

Mapping tool – preamble for History

This mapping tool matches essential content elements from two curriculum frameworks: *Every chance to learn* ELA 21, ELA 22 and ELA 23 to the Australian Curriculum (History) V1.1. Teachers using this tool are reminded to consider the underlying principles and philosophy as well.

The **Overview** of each ELA in *Every chance to learn* discusses the scope, features, concepts, values and attitudes of

- ELA 21 *The student understands about Australia and Australians*
- ELA 22 *The student understands what it means to be a citizen in a democracy*
- ELA 23 *The student understands world issues and events.*

The **Rationale** of the Australian Curriculum (History) reminds readers that the two interrelated strands have different intentions:

- The *Historical Knowledge and Understanding* strand provides the contexts and refers to *concepts for developing understanding such as [evidence](#), [continuity and change](#), [cause and effect](#), [significance](#), [perspectives](#), [empathy](#) and [contestability](#)*
- The *Historical Skills* strand promotes the process skills of *[historical inquiry](#): [chronology](#), [terms](#) and [concepts](#); *historical questions and research; the analysis and use of sources; [perspectives](#) and interpretations; explanation and communication.**

Further information can be inferred from

- opening **hyperlinked codes** to the Australian Curriculum, and pasting them into the 'search' function to identify content elaborations, general capabilities and links to cross-curriculum priorities.

History – Later Childhood

Every chance to learn		Australian Curriculum		
21. The student understands about Australia and Australians		Insert Strand/s Here		
		Year 3	Year 4	Year 5
21.LC.1	a range of natural environments and features in Australia, how these have shaped Australia's settlement and development and how people have shaped these environments	•	•	•
21.LC.2	significant landmarks, places and population centres in Australia	•	•	•
21.LC.3	the ways Australia's Indigenous peoples lived prior to colonisation, including distribution across Australia, diversity of cultures, languages, customs, social organisations, technologies and land uses	•	<ul style="list-style-type: none"> • The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077) 	•

21.LC.4	why Australia was colonised by Britain (e.g. context of colonisation, penal settlement)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079) 	<ul style="list-style-type: none"> • Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)
21.LC.5	aspects of Australia from colonisation to Federation, including government (e.g. development of colonies and states, exploration and settlement, daily lives of a variety of people, significant individuals and groups)	<ul style="list-style-type: none"> • ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061) 	<ul style="list-style-type: none"> • The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080) 	<ul style="list-style-type: none"> • The nature of a convict or colonial settlement in Australia, including the factors that influenced patterns of settlement, aspects of the daily life of its different inhabitants, and how they changed the environment. (ACHHK094) • The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095) • The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)

21.LC.6	cultural groups within Australian communities, including some features of their histories, customs and beliefs	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080) (repeated) 	<ul style="list-style-type: none"> • The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)
21.LC.7	how cultural diversity, including Aboriginal and Torres Strait Islander cultures, have influenced national identity and community life in Australia over time	<ul style="list-style-type: none"> • The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062) • The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
21.LC.8	images and symbols used to represent Australians and the values they reflect (e.g. Australian flags and anthems, bush to beach and urban imagery)	<ul style="list-style-type: none"> • Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems (ACHHK063) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

21.LC.9	the influences of Indigenous peoples on the valuing and naming of Australian places	<ul style="list-style-type: none"> The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060) (repeated) 	<ul style="list-style-type: none"> The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080) (repeated) 	<ul style="list-style-type: none">
21.LC.10	identify and represent key features of places in Australia on maps	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
21.LC.11	interpret and construct timelines to sequence events	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS081) 	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS081) 	<ul style="list-style-type: none"> Sequence historical people and events (ACHHS098) Use historical terms and concepts (ACHHS099)
21.LC.12	access and interpret information from a range of sources (e.g. atlases, satellite images, primary and secondary historical sources, census data, media)	<ul style="list-style-type: none"> Locate relevant information from sources provided (ACHHS084) 	<ul style="list-style-type: none"> Locate relevant information from sources provided (ACHHS084) 	<ul style="list-style-type: none"> Identify and locate a range of relevant sources (ACHHS101) Compare information from a range of sources (ACHHS103) Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105)

21.LC.13	explain current and past events using evidence from investigation	<ul style="list-style-type: none">• Develop historical texts, particularly narratives (ACHHS086)	<ul style="list-style-type: none">• Develop historical texts, particularly narratives (ACHHS086)	<ul style="list-style-type: none">• Develop historical texts, particularly narratives (ACHHS086)• Identify questions to inform an historical inquiry (ACHHS100)• Locate information related to inquiry questions in a range of sources (ACHHS102)
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Every chance to learn		Australian Curriculum		
22. The student understands and values what it means to be a citizen within a democracy		Insert Strand/s Here		
		Year 3	Year 4	Year 5
22.LC.1	why society has laws (e.g. the purpose of laws within a democracy in protecting people's rights), some rules and laws which relate to children and what happens when people break laws	•	•	•
22.LC.2	how the legal process plays an important role in protecting people's rights and key positions within the legal system (e.g. barrister, solicitor, judge)	•	•	•
22.LC.3	the three levels of government in Australia (i.e. local, state, federal)	•	•	•

