

Year level description

The Year 1 curriculum provides a study of the recent past, the present and the near future within the context of the student's own world. Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to. They examine their daily family life and how it is the same as and different to previous generations. They investigate their place and other places, their natural, managed and constructed features, and the activities located in them. They explore daily and seasonal weather patterns and how different groups describe them. They anticipate near future events such as personal milestones and seasons. The idea of active citizenship is introduced as students explore family roles and responsibilities and ways people care for places.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; place and space; roles, rights and responsibilities; and perspectives and action**. 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.

Year 1 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:

- How has family life and the place we live in changed over time?
- What events, activities and places do I care about? Why?

Year 1 achievement standard

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

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 provides opportunities for students to develop historical understanding through key concepts including **continuity and change, perspectives, empathy and significance**. The content for this year focuses on similarities and differences in family life over recent time (continuity and change, perspectives) and how people may have lived differently in the past (empathy). Students' understanding is further developed as they consider dates and changes that have personal significance (significance). As students continue to explore the past and the present, they begin to speculate about the future (continuity and change).

Inquiry Questions

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Content descriptions

- Differences in family structures and roles today, and how these have changed or remained the same over time
- How the present, past and future are signified by terms indicating time, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons
- Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods

Geography

Concepts for developing understanding

The content in the geography sub-strand provides opportunities to develop students' understanding of **place, space, environment and change**. Students learn about the natural, managed and constructed features of places and how these features provide evidence of change (place, environment, change). Students understand that important activities are located in places and explore where they are located, and why (space). Students study the daily and seasonal weather patterns of their place and of other places, including how seasonal change is perceived by different cultures (place, environment). They come to understand how places are cared for (environment).

Inquiry Questions

- What are the different features of places?
- How can we care for places?
- How have the features of places changed?

Content descriptions

- The natural, managed and constructed features of places, their location, how they change and how they can be cared for
- The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them
- Activities in the local place and reasons for their location