

### Year level description

The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship.

The content provides opportunities for students to begin to develop humanities and social sciences understanding through key concepts including **significance, continuity and change, place and space, and perspectives**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### Foundation inquiry questions

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: Inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas:

- Who am I, where do I live and who came before me?
- Why are some places and events special and how do we know?

### Foundation achievement standard

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

Inquiry and skills strand

Content descriptions

Questioning

- Pose questions about past and present objects, people, places and events

Researching

- Collect data and information from observations and identify information and data from sources provided
- Sort and record information and data, including location, in tables and on plans and labelled maps
- Sequence familiar objects and events

Analysing

- Explore a point of view
- Compare objects from the past with those from the present and consider how places have changed over time
- Interpret data and information displayed in pictures and texts and on maps

Evaluating and reflecting

- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps
- Reflect on learning to propose how to care for places and sites that are important or significant

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

Knowledge and understanding strand

History

Concepts for developing understanding

The content in the history sub-strand in this year gives students opportunities to develop historical understanding through key concepts including **continuity and change, perspectives, empathy and significance**. Through studies of their family, familiar people and their own history, students look at evidence of the past, exposing them to an early understanding that the past is different from the present (continuity and change). They come to understand why some events are important in their own and others' lives (significance), and how different people commemorate events that are important to them (empathy, perspectives).

Inquiry Questions

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Content descriptions

- Who the people in their family are, where they were born and raised and how they are related to each other
- How they, their family and friends commemorate past events that are important to them
- How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums

Geography

Concepts for developing understanding

The content in the geography sub-strand provides ways of developing students' understanding of **place, space and environment**. Students explore the place they live in and belong to, and learn to observe and describe its features, and why it is important to them. They explore their own special places, how they feel about them, what makes them special, and how they can care for them (place, environment). They learn that their place is also the place of Aboriginal or Torres Strait Islander Peoples (place). The idea of location is introduced through learning about representations on which places can be located and drawing story maps and creating models to show where familiar places and features are located (space).

Inquiry Questions

- What are places like?
- What makes a place special?
- How can we look after the places we live in?

Content descriptions

- The representation of the location of places and their features on simple maps and models
- The places people live in and belong to, their familiar features and why they are important to people
- The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples
- The reasons why some places are special to people, and how they can be looked after