YEARS 2 ACHIEVEMENT STANDARD

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past

| ACHHK044 |

Elaborations
- identifying why a particular site has heritage significance/istoric value for present generations (for example it provides a record of a significant natural or human event, reflects the community's identity)
- identifying, in combination with Aboriginal and Torres Strait islander people, and building within appropriate local laws, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engravings, rock paintings, natural sites or features such as the Birragai rock shelter: create or reassemble)
- describing the cultural and historical significance of a site (for example related to a particular cultural group)

Other resources will vary depending upon your local area.

City of Gosnells Museum-Wilkinson Homestead. The website provides some great links to images and information about the history of Gosnells and the surrounding areas, but they run short.

http://www.lifeonperth.com/barracksarch.htm

CONTENT DESCRIPTORS: HISTORICAL SKILLS

Sequence familiar objects and events [ACHHS041]

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Elaborations
- comparing key events in the history of the local community using photographic and oral traditions

Distinguish between the past, present and future [ACHHS042]

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Elaborations
- using terms to describe the passing of time in specific past events (for example in the last year, the other day, in the future)
- identifying signs of the past in photographs and other visual representations and using the correct terms for these features (for example we invented, discovered)

Pose questions about the past using sources provided [ACHHS049]

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Elaborations
- developing Inquiry questions about a site (the example: What does it look like? What features do you see?
- using the correct terms to describe the past (for example we invented, discovered)
- using the correct terms to describe the past (for example we invented, discovered)

Explore a range of sources about the past [ACHHS050]

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Elaborations
- locating historical evidence of the local community including signs of the past in the present (for example places and street names, monuments, built and non-built historical buildings)
- examining sources such as photographs, newspapers, videos and maps to answer the question (for example we invented, discovered)
- using the correct terms to describe the past (for example we invented, discovered)

Identify and compare features of objects from the past and present [ACHHS051]

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Elaborations
- identifying place and street names in the local community and discovering the origins of the name (for example we invented, discovered)
- using the correct terms to describe the past (for example we invented, discovered)

Explore a point of view about changes in the built and natural environment and daily life over time [ACHHS052]

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Elaborations
- examining a point of view about changes in the built and natural environment and daily life over time (for example we invented, discovered)
- using the correct terms to describe the past (for example we invented, discovered)

Develop a narrative about the past [ACHHS053]

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Elaborations
- using the correct terms to describe the past (for example we invented, discovered)
- using the correct terms to describe the past (for example we invented, discovered)

Use a range of comprehension forms (oral, graphic, written, role play) and digital technologies [ACHHS044]

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Elaborations
- representing ideas and creating imaginative experiences through visual images as well as written and spoken descriptions and narratives

Teacher:     Date: