

C2C History — Concepts overview: Kindergarten to Year 10

C2C History concepts are consistent with Key concepts for developing historical understanding described in the Australian Curriculum: History. For each year level, new learning for each C2C Concept is described as the focus/context for that year level.

Australian Curriculum: History — Key concept for developing historical understanding as identified in Content structure section and Year level descriptions	C2C Concept	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
		Personal and family histories	Present and past family life	The past in the present	Community and remembrance	First contacts	The Australian colonies	Australia as a nation	The Ancient World [60,000 BC [BCE] – c.650 AD (CE)]	The Ancient to the Modern World [c.650 AD (CE) – 1750]	The making of the Modern World [1750-1918]	The Modern world and Australian [1918-present]
		Exploring families/ Tell me a story about the past	At this moment in time / Exploring yesterday and today — my grandparents, my parents and me	Exploring the impact of changing technology on people's lives / Exploring my local community	Investigating celebrations, commemorations and community diversity / Exploring continuity and change in local communities	Investigating European exploration and the movement of peoples / Investigating the impact of colonisation	Exploring the development of British colonies in Australia / Investigating the colonial period in Australia	Investigating the development of the Australian nation / Investigating the development of Australia as a diverse society	Investigating the ancient past / The Mediterranean world / The Asian world	The Western and Islamic World / The Asia-Pacific World / Expanding contacts	Making a better world / Australia and Asia / World War I	World War II / Rights and freedoms / The globalising world
Sources	Sources - any materials from the past, both written and non-written				Written, physical, visual and oral	Written, physical, visual and oral	Primary and secondary	Primary and secondary				
Evidence	Evidence - the information from sources which historians use to support their interpretation of past events and developments								Written and non-written evidence used in an inquiry	Written and non-written evidence used in an inquiry	Supports an interpretation of the past	Supports an interpretation of the past
Continuity and change	Continuity and change - some aspects of the past remain the same over periods of time and some aspects are different or they change	Aspects of personal and family life	Present and past daily and family life	Changes in technology shapes people's lives	Developments in the local community	Changes in societies due to contact with others	Life for different groups of people in colonial period	Development of Australia as a nation	Development of cultural practices and organised societies	Societies' social, economic, religious and political beliefs	Ways people worked, lived and thought	Australia's social, cultural, economic and political development
Cause and effect	Cause and effect - reasons for the occurrence of events or developments and the consequences of such events or developments	The past is different from the present	The present is different from or similar to the past	Impact of changes in technology in shaping peoples' lives	Nature of contributions made by different groups and individuals in the community	Nature and effects of contacts between societies	Economic, social and political impacts on society	Reasons for changes in society throughout the twentieth century	Nature and impact of contact and conflict within and/or with other societies	Influence of key beliefs and values on societies	Short- and long-term impacts of key events and ideas	Consequences of global events and changes in shaping the modern world
Perspectives	Perspectives - people's backgrounds and their different life experiences affect the way they see and understand events	Stories from the past differ depending on the narrator	Different points of view about daily life in the past	Different points of view about daily life in the past	Different points of view about events in the past	Different points of view about events in the past	Different points of view in and about the past and present	Different points of view in and about the past and present	Different perspectives based on beliefs, values and practices of society	Different perspectives based on beliefs, values and practices of society	A range of perspectives about the significance of events and developments	A range of perspectives about the significance of events and developments
Empathy	Empathy - understanding the circumstances, beliefs and values which influenced people's decisions and actions in the past	Different experiences of family life	Changing experiences of daily life over time	Changing experiences in the local community over time	Different experiences of commemorations and celebrations	Experiences of people in the past	Experiences and actions of people in the past	Experiences and actions of people in the past	Beliefs, values and practices of groups and individuals in the past	Beliefs, values and practices of groups and individuals in the past	Reasons for people's actions in the past	Reasons for people's actions in the past
Significance	Significance - the level of importance that should be assigned to past events, people, developments and ideas	Ways family and friends commemorate past events	Events of personal significance may differ	Important people, sites or events in the local community	Important events of the past and today	Individuals, groups and events that brought about change	People and events that shaped society	Contribution of individuals and groups to society	Key groups and individuals and their beliefs, values and practices	Influence of people, groups and ideas on society today	Key events, ideas and movements in the development of modern society	Influence of global events and ideas on Australian society
Contestability	Contestability - when particular interpretations about the past are open to debate; for example, historians do not always agree about the conclusions that can be drawn about past events, developments and ideas								Interpretations depend on beliefs, values and practices	Interpretations depend on beliefs, values and practices	Different interpretations of the past open to debate	Different interpretations of the past open to debate