

Rationale

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally. Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Year 2 Achievement Standard

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

Aims

The F–6/7 Australian Curriculum for Humanities and Social Sciences aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- the capacity to use inquiry methods and skills, including questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including critical and creative problem-solving, informed decision making, responsible and active citizenship, enterprising financial behaviour and ethical reflection.

Key Ideas

Through their learning in each subject or sub-strand, students develop knowledge and understanding relating to broader enduring ideas that underpin the Humanities and Social Sciences in the Australian Curriculum, which are represented in varying ways across the subjects. The key ideas are outlined below:

Who we are, who came before us, and traditions and values that have shaped societies

Students explore their own identity, Australia's heritage and cultural diversity, and Australia's identity as a nation in the world. They examine the significance of traditions and shared values within society.

How societies and economies operate and how they are changing over time

Students learn about Australian society and other societies in the world, both past and present; and how they function socially, culturally, economically and politically. Students examine developments that have resulted in or are bringing about change.

The ways people, places, ideas and events are perceived and connected

Students are provided with opportunities to explore different perceptions of people, places, ideas and events. They develop an understanding of the interdependent nature of the world and the interrelationships within and between the natural environment, human communities and economies. They explore how people, ideas and events are connected over time and increasingly interconnected across local, national, regional and global contexts.

How people exercise their responsibilities, participate in society and make informed decisions

Students examine how individuals and groups have participated in and contributed to society past and present. They examine the rights and responsibilities of individuals and groups over time and in different contexts. They develop an understanding of the need to make decisions, the importance of ethical considerations and being informed when making decisions, the processes for decision-making and the implications of decisions that are made for individuals, society, the economy and the environment.

Year 2 Level Description**Our past and present connections to people and places**

The Year 2 curriculum extends contexts for study beyond the personal to the community and to near and distant places that students are familiar with or aware of, exploring connections between the past and present and between people and places. Students examine remains of the past in their local area, coming to understand how connections have changed the lives of people over time and space and how their community values and preserves connections to the past. They study where they are located in the world and how the world is represented on maps and through place names that reveal the history and value of these places. Students explore other cultures' connections to their local place and their own connections to distant places. Through a study of technological change, students see how they are both similar and different to people in the past and how they are connected to places near and far. The idea of citizenship is introduced as students think about how people are connected.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including significance, continuity and change, cause and effect, place and space, interconnections 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.

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.

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Structure

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills.

In the F–6/7 Humanities and Social Sciences curriculum, history, geography, civics and citizenship and economics and business are presented as sub-strands of the knowledge and understanding strand. In these years, students are introduced to history and geography from Foundation Year, civics and citizenship in Year 3 and economics and business in Year 5. In Years 7–10, the curriculum is organised by subject. In Years 9 and 10, student access to Geography, Civics and Citizenship and Economics and Business will be determined by school authorities or individual schools.

Year 2 Content Descriptions

Inquiry and Skills	Knowledge and Understanding- History	Knowledge and Understanding- Geography
<p>Questioning</p> <ul style="list-style-type: none"> • Pose questions about past and present objects, people, places and events. <p>Researching</p> <ul style="list-style-type: none"> • 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. <p>Analysing</p> <ul style="list-style-type: none"> • 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. <p>Evaluating and reflecting</p> <ul style="list-style-type: none"> • 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. <p>Communicating</p> <ul style="list-style-type: none"> • 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. 	<p>Concepts for developing understanding</p> <p>The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance.</p> <p>Through studies of their local area, students explore, recognise and appreciate the history of their community. Students examine remains of the past and consider why they should be preserved (significance, cause and effect, perspectives). They examine the impact of technology of people’s lives (continuity and change, cause and effect), and speculate about people’s lives in the past to further develop their understanding that people lived differently in the past (continuity and change, perspectives, empathy).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> ○ What aspects of the past can you see today? What do they tell us? ○ What remains of the past are important to the local community? Why? ○ How have changes in technology shaped our daily life? <p>Content Descriptions</p> <ul style="list-style-type: none"> • The history of a significant person, building, site and/or part of the natural environment in the local community and what it reveals about the past. • The importance today of a historical site of cultural or spiritual significance in the local area, and why it should be preserved. • How changing technology affected people’s lives (at home and in the ways they worked, travelled, communicated and played in the past). 	<p>Concepts for developing understanding</p> <p>The content in the geography sub-strand provides opportunities to develop students’ understanding of place, space, environment and interconnection. Students develop a mental map of the world by learning the major geographical divisions on Earth (place, space, environment) and where they are located in relation to Australia (space). Students learn about the hierarchy of scale by which places are defined – from the personal scale of their home to the national scale of their country (scale). Students explore how distance and accessibility influence how often they visit places, and for what purpose (space, interconnection) and investigate their links with places locally and throughout the world (interconnection). They see how places have meaning to people and the connection Aboriginal and Torres Strait Islander Peoples have with Country/Place (place, environment, interconnection).</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> ○ What is a place? ○ How are people connected to their place and other places? ○ What factors affect my connection to places? <p>Content Descriptions</p> <ul style="list-style-type: none"> • The way the world is represented in geographic divisions and the location of Australia in relation to these divisions. • The idea that places are parts of Earth’s surface that have been named by people, and how places can be defined at a variety of scales. • The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place. • The connections of people in Australia to people in other places in Australia and across the world. • The influence of purpose, distance and accessibility on the frequency with which people visit places.