YEAR 1 ACHIEVEMENT STANDARD

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, in the use of a range of texts.

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Differences in family structures and roles today, and how these have changed or remained the same (ACHHS032)
- Examining and commenting on photographs and oral histories (for example, talking to parents, grandparents and other family members)
- Creating a timeline, slideshow or story using everyday language and terms to denote time (ACHHS033)
- Using terms to denote time (for example, ‘present’, ‘generations’) (ACHHS034)
- Exploring stories from and about the past using sources provided (ACHHS035)
- Exploring a range of sources about the past (ACHHS036)
- Identifying and comparing features of objects from the past and present (ACHHS037)
- Explore a point of view (ACHHS038)
- Developing a narrative about the past (ACHHS039)

CONTENT DESCRIPTORS: HISTORICAL SKILLS

- Elaborations:
  - Using visual sequences of time such as a ‘day of the week’, a class calendar or a calendar of significant dates or events
  - Creating timelines, diaries or story maps using photos

- Pose questions about the past using sources provided (ACHHS033)
  - Elaborations:
    - Inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, role of the parents and siblings)
    - Discussing what life was like for their parents and grandparents by posing questions about everyday objects (for example kitchen items, clothing, vehicles, toys, photos and stories from the past, using ‘What? How? Why?’ questions)

- Explore a range of sources about the past (ACHHS036)
  - Elaborations:
    - Comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, television, radios)

- Identify and compare features of objects from the past and present (ACHHS037)
  - Elaborations:
    - Comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, television, radios)

- Explore a point of view (ACHHS038)
  - Elaborations:
    - Representing and exploring differences between people’s daily lives and those of their parents and grandparents in graphics (for example Venn diagrams, pie charts)

- Developing a narrative about the past (ACHHS039)
  - Elaborations:
    - Writing a story about life in the past and about how these changes have affected people's personal lives

- Use a range of communication forms (oral, graphic, written, role play and digital technologies) (ACHHS038)
  - Elaborations:
    - Representing ideas and creating imaginative responses through written story, role play, speaking, drawing