

CONTENT FOR STAGE 2

Community and remembrance

This topic provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

First contacts

This topic introduces world history and the movements of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

Overview of teaching and learning

Knowledge and understanding, concepts and skills are interrelated and should be taught in an integrated way to provide meaningful learning experiences for students. By engaging with the following, students will have the opportunity to engage with historical content, concepts and skills.

The following historical concepts are to be taught throughout Stage 2:

- **Continuity and change:** some things change over time and others remain the same, eg aspects in the local community that have either changed or remained the same; changes to the lives of Aboriginal peoples with the arrival of the First Fleet.
- **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects, eg how conditions and decisions in Britain resulted in the journey of the First Fleet; causes of change in the local area/state.
- **Perspectives:** people from the past will have different views and experiences, e.g. views on the arrival of the British in Australia from a British and an Aboriginal point of view.
- **Empathetic understanding:** developing an understanding of another's views, life and decisions made, eg developing an understanding of the life and attitudes of an early colonist or convict.
- **Significance:** importance of an event, development or individual/group, e.g. the significance/importance of national days/holidays; the significance of the contributions of an early settler.

The following historical skills are to be taught throughout Stage 2:

Comprehension: chronology, terms and concepts

- respond, read and write, to show understanding of historical matters
- sequence familiar people and events (ACHHS065, ACHHS081)
- use historical terms (ACHHS066, ACHHS082)

Analysis and use of sources

- locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)

Perspectives and interpretations

- identify different points of view within an historical context (ACHHS069, ACHHS085)

Empathetic understanding

- explain how and why people in the past may have lived and behaved differently from today

Research

- pose a range of questions about the past (ACHHS067, ACHHS083)
- plan an historical inquiry

Explanation and communication

- develop texts, particularly narratives (ACHHS070, ACHHS086)
- use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)

COMMUNITY AND REMEMBRANCE

OUTCOMES

Cultures, could relate to CUS2.3

Environments, could relate to ENS2.5

A student:

- › identifies celebrations and commemorations of significance in Australia and the world HT2-1
- › describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-2
- › applies skills of historical inquiry and communication HT2-5

Key inquiry questions:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Historical concepts and skills

The historical concepts and skills to be taught throughout Stage 2 are listed in the Overview of Teaching and Learning.

CONTENT

Environments, could relate to ENS2.6

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 a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied.) (ACHHK060)

Students:

- identify the original Aboriginal languages spoken in the local or regional area 🗣️
- identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place 🗋️ 🌿
- respond to Aboriginal stories told about Country presented in texts or by a guest speaker 🗋️ 🌐

Environments, could relate to ENS2.6

ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061)

Students:

- using a range of sources, describe and explain how and why ONE area, e.g. transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times 📖 🗋️ ⭐ 🌿

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

Students:

- identify the various cultural groups that live and work in the local community 🌐
- focusing on ONE group, investigate their diverse backgrounds and outline their contribution to the local community using a range of sources, eg photographs, newspapers, oral histories, diaries and letters 📄

Cultures, could relate to CUS2.3

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems (ACHHK063)

Students:

- identify and describe local, state and national symbols and discuss their origins, symbolism and significance, eg the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia 🇦🇺
- identify important Australian celebrations and commemorations and discuss their origins and significance in society 🌐

Cultures, could relate to CUS2.3

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)

Students:

- identify global celebrations and commemorations, including those of the major world religions 🌐
- describe the origin of these celebrations 🌐

Cultures, could relate to CUS2.4