

The International Year of Family Farming Snapshots in the Australian and Victorian AusVELS curriculum . In the Humanities Domains

The content of the Snapshots would fall mainly under the sub-domains of Geography, and Economics and for History, in the documenting of the present to compare with the past. Content descriptions which may be covered from the Snapshots are listed below.

F humanities

Students develop an awareness of spatial concepts through structured experiences within their immediate environment.

They investigate the relative location,

They draw simple pictorial maps

Students explore how and why natural factors (for example, changes in the weather) and human activities (for example, the closing of a park) affect their lives. They develop basic narratives that link events in their own experience.

F history

The different structures of families and family groups today, and what they have in common ([ACHHK002](#))

Level 1 & 2 humanities

Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour.

Through observation, they investigate and describe elements of the natural and built environments in their local area.

By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist.

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

Level1 History

Differences in family structures and roles today, and how these have changed or remained the same over time ([ACHHK028](#))

Level 2 History

students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

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](#))

Level 3 Humanities

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

Level 3 History

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](#))

Level 4 Humanities

Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

They examine and compare different types of work and specific jobs.

Level 5 & 6 Geography

As students work towards the achievement of Level 6 standards in Geography, they investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters. Students explore how humans have affected the Australian environment.

Using an inquiry-based approach, students explore environmental issues and consider possible solutions to current and future challenges. Students learn about environmentally sensitive areas such as local remnant vegetation, rivers,

To enhance the electronic presentations they develop, students search for and annotate relevant images from the Internet. Students participate in fieldwork using simple techniques; they explore effective ways to care for local places,

Level 5 & 6 Economics

They explore how the community defines, classifies and uses resources. They learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy.

Students consider the nature and meaning of work and its relationship to other activities in people's lives, including leisure. They examine various types of work and enterprise in a range of settings, including home, school and the community, and identify the different natures of paid and unpaid work.

Students use the inquiry process to plan investigations about economic issues

Level 5 history

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](#))

Level 6 history

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. ([ACHHK116](#))

Level 7 & 8 geog

Investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. They develop an appreciation of differences in the culture, living conditions and outlooks of people, i

Level 7 & 8 Economic

They consider the use, ownership and management of resources in personal, business and community contexts, and participate in activities in which they begin to appreciate that economic choices involve trade-offs that have both immediate and future consequences. They learn that a market, consisting of buyers and sellers, is one method of allocating resources.

They consider the nature of current and future work opportunities and factors that influence such opportunities.

Level 9 and 10 Geography

Students investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Students develop skills to evaluate the factors contributing to the development of these issues, identify strategies to address them and explore ways of managing them.

Students investigate the characteristics of development that occur across the globe.

Students research at least two development topics and the impact of globalisation in creating and reducing differences in development levels, for example, through technology transfers, resource use, and indebtedness.

Students investigate and learn to evaluate the impact and/or effectiveness of development-related projects, policies and strategies (such as large-scale water projects, tourism, the use of foreign aid, social reform and population control) on physical and human landscapes, locally, nationally and globally.

Level 9 & 10 Economics

Students investigate the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer.