

## HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

The Australian Curriculum: History is organised into two interrelated strands: *Historical Knowledge and Understanding* and *Historical Skills*.

By the end of the Foundation (Prep) year, students

- identify similarities and differences between families
- recognise how important family events are commemorated
- Students sequence familiar events in order
- pose questions about their past
- relate a story about their past using a range of texts

By the end of Year 6, students

- identify change and continuity and describe the causes and effects of change on society
- compare the different experiences of people in the past
- explain the significance of an individual and group.
- sequence events and people (their lifetime) in chronological order, and represent time by creating timelines
- develop questions to frame an historical inquiry
- identify a range of sources and locate and compare information to answer inquiry questions
- examine sources to identify and describe points of view
- develop texts, particularly narratives and descriptions
- organise and present information, using historical terms and concepts and incorporating relevant sources