth 1965 http://www.youtube.com/watch?v=6CC7peMbV1A&feature=related A series of photos set to music showing the city of Perth as it is today http://www.youtube.com/watch?v=AfnWiHzShA&feature=related Great video shot by a holiday maker in the city of Perth. Shows the old with the new.</p> | | <p>Resources will vary according to you local area.</p> | | <p>The First Australians This is a DVD resource and is rated PG. While some of the language may be above year four students, it does give insight into what indigenous people may have thought of the first European settlers and their early interactions with them. You will need parental permission to show this. <i>Anzac Day Unit of work</i> available via the DOE portal <i>Damper and Bread</i> a unit of work available through the DOE portal We Remember interactive available via the Doe Portal that images to support Australian themes. ** Images and paintings are accessible via the DOE portal, via the National Digital Learning Resources Network Link. *** I also recommend the RIC Publications 'Australian History' series book E.</p> | | <p>http://downloads.cas.psu.edu/4H/Celebrations.pdf A series of activities to learn about celebrations around the world. http://www.youtube.com/watch?v=D-17L954dY Photographs of festivals and celebrations from around the world, set to music. http://www.youtube.com/watch?v=sKzNPxu_QBU&feature=related Chinese New Year Celebrations in Sydney, 2009 http://www.youtube.com/watch?v=DPDR0ZMwSag&feature=related Images of the Indian Festival 'Holi' or the Festival of colours. News Article about the Festival of Colours for children. http://www.kidcyber.com.au/topics/celebrates.htm Information about children's Day in Japan.</p> | |

CONTENT DESCRIPTORS: HISTORICAL SKILLS

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| <p>Sequence historical people and events. [ACHHS065]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 | <p>Use historical terms [ACHHS066]</p> <p>Elaborations</p> <ul style="list-style-type: none"> 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 | <p>Pose a range of questions about the past. [ACHHS067]</p> <p>Elaborations</p> <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?') | <p>Identify sources [ACHHS215]</p> <p>Elaborations</p> <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 | <p>Locate relevant information from sources provided [ACHHS068]</p> <p>Elaborations</p> <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 | <p>Identify different points of view [ACHHS069]</p> <p>Elaborations</p> <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) | <p>Develop texts, particularly narratives. [ACHHS070]</p> <p>Elaborations</p> <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) | <p>Use a range of communication forms (oral, graphic, written) and digital technologies. [ACHHS071]</p> <p>Elaborations</p> <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 |
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