22.LC.4	Australia as a democracy and the values that are fundamental to a healthy democracy (e.g. the rule of law, freedom of speech, freedom of the media, freedom of religion, freedom of association)	•	•	•
22.LC.5	the traditional methods of governance in Indigenous communities	<ul style="list-style-type: none"> • The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060) 	•	•
22.LC.6	the role and purpose of having a constitution, elections, parliament, government, political parties, elected representatives and civic participation	•	•	•

22.LC.7	key civic terms used in Australia that have been inherited from other times and places (e.g. 'democracy', 'citizen', 'government' and 'parliament')	•	•	•
22.LC.8	the concepts of community service, power and leadership, including why we have leaders, what good leaders do and the qualities of an effective leader	•	•	•
22.LC.9	the right of people to be different within the rule of the law	•	•	•
22.LC.10	the influence of different types of rule on people's lives (e.g. absolute monarchy, democracy) and that, when Australians travel overseas, the laws of the other countries apply to them	•	•	•

22.LC.11	the influence of significant individuals and events on the development of democracy in Australia (e.g. Henry Parkes, Federation)	•	•	<ul style="list-style-type: none"> • The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)
22.LC.12	how shared values can help people resolve conflict or achieve consensus between diverse views (e.g. understanding, tolerance, inclusion, respect)	•	•	•
22.LC.13	the range of ways in which people work together to contribute to civil society	•	•	•
22.LC.14	ways in which citizens are influenced by and can influence decisions, events and movements, considering relevant local, state, regional or global examples	•	•	•

22.LC.15	identify and exercise personal rights and responsibilities within their school and community	•	•	•
22.LC.16	participate in activities that celebrate diversity and support social cohesion (e.g. Harmony Day, Reconciliation, Racism No Way, Seniors Week)	• 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 (ACHHK064)	•	•
22.LC.17	contribute effectively to representative groups in familiar contexts (e.g. student representative council)	•	•	•
22.LC.18	consider whether laws and likely sanctions are fair and appropriate for all people in all situations (e.g. whether punishment is always appropriate when a law is broken)	•	•	•

<p>22.LC.19</p>	<p>access and evaluate the range of media and ICT as sources of information for active, informed citizens</p>	<ul style="list-style-type: none"> • Identify different points of view (ACHHS085) • Identify and locate a range of relevant sources (ACHHS101) 	<ul style="list-style-type: none"> • Identify different points of view (ACHHS085) • Identify and locate a range of relevant sources (ACHHS101) 	<ul style="list-style-type: none"> • Identify points of view in the past and present (ACHHS104) • Identify and locate a range of relevant sources (ACHHS101) • Compare information from a range of sources (ACHHS103) • Develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105)
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Every chance to learn		Australian Curriculum		
23. The student understands world issues and events		Insert Strand/s Here		
		Year 3	Year 4	Year 5
23.LC.1	significant world events and how they affect people's lives in different places (e.g. natural disasters, war)	•	•	•
23.LC.2	some of the links between people in Australia and other countries in the Asia-Pacific region that relate to current issues and events (e.g. family, social, political, economic)	<ul style="list-style-type: none"> • 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 (ACHHK064) 	•	•
23.LC.3	how present and future global issues and events may impact on people in Australia and Asia (e.g. environment, health, conflict)	•	•	•

23.LC.4	some of the causes of extreme poverty in the world today and the ways people support international charity organisations to provide aid	•	•	•
23.LC.5	significant geographic areas (e.g. deserts, seas, continents) and reference points in the world (e.g. countries, capital cities, the equator, poles)	•	•	•
23.LC.6	how issues and events that are happening in the world are connected to things that happened in the past	<ul style="list-style-type: none"> • ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061) (repeated) 	•	<ul style="list-style-type: none"> • The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096) (repeated)

23.LC.7	features of cultures and societies relating to world issues and events	<ul style="list-style-type: none"> • 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 (ACHHK064) (repeated) 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
23.LC.8	how different people can have different values and beliefs in different times and places	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
23.LC.9	locate places and geographic features on world maps (e.g. in the Asia-Pacific region)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
23.LC.10	ask historical questions (e.g. who, what, when, where, why, how)	<ul style="list-style-type: none"> • Pose a range of questions about the past. (ACHHS083) • Use historical terms (ACHHS082) 	<ul style="list-style-type: none"> • Pose a range of questions about the past. (ACHHS083) • Use historical terms (ACHHS082) 	<ul style="list-style-type: none"> • Identify questions to inform an historical inquiry (ACHHS100) (repeated)
23.LC.11	develop a timeline that indicates significant world events that are connected to one another	<ul style="list-style-type: none"> • Sequence historical people and events (ACHHS081) (repeated) 	<ul style="list-style-type: none"> • Sequence historical people and events (ACHHS081) (repeated) 	<ul style="list-style-type: none"> •

23.LC.12	discuss and provide opinions on current and past global issues and world events, considering some different perspectives	<ul style="list-style-type: none"> Identify different points of view (ACHHS085) 	<ul style="list-style-type: none"> Identify different points of view (ACHHS085) 	<ul style="list-style-type: none"> Identify points of view in the past and present (ACHHS104)
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Australian Curriculum content not covered by ECTL

YEAR 3

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS071](#))

YEAR 4

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. ([ACHHK078](#))

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS087](#))

YEAR 5

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS106](#))