YEAR 3 ACHIEVEMENT STANDARD

By the end of Year 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.

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

The role that people of diverse backgrounds have played in the development and character of the local community [ACHHIS062]

Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and commemorations [ACHHIS063]

Elaborations

• identifying and discussing the historical origins of an important Australian celebration or communication
• presenting a list of local, state and national symbols and understand the value these symbols hold for the community
• examining the significance of symbols (for example the flag, coat of arms, motto, national symbols such as ANZAC, national day and national festivals)

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 Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan [ACHHIS064]

Elaborations

• comparing the significance of national days in different countries
• listing any symbols and elements they have in common
• analysing the intentional and unintentional celebration of significant days, such as Independence Day in the USA
• investigating the origins and significance of international celebrations or commemorations, for example the International Day of Peace and its celebrations important to particular cultural groups in Australia and other countries

CONTENT DESCRIPTORS: HISTORICAL SKILLS

• composing historical texts (for example a biography or a letter to a historical figure)
• evaluating the role of historical documents
• comparing historical texts (for example a biography or a letter to a historical figure)
• identifying key aspects of the historical period (for example a discussion of the roles of women in society)
• identifying events and developments
• comparing and contrasting different perspectives (for example the experiences of men and women or the perspectives of different leaders)
• identifying trends and changes over time

Creating and including a presentation (for example one that includes text, images and video) to reflect the diverse character of the community today

CONTENT DESCRIPTORS: HISTORICAL KNOWLEDGE AND UNDERSTANDING

The First Australians

Historical Year 3

Teacher: ____________________________
Date: ____________________________

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Cross Curriculum Priorities

Aboriginal and Torres Strait Islander histories and cultures

Asia and Australia’s engagement with Asia

Sustainability

Literacy

ICT Competence

Critical and Creative Thinking

Intercultural Understanding

Personal and Social Capability

Ethical Behaviour