

Humanities and Social Sciences Curriculum

Year level	Content Description	Elaboration	NCE programs		Blundells Cottage	Walking Tours				
			Brick by Brick	Imagining the Capital		Anzac Parade	Reconciliation Place	Lakeside	Parliamentary Triangle	
Inquiry and Skill										
K	Explore a point of view (ACHASS1005)	comparing aspects of the childhood of parents, grandparents, elders with similar aspects of childhood today								
	Compare objects from the past with those from the present and consider how places have changed over time (ACHASS1006)	differences between objects from the past and those of the present								
		distinguishing between older and newer, using such clues as the condition of the object								
		identifying natural and constructed features of a place that have changed over time and those that have remained relatively unchanged								
	Interpret data and information displayed in pictures, texts, maps (ACHASS1007)	sorting pictures of places and people using criteria such as old/new, younger/older, same/different, outside/inside, safe/not safe, special/not special								
	Draw simple conclusions from information in pictures, texts, maps (ACHASS1008)	suggesting ideas about the use of objects from the past and proposing reasons why the objects might have been important								
		identifying how a story connects with an aspect of their family history								
	Reflect on learning to propose how to care for places and sites that are important or significant (ACHASS1009)	talk about what has been learnt about a place or site of significance and if they would like it to stay the same in the future								
describe or draw special places, telling what they have learnt that makes them special and suggesting how to behave when there										

		Knowledge and Understanding							
	How they, their family and friends commemorate past events that are important to them (ACHASSK012)	recognising 'Acknowledgement of Country' and 'Welcome to Country' at ceremonies and events to recognise that the Country/Place and traditional custodians of the land, sea, waterways and sky are acknowledged							
	The reasons why some places are special and how they can be looked after (ACHASSK017)	identifying places they consider to be 'special' (for example, their room, a play area, holiday location or an Aboriginal or Torres Strait Islander place of family significance) and explaining why the place is special to them							
		discussing different ways they could contribute to caring for special places including those that are unique							
	Reflect on learning to propose how to care for places and sites that are important or significant	recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated							
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1	Inquiry and Skill								
	Pose questions about past and present objects, people, places and events (ACHASSI018)	asking questions before, during and after listening to stories about people and places and about their past and present							

	today, and how these have changed or remained the same over time (ACHASSK028)	comparing families in the present with those from the recent past in terms of their size and structure examining and commenting on the roles of family members over time and comparing these with family roles today							
	How the present, past and future are signified by terms indicating time, seasons (ACHASSK029)	examining seasonal calendars of Aboriginal and Torres Strait Islander groups							
	Differences and similarities between students' daily lives and their parents' and grandparents' childhoods (ACHASSK030)	comparing what has changed over time (for example, homes, family traditions, leisure, communication technology, rules, how needs were met then and now, wants, and shopping/consumer habits)							
	The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)	using observations and/or photographs to identify changes in natural, managed and constructed features in their place (for example, recent erosion, revegetated areas, planted crops or new buildings)							
	The weather and seasons of places and the ways in which different cultural groups, describe them	comparing the Aboriginal or Torres Strait Islander People's seasonal calendar for the local area with one students are familiar with, such as the four-seasons calendar derived from Europe							
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2		developing inquiry questions about a historical site							

Pose questions about past and present objects, people, places and events (ACHASSI034)	developing inquiry questions about places	Yellow	Yellow	Brown	Olive	Orange	Blue	Red
Collect data, information from observations and identify information and data from sources provided (ACHASSI035)	locating historical evidence of the local community's past			Brown				
Sequence familiar objects and events (ACHASSI037)	ordering key events in the history of the local community or in its development	Yellow	Yellow	Brown				
Explore a point of view (ACHASSI038)	discussing why some places are considered special or significant by others	Yellow	Yellow	Brown	Olive	Orange	Blue	Red
	examining the points of view of older generations about changes over time			Brown				
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039)	comparing places that differ over time or across location			Brown				
	identifying how objects and activities are similar or different depending on conditions in local and distant places			Brown				
	identifying features of a site that reveal its past and suggesting clues that help understanding of its history			Brown				
	examining a historical site			Brown				
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042)	reflecting on their increasing knowledge of special places and natural systems in their local area and, whether their ideas about and behaviours have changed as a result of greater understanding			Brown				
	using their knowledge about a familiar place or site to imagine how it might change in the future and how they can influence a positive future for it	Yellow	Yellow					
Knowledge and Understanding								
The history of a significant person, building, site	suggesting reasons for the location of a local landmark before searching for resources that provide an explanation	Yellow	Yellow	Brown	Olive	Orange	Blue	Red

	and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)	investigating the history of a chosen person, building, site or landmark in the local community and relating a story which these reveal about the past							
	The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045)	discussing why a particular site has heritage significance/cultural value for present generations							
		identifying and designing a local historical tour of a building or site							
	How changing technology affected people's lives (ACHASSK046)	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							
		identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood, and finding out where each was produced							
		identifying some rules for children of past generations that do not apply in the present, and some rules of the present that did not exist in the past due to technological changes							