

The Australian Curriculum

Learning areas	Humanities and Social Sciences
Subjects	HASS, History, Geography, Civics and Citizenship, Economics and Business
Year levels	Year 1

Year 1 Content Descriptions

Inquiry and skills

Questioning

Pose questions about past and present objects, people, places and events ([ACHASSI018 - Scootle](#) )



Elaborations

posing questions with the stems 'where', 'what', 'how' and 'why' about families, celebrations, places and the weather



asking questions before, during and after listening to stories about people and places and about their past and present



preparing questions for parents and members of older generations about how they lived in the past, where they lived and the places they value



collecting and displaying everyday objects (for example, toys, telephone, radio, cooking utensils, clothes) and other sources (for example, photos, found objects, maps, observation sketches) to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions



Researching

Collect [data](#) and information from observations and identify information and [data](#) from sources provided ([ACHASSI019 - Scootle](#) )



Elaborations

exploring stories from the past and present about people and families (for example, fiction books, letters, diaries, songs) and about places (for example, myths, Dreaming and Creation stories, fiction, story maps, films)



gathering evidence of change in a local place (for example, by comparing current observations of a place with photographs of it taken in the past)



using geographical tools (for example, photographs taken from the air, Google Earth or digital image searches) to locate and identify the different features of places and how they have changed over time, including places with largely natural features and those with largely constructed features



gathering information about the weather and seasons from the media, their own observations and from stories (for example, Aboriginal and Torres Strait Islander stories)



Sort and record information and [data](#), including location, in tables and on plans and labelled maps ([ACHASSI020 - Scootle](#) )



Elaborations

creating and sharing concept maps to show personal understanding of their world (for example, a web of family relationships and connections, or a mental map of their place and its important features or spaces)



making artefact and photo displays to show the features of a place (for example, collections of natural and constructed things from the environment) or to show the passing of time (for example, collections of things used when growing older, toys used by different generations) and labelling the display with simple captions



recording data about the location of places and their features on maps and/or plans (for example, labelling the location of their home and daily route to school on a map of the local area, drawing a plan of their classroom and labelling its activity spaces)



developing a pictorial table to categorise information (for example, matching clothes with seasons, activities with the weather, features and places, places with the work done)



Sequence familiar objects and events ([ACHASSI021 - Scootle](#) )



Elaborations

using visual representations such as a 'days of the week' chart, a class timetable or a calendar to sequence events or tasks



describing what they see as they move from one point to another (for example, going from home to school, from the classroom to the library)



Analysing

Explore a [point of view \(ACHASSI022 - Scootle\)](#)



Elaborations

comparing students' daily lives and those of their parents, grandparents, elders or familiar older person, and representing the similarities and differences in graphic form (for example, in a Venn diagram or Y-chart)



sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations) and explaining why they are favoured



Compare objects from the past with those from the present and consider how places have changed over time ([ACHASSI023 - Scootle](#))



Elaborations

identifying similarities and differences between activities over time by comparing objects of the past with those currently used (for example, comparing toys, games, clothes, phones, cooking utensils, tools, homework books)



using comparative language when describing family life over time and/or comparing features of places, such as 'smaller than', 'bigger than', 'closer', 'further', 'not as big as', 'younger/older than', 'more rainy days', 'fewer/less', 'hottest/coldest', 'sunnier', 'windier than'



exploring Aboriginal and Torres Strait Islander stories, traditional and contemporary, about places and the past and how places have changed



categorising objects, drawings or images by their features and explaining their reasoning, for example, categorising the features of a local place into natural (native forest), constructed (street of houses) and managed (windbreak of trees)



Interpret **data** and information displayed in pictures and texts and on maps ([ACHASSI024 - Scootle](#) )



Elaborations

finding the meaning of unfamiliar vocabulary relating to the past (for example, games such as jacks/knuckles and elastics; technology tools such as floppy discs or USBs, record player, cassette player)



using information gained from sources (for example, stories, photographs, fieldwork observations, satellite images, rock art) to answer 'when', 'where', 'what', 'how' and 'why' questions



finding a hidden item using a map or plan that shows its location



Evaluating and reflecting

Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps ([ACHASSI025 - Scootle](#) )



Elaborations

using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from geographic pictures) to make conclusions about change over time and place (for example, how occupations and/or technologies have changed; how places and behaviours change because of the seasons)



making conclusions after collecting and recording information about events over time (for example, a birthday chart that shows most class members are the same age; stories and pictures which confirm continuity of events over time, such as the local show) or about types of homes and locations where class members live (for example, an illustrated map showing that some students live in town, some live on a farm, some live in a unit, or some live in a house)



imagining what the future may hold based on what they know of the past and present (for example, envisioning what the town they live in might look like in the near future by comparing photographs of the past with their observation of the present) or envisaging how an environment might change due to human activity (such as when a new planting of street trees grow)



Reflect on learning to propose how to care for places and sites that are important or significant

(ACHASSI026 - Scootle [↗](#))



Elaborations

recalling information about a place or a site and giving reasons why it should be cared for and commemorated or celebrated



describing features of a space or place (such as a chicken coop, a play area, their bedroom, the reading corner, the beach) that is important to them and explaining what they could do to care for it



discussing how their behaviours reflect what they have learnt about caring for important places and significant sites (for example, taking care around school wildlife, turning off taps and lights, following etiquettes in special sites)



imagining how a local feature or place might change in the future and proposing action they could take to improve a place or influence a positive future



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 (ACHASSI027 - Scootle [↗](#))



Elaborations

creating shared texts (for example, pictorial charts, calendars, lists, recounts, wall murals/collages, big books) to record observations or report findings



retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs



using terms to denote the sequence of time (for example, 'then', 'now', 'yesterday', 'today', 'past', 'present', 'later on', 'before I was born', 'in the future' and 'generations')



explaining to classmates where places are, and the directions to be followed when moving from one place to another, with the use of appropriate terms for direction and location (for example, terms such as 'beside', 'forward', 'up', 'down', 'by', 'near', 'further', 'close to', 'before', 'after', 'here', 'there', 'at')



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**, **perspectives**, **empathy** and **significance**. The content for this year focuses on similarities and differences in family life over recent time (continuity and change, perspectives) and how people may have lived differently in the past (empathy). Students' understanding is further developed as they consider dates and changes that have personal significance (significance). As students continue to explore the past and the present, they begin to speculate about the future (continuity and change).

Inquiry Questions

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Differences in family structures and roles today, and how these have changed or remained the same over time ([ACHASSK028 - Scootle](#) )

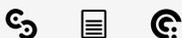


Elaborations

considering a range of family structures (for example, nuclear families, one-child families, large families, single parent families, extended families, blended (step) families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages



comparing families in the present with those from the recent past (the families of parents, grandparents or familiar older person) in terms of their size and structure (for example, the different types of family such as nuclear, single parent, blended)



examining and commenting on the roles of family members over time (for example, listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example, work at home, work outside the home, child care, gender roles, children's responsibilities, pocket money)



How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons ([ACHASSK029 - Scootle](#) )



Elaborations

predicting, using knowledge of the past and present (for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons) and ordering these references to time in sequence using terms such as 'before', 'after', 'next', 'then', 'a long time ago', and 'then and now'



exploring how cultures recognise significant events (for example, the Chinese describe a child as being one year old on the day he/she is born; some religious groups don't celebrate birthdays)



identifying dates and changes that have personal significance (for example, birth dates, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to students' cultural backgrounds



examining seasonal calendars of Aboriginal and Torres Strait Islander groups (for example, the Gagudju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three)



Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods ([ACHASSK030 - Scootle](#) )



Elaborations

comparing and commenting on photographs and oral histories (for example, talking to parents, grandparents and other elders) to find out how daily lives have changed



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)



Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment** and **change**. Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures (place, environment). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

The natural, managed and constructed [features of places](#), their location, how they change and how they can be cared for ([ACHASSK031 - Scootle](#) )



Elaborations

using observations of the local place to identify and describe natural features (for example, hills, rivers, native vegetation), managed features (for example, farms, parks, gardens, plantation forests) and constructed features (for example, roads, buildings) and locating them on a map



recounting Dreaming and Creation stories of Aboriginal Peoples and Torres Strait Islander Peoples that identify the natural features of a place



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)



describing local features people look after (for example, bushland, wetland, park or a heritage building) and finding out why and how these features need to be cared for, and who provides this care



The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them ([ACHASSK032 - Scootle](#) )



Elaborations

describing the daily and seasonal weather of their place by its rainfall, temperature, sunshine and wind, and comparing it with the weather of other places that they know or are aware of



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



Activities in the local [place](#) and reasons for their location ([ACHASSK033 - Scootle](#) )



Elaborations

identifying the activities located in their place (for example, retailing, medical, educational, police, religious, office, recreational, farming, manufacturing, waste management activities), locating them on a pictorial map, and suggesting why they are located where they are



identifying which resources they can recycle, reduce, re-use or none of these, and what local spaces and systems (for example, rules, signs, waste collection truck routes) support these activities



exploring activities in the local rivers, lakes and coastal waters and identifying constructed features (for example, Aboriginal eel traps, jetties, shark nets, fish farms)



describing how they rearrange the space within the classroom for different activities (for example, reading time or a drama)

