### F–2

**What are the stories?**
- How can we understand this?
- How does this fit in time?

Stories you and other people tell about daily life in the past. Personal, family and community stories. Distinguishing between the past, present and future. The sequence of events within and between stories.

**Pedagogical questions:**
- What do people remember?
- Why do they remember?
- What is still here from the past?
- How are people talking about this?
- What words do people use when they talk about the past?
- When did this happen?
- What happened first, next, etc.?
- What is the order?

---

### 3–4

**What are the stories?**
- What language do we need to understand this?
- How does this fit in time?

Stories about the identity, diversity and change of the local community and broader Australian society over time.

**Pedagogical questions:**
- What are the stories about this?
- What do we already know about this?
- What do people remember or say about the past?
- What do people say about the past?
- What language do we need to understand this?
- What do people communicate about this?
- When did this happen?
- What long ago is that?
- What is the order?
- What happened first, next, etc.?

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### 5–6

**What are the stories?**
- What language and ideas do we need to understand this?
- How does this fit in time?

Stories about how Australia has developed, socially, economically and politically over time.

**Pedagogical questions:**
- What are the stories about this?
- What is recorded about the past?
- Where is it recorded?
- What do we already know about this?
- What do people remember or say about the past?
- What do people say about the past?
- What language do we need to understand this?
- What do people communicate about this period of time?
- When did this happen?
- What long ago is that?
- What is recorded or interpreted about the past?
- What is recorded or interpreted about the past?
- What is the main ideas they talk about?

---

### 7–8

**What are the stories?**
- What language and ideas do we need to understand this?
- How does this fit in time?

Stories about how global societies have developed and changed from ancient to modern times. Stories that show the values and beliefs that have influenced societies from ancient to modern times.

**Pedagogical questions:**
- What are the stories about this?
- What is recorded about the past?
- Where is it recorded?
- What do we already know about this?
- What do people say about the past?
- What do people communicate about this period of time?
- What are the main ideas they talk about?
- What are some of the key historical events from this time?
- What is recorded or interpreted about the past?
- When did this happen?
- What is the main ideas they talk about?
- What is the main ideas they talk about?
- What are the main ideas they talk about?

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### 9–10

**What are the stories?**
- What language and ideas do we need to understand this?
- How does this fit in time?

Stories about the global influences that have shaped the world as it is today socially, culturally, economically and politically. Stories about how Australia’s social, cultural, economic and political development has been shaped by global influences. Stories about Australia’s place in the Asia-Pacific region and its global standing over time.

**Pedagogical questions:**
- What are the stories about this?
- What information is available about this?
- What is recorded or interpreted about the past?
- Where is it recorded or interpreted?
- What do we already know about this?
- What has been collected, conserved or interpreted from the past?
- What is the main ideas they talk about?
- What is the main ideas they talk about?
- What is the main ideas they talk about?

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<tr>
<td><strong>What questions do we have?</strong></td>
<td>Questions about heritage and diversity in the local and wider community and changes over time.</td>
<td>Questions about cause and effect. Questions about continuity and change. Identify questions to inform a historical inquiry about Australia’s development over time.</td>
<td>Questions about cause and effect. Questions about continuity and change.</td>
<td>Questions about cause and effect. Questions about continuity and change. Identify a range of questions about the past to inform a historical inquiry about developments and changes in societies globally.</td>
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<tr>
<td><strong>Pedagogical questions:</strong></td>
<td>Examples of questions teacher can ask to help elicit students’ own questions:</td>
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**Example: Year 4**

**The diversity and longevity of Australia’s first peoples and the ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.**

What does this make you wonder about what life was like for Kaurna people before European settlement? What caused this? What effects did this have? Who did this impact on? Why?

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**Example: Year 6**

**Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migrants since the 1950s.**

What does this make you wonder about the Greek migrant story? What else do you want to know about this? What does this make you wonder about other migrant groups? What happened to the Greek people who stayed in Greece? How did Greek migration influence Australia?

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**Example: Year 7 – Depth Study: China**

**The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare and death and funerary customs.**

What contradictions did you think you already knew about ancient China? What do you wonder about how people in ancient China lived? What else do you want to know about this? How did significant beliefs impact on daily life in ancient China?

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**Example: Year 10 – Depth Study: World War II**

**The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).**

What do you think you already knew about the bombing of Darwin during World War II? What else do you want to know about the role of Australian women during WWII? What else do you want to know about the Cowra breakout? What puzzles you about this?

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**Pedagogical questions:** Examples of questions teacher can ask to help elicit students’ own questions:

- What does this make you wonder?
- What surprises you?
- What excites you?
- What confuses you?
- What is missing?
- What else do you want/need to know?
### The BitL tool – history years F–10

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<th>Grade</th>
<th>What can we use to find out?</th>
<th>Pedagogical questions:</th>
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</table>
| F–2   | Objects, photographs, books, oral histories, digital media, museums, community buildings and landmarks that reveal the lives and experiences of people. | • Who can you ask?  
• Where can you look?  
• How can you use this?  
• What has helped you find out before? |
| 3–4   | Artefacts, photographs, books, oral histories, digital media, museums, buildings, historic sites, war memorials, maps and landmarks that provide relevant information about identity, diversity and change in the local and broader Australian community. | • Who can you ask?  
• Who might know something about this?  
• Where can you look?  
• Where else can you look?  
• What has helped you find out before? |
| 5–6   | Primary and secondary sources including: artefacts, photographs, books, oral histories, digital media, museums, archives, buildings, historic sites, maps and landmarks that provide relevant information about Australia's development over time. | • Who can you ask?  
• Who might know something about this?  
• Where can you look?  
• Where else can you look?  
• What has helped you find out before? |
| 7–8   | Primary and secondary sources that provide evidence to support a historical inquiry about how global societies have developed and changed from ancient to modern times including: artefacts, photographs, books, oral histories, digital media, museums, archives, records and maps. | • What evidence do you need to inform your inquiry?  
• What information is available about this?  
• What is available online?  
• What is recorded about the past?  
• What evidence is there?  
• What are the primary sources?  
• What are the secondary sources? |
| 9–10  | Primary and secondary sources that provide evidence to support a historical inquiry about the global influences that have shaped the world as it is today socially, culturally, economically and politically including: artefacts, photographs, books, oral histories, digital media, museums, online collections, archives, records and maps. | • What evidence do you need to inform your inquiry?  
• What information is available about this?  
• What is recorded about the past?  
• What evidence is there?  
• What are the primary sources?  
• What are the secondary sources? |

### Example: Year 1

**Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.**

**Who can you ask:**
- Parents and grandparents when they were children?
- Your friends or their parents?

**Where can you look:**
- Photographs, cards, diaries, letters written by family members during their childhood?
- Newspapers, magazines, radio/TV reports, interviews?

**What has helped you find out before:**
- What do you know about the day-to-day lives of people in the past?
- How have daily lives changed over time?

**Pedagogical questions:**
- Who can you ask to find out what life was like for your parents and grandparents when they were children?
- Where can you look to find out about what life was like for your parents and grandparents when they were children?
- Who can you ask to find out about what life was like for your parents and grandparents when they were children?
- Where can you look to find out about what life was like for your parents and grandparents when they were children?
- What has helped you find out before to find out about what life was like for your parents and grandparents when they were children?

**Example:**

**Who can you ask:**
- Parents and grandparents when they were children?
- Your friends or their parents?

**Where can you look:**
- Photographs, cards, diaries, letters written by family members during their childhood?
- Newspapers, magazines, radio/TV reports, interviews?

**What has helped you find out before:**
- What do you know about the day-to-day lives of people in the past?
- How have daily lives changed over time?

**Pedagogical questions:**
- Who can you ask to find out what life was like for your parents and grandparents when they were children?
- Where can you look to find out about what life was like for your parents and grandparents when they were children?
- Who can you ask to find out about what life was like for your parents and grandparents when they were children?
- Where can you look to find out about what life was like for your parents and grandparents when they were children?
- What has helped you find out before to find out about what life was like for your parents and grandparents when they were children?

### Example: Year 4

**Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.**

**What records does the Migration Museum keep about Greek migration?**

**Do you know any descendants of