The Australian
Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS,History,Geography,Civics and Citizenship,Economics and Business
Year levels	Year 2

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Year 2 Content Descriptions

Inquiry and skills

Questioning

Pose questions about past and present objects, people, places and events (ACHASSI034 - Scootle ↗)

Elaborations

developing how, when, where, why questions at the start of and during an investigation and then revisiting the questions to check if they have been answered

developing inquiry questions about a historical site (for example, 'What does it look like now?', 'What condition is it in?', 'What was its purpose?', 'How might its use have changed?', 'How was it built/created?', 'Who built it?', 'How is it now used?', 'Why is it important?')

developing inquiry questions about places (for example, 'What are the features of the place?', 'How far away is it?', 'How easy is it to get to?', 'How am I connected to it?')

posing questions using the stems, 'How do I feel about …', 'What would it be like to …' and 'What effect …'

Researching

Collect data and information from observations and identify information and data from sources provided (ACHASSI035 - Scootle ↗)

Elaborations

identifying information in sources relevant to learning about the past (for example, photographs, interviews, newspapers, stories and maps, including those online) and sources relevant to learning about places (satellite images, globes, diagrams, measurements, field photographs)

locating historical evidence of the local community's past (for example, place and street names that commemorate people, monuments, built and non-built historical landmarks, middens, remnants of

native vegetation and old building remains)

surveying peers to discover how they are connected to people in other places in Australia and the world, or to find out how frequently they visit places and for what purpose
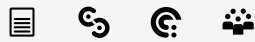
exploring Aboriginal and Torres Strait Islander Peoples' connections to Country/Place through oral histories Dreaming and Creation stories, dance, art and cultural representations

Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI036 - Scootle ↗)
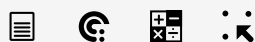
Elaborations

sorting and recording written or pictorial information or survey results in tables under headings such as 'then/now', 'past/present/future', 'places near/far', 'places visited', 'purpose', 'frequency', 'distance'

creating pictorial maps with annotations to show familiar local and/or historical sites, their features and location, and adding further information as extra sites are identified
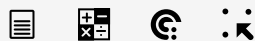
locating the places they are connected to (such as through family, travel, friends), or the places they visit for shopping, recreation or other reasons on a print, electronic or wall map

making a map or plan of significant places in the community, incorporating symbols to show location of objects or significant features
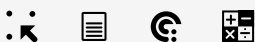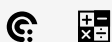
Sequence familiar objects and events (ACHASSI037 - Scootle ↗)

Elaborations

ordering key events in the history of the local community or in its development (for example, the history of the school; developmental stages of telecommunications technologies)

creating a timeline, slideshow or story to show how things develop sequentially (for example, seasonal change in plants, cycles of the weather, personal growth milestones)
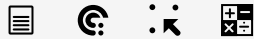
Analysing

Explore a point of view (ACHASSI038 - Scootle ↗)

Elaborations

discussing why some places are considered special or significant by others (for example, by parents, Aboriginal or Torres Strait Islander Peoples, their grandparents or familiar elders their friends, returned soldiers, wildlife workers)

examining the points of view of older generations about changes over time (for example, changes to the natural or built environment, changes to daily living)

listening to different stories (for example, Dreaming and Creation stories) about reasons for the change of seasons or about how natural features of Earth were created
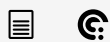
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI039 - Scootle ↗)
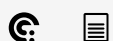
Elaborations

comparing places that differ over time or across location (for example, climate, natural environment, plants, animals, people's home)

identifying how objects and activities are similar or different depending on conditions in local and distant places (for example, clothes, transport, technology)

identifying features of a site that reveal its past (such as decorations and plaques on buildings) and suggesting clues that help understanding of its history (such as dates, ageing, building style)
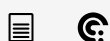
examining a historical site (for example, a home, a school) to explore how technology has changed life over time (for example, how and where food was obtained and prepared, how people travelled, how people stayed warm or cool, how sewerage was managed, types of work, the roles of men, women, boys and girls)

Interpret data and information displayed in pictures and texts and on maps (ACHASSI040 - Scootle ↗)

Elaborations

interpreting distance on maps using terms such as 'metres', 'distant', 'close', 'local', 'many hours in a bus/car/plane', 'walking distance' to decide on the accessibility of different features and places

interpreting flowcharts and geographic and concept maps to explore system connections (for example, places members of their class are connected to, where some food comes from, how Aboriginal songlines connect places)

interpreting symbols and codes that provide information (for example, map legends)

explaining what intangible boundaries mean or why they exist (for example, the equator as a division on a globe, out-of-bounds areas shown on a plan of the school)

Evaluating and reflecting

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI041 - Scootle ↗)

Elaborations

drawing conclusions about how traditional Aboriginal and Torres Strait Islander Peoples were able to overcome the constraints of distance (for example, trading goods and ideas across the continent and its islands)

making generalisations from data showing patterns and relationships (for example, the relationship between the distance of places and the frequency of visits to them; between rubbish in the school and eating areas; between marine animals and where human rubbish may go; between climate

zones and clothing or housing)

discussing the history or value of places in the local community from an exploration of place names (for example, place names that are linked to Aboriginal and Torres Strait Islander Peoples, historical events, early settlers, and political, religious and social figures)

Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI042 - Scootle ↗)
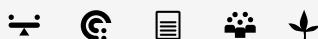
Elaborations

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

sharing with their teacher, other students and members of their family what they know and have learnt about connections with other places, and explaining the significance of these connections

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

Communicating

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI043 - Scootle ↗)

Elaborations

conveying information about the past and familiar places by representing ideas in written, spoken, pictorial or performance modes and by creating imaginative responses

composing reports with multimedia to share findings (for example, findings of a comparison of past and present daily life, a report on how access to and use of a place has changed over time, or recommendations on a building of significance)
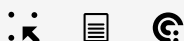
describing a significant person from their community's past in a short report or biography or through a fictional journal based on facts

using terms in speech and writing to denote the passing of time (for example, 'in the past', 'years ago', 'the olden days', 'in the future') and to describe direction and location (for example, north, south, opposite, near, far)

Knowledge and Understanding

History

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy** and **significance.** Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider why they should be preserved (significance, cause and effect, perspectives). They examine the impact of technology of people's lives (continuity and change, cause and effect), and speculate about people's lives in the past to further develop their understanding that people lived differently in the past (continuity and change, perspectives, empathy).

Inquiry Questions

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past (ACHASSK044 - Scootle ↗)

Elaborations

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 (for example, community building, landmark or war memorial) before searching for resources that provide an explanation
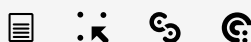
investigating the history of a chosen person, building, site or landmark in the local community using sources (for example, books, newspapers, oral histories, audiovisual material, digital sources, letters, photographs) and relating a story which these reveal about the past

The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved (ACHASSK045 - Scootle ↗)

Elaborations

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 Peoples, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander Peoples (for example, engraving sites, rock paintings, natural sites or features such as the Birrigai rock shelter, creeks or mountains)

identifying and designing a local historical tour of a building or site (for example, one related to a particular cultural group)

How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046 - Scootle ↗)

Elaborations

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 transistors, television, FM radio and digital technologies; how people shopped and what they liked to buy, changes in the nature of waste and how waste is managed)
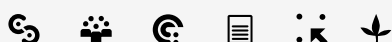
identifying technologies used in the childhoods of their grandparents or familiar elders and in their own childhood, and finding out where each was produced

examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example, Arrernte 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

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
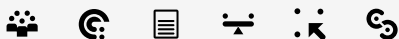
Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **interconnection.** Students develop a mental map of the world by learning the major geographical divisions on Earth (place, space, environment) and where they are located in relation to Australia (space). Students learn about the hierarchy of scale by which places are defined – from the personal scale of their home to the national scale of their country (scale). Students explore how distance and accessibility influence how often they visit places, and for what purpose (space, interconnection) and investigate their links with places locally and throughout the world (interconnection). They see how places have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection).

Inquiry Questions

- What is a place?
- How are people connected to their place and other places?
- What factors affect my connection to places?

The way the world is represented in geographic divisions and the location of Australia in relation to these divisions (ACHASSK047 - Scootle ↗)

Elaborations

investigating the definition of a continent and the seven-continent and six-continent models
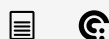
using geographical tools (for example, a globe and world map) or digital applications such as Google Earth to locate and name the continents, oceans, equator, North and South Poles, tropics and hemispheres and then labelling an outline map

describing the location of continents and oceans relative to Australia, using terms such as north, south, opposite, near, far

The idea that places are parts of Earth's surface that have been named by people, and how places can be defined at a variety of scales (ACHASSK048 - Scootle [↗])
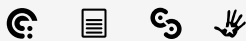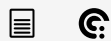
Elaborations

examining the names of features and places in the local area, the meaning of these names and why they were chosen

investigating the names and meanings given to local features and places by the local Aboriginal or Torres Strait Islander Peoples

describing the scale of places, from the personal (home), the local (their suburb, town or district), the regional (state) to the national (country)

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049 - Scootle [↗])
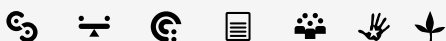
Elaborations

explaining that some Aboriginal and Torres Strait Islander people have special connections to many Countries/Places (for example, through marriage, birth, residence and chosen or forced movement)

discussing how some people are connected to one Country (for example, because it is "mother's" Country or "father's" Country)

describing the connections of the local Aboriginal and Torres Strait Islander Peoples with the land, sea, waterways, sky and animals of their Country/Place, and how this influences their views on the use of environmental resources

The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050 - Scootle [↗])

Elaborations

examining the ways people are connected to other places (for example, through relatives, friends, things people buy or obtain, holidays, sport, family origin, beliefs, or through environmental practices such as where their waste ends up and its effect on people there)

exploring how their place may be connected to events that have happened in other places (for example, sporting events such as the Olympic Games or natural disasters like the tsunami in Indonesia)
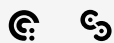
The influence of purpose, distance and accessibility on the frequency with which people visit places

(ACHASSK051 - Scootle ↗)

Elaborations

investigating the places they and their families visit for shopping, recreation, religious or ceremonial activities, or other reasons

suggesting what their pattern of visits to places might have been one or two generations ago and comparing this to their current pattern

investigating how people's connections with places are affected by transport and information and telecommunications technologies