

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 – Early Childhood

Every chance to learn		Australian Curriculum		
21. The student understands about Australia and Australians		Insert Strand/s Here		
		Foundation	Year 1	Year 2
21.EC.1	Australia as a large land mass with a variety of environments (e.g. varied landscapes, places where people live)	•	•	•
21.EC.2	some places and landmarks in the local community	•	•	•
21.EC.3	the meaning of names given to some familiar places (e.g. names of Canberra's streets and suburbs)	•	•	•
21.EC.4	the stories of some people and events in Australia's past (e.g. children's lives at different times such as during war, in the bush, before television, before colonisation, during migration, in the local area)	<ul style="list-style-type: none"> • Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) • How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004) 	<ul style="list-style-type: none"> • Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030) 	<ul style="list-style-type: none"> • The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)

21.EC.5	Indigenous people as the first Australians and aspects of Australia's history predating British colonisation	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
21.EC.6	individuals and groups in the community (e.g. through simple information texts, family histories, Dreaming stories, folk tales)	<ul style="list-style-type: none"> • Explore a range of sources about the past. (ACHHS050) • The different structures of families and family groups today, and what they have in common (ACHHK002) • Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) • How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004) 	<ul style="list-style-type: none"> • Explore a range of sources about the past. (ACHHS050) 	<ul style="list-style-type: none"> • Explore a range of sources about the past. (ACHHS050)
21.EC.7	some official and unofficial symbols used to represent Australia and Australians (e.g. national flag, anthem and coat of arms, flying kangaroo, boomerang, Vegemite)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

21.EC.8	the diversity of Australians (e.g. people may look and speak differently from each other and come from a variety of backgrounds)	<ul style="list-style-type: none"> The different structures of families and family groups today, and what they have in common (ACHHK002) 	<ul style="list-style-type: none"> Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028) 	<ul style="list-style-type: none">
21.EC.9	important days and events celebrated by their family and local community	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS015) How they, their family and friends commemorate past events that are important to them (ACHHK003) 	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS015) 	<ul style="list-style-type: none"> Sequence familiar objects and events (ACHHS015) The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) The importance today of an historical site of cultural or spiritual <u>significance</u>; for example, a community building, a landmark, a war memorial (ACHHK045)
21.EC.10	recognise Australia's shape (e.g. in images and on maps) and some of its places (e.g. relevant to students' experiences or classroom focus)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

21.EC.11	find out about people's lives in the past by asking questions of people they know (e.g. find out what their parents' lives were like when they were children)	<ul style="list-style-type: none">• Distinguish between the past, present and future (ACHHS048)• Pose questions about the past using sources provided (ACHHS049)	<ul style="list-style-type: none">• Distinguish between the past, present and future (ACHHS048)• Pose questions about the past using sources provided (ACHHS049)	<ul style="list-style-type: none">• Distinguish between the past, present and future (ACHHS048)• Pose questions about the past using sources provided (ACHHS049)
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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		
		Foundation	Year 1	Year 2
22.EC.1	their personal rights and responsibilities in familiar contexts (e.g. school, home)	•	•	•
22.EC.2	the key purpose rules have in protecting people's rights and responsibilities (e.g. in the classroom and in the school) and in supporting the values that help communities live and work together (e.g. understanding, tolerance, respect, being included and including others)	•	•	•
22.EC.3	the concept of fair and unfair rules	•	•	•
22.EC.4	voting as a key method for group decision-making in a democracy	•	•	•

22.EC.5	significant places where people come together to discuss issues and make decisions	•	•	•
22.EC.6	how and why people make decisions, and situations where people make decisions for themselves and situations where decisions are made on their behalf (e.g. class rules are designed collaboratively, but some school rules are predetermined)	•	•	•
22.EC.7	examples of how people work together to provide government services in familiar contexts	•	•	•
22.EC.8	the contributions made in the school and local community by diverse groups (e.g. volunteers, community groups, parents, leaders, teachers and students)	•	•	•

22.EC.9	how people use narratives (e.g. Dreaming stories, fables) to teach community values and appropriate behaviours	<ul style="list-style-type: none"> Develop a narrative about the past (ACHHS053) 	<ul style="list-style-type: none"> Develop a narrative about the past (ACHHS053) 	<ul style="list-style-type: none"> Develop a narrative about the past (ACHHS053)
22.EC.10	reasons people cooperate in groups	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
22.EC.11	make decisions in groups to achieve common goals (e.g. contribute to the development of class rules)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
22.EC.12	contribute to the formulation of agreed consequences for when people break rules and explore ways in which people can make amends	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
22.EC.13	participate in school events that celebrate and commemorate special local, community and national days (e.g. cultural events, sporting events, Anzac Day)	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044) (repeated)

Every chance to learn		Australian Curriculum		
23. The student understands world issues and events		Insert Strand/s Here		
		Foundation	Year 1	Year 2
23.EC.1	things that happen in the world beyond their local area (e.g. from the media and people they know)	•	•	•
23.EC.2	past and present world events that are of interest or significance (e.g. to themselves, members of their family and their class)	• Explore a range of sources about the past. (ACHHS050)	• Explore a range of sources about the past. (ACHHS050)	• Explore a range of sources about the past. (ACHHS050)
23.EC.3	the globe as a representation of the Earth and distinctive landscapes and places (e.g. land masses, water)	•	•	•
23.EC.4	some differences between Australia and places they talk about (e.g. climate, landscape, housing, population)	•	•	•

23.EC.5	ways people live differently in different places (e.g. food, features of culture, language and religion, schooling, clothing, access to resources)	•	•	•
23.EC.6	ways in which Australians, including young people, are connected to other people and places (e.g. families, travel, trade)	<ul style="list-style-type: none"> • Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001) 	<ul style="list-style-type: none"> • How the present, past and future are signified by terms indicating time such as ‘a long time ago’, ‘then and now’, ‘now and then’, ‘old and new’, ‘tomorrow’, as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029) 	<ul style="list-style-type: none"> • The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
23.EC.7	locate places on a globe where significant issues and events are occurring	•	•	•

23.EC.8	gather information about some past and present world events (e.g. from family members, media)	<ul style="list-style-type: none"> Identify and compare features of objects from the past and present (ACHHS051) How they, their family and friends commemorate past events that are important to them (ACHHK003) Explore a point of view (ACHHS020) 	<ul style="list-style-type: none"> Identify and compare features of objects from the past and present (ACHHS051) How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029) Explore a point of view (ACHHS020) 	<ul style="list-style-type: none"> Identify and compare features of objects from the past and present (ACHHS051) The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past (ACHHK046)) Explore a point of view (ACHHS020)
23.EC.9	recognise the traditions, practices, customs and celebrations of the different members of their class and locate where in the world these come from	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)

Australian Curriculum content not covered by ECTL

FOUNDATION

Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS022](#))

YEAR 1

Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS022](#))

YEAR 2

Use a range of communication forms (oral, graphic, written, role play) and digital technologies ([ACHHS022](#))