AUSVELS: AUSTRALIAN CURRICULUM: **HISTORY YEAR/LEVEL 3**: Community and Remembrance

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?

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| Key Concepts: sources, continuity and change, cause and effect, perspectives, empathy and significance. |
| Strand 1: Historical Knowledge & Understanding | Strand 2: Historical Skills |
| **Community and Remembrance:**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) * 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

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) * 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)

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

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)* 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, National Sorry Day and MABO day)
* recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia’s Indigenous Peoples (2008)

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 Level, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)**ã*** 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
 | **Chronology, terms & concepts:**Sequence historical people and events(ACHHS065)* 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

Use historical terms (ACHHS066)* 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

**Historical questions & research:**Pose a range of questions about the past (ACHHS067) * 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?')

Identify sources (ACHHS215)* identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings

**Analysis & use of sources:**Locate relevant information from sources provided (ACHHS068)* 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
* using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)

**Perspectives & interpretations:**Identify different points of view (ACHHS069)* identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians)

**Explanation & communication:**Develop texts, particularly narratives (ACHHS070)* 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)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)* 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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| **Level 3 achievement standard**By the end of Level 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. |

\*This document intends to assist teachers in their implementation of the Australian curriculum through AUSVELS– it combines description and elaboration statements. The blue elaborations are examples of how the learning can be achieved; not a list of tasks that have to be done. Teachers are advised to consult the online documentation to clarify further detail for themselves. The ‘AusVELS’ is the official documentation for Victorian schools.

Cross-curriculum priorities to be included in all learning areas: Aboriginal and Torres Strait Islander histories and cultures (); Asia and Australia’s engagement with Australia (ã ); Sustainability ()

Reference : <http://ausvels.vcaa.vic.edu.au/> This grid is an adaption of the information from the VCAA site to create a visual representation to assist teachers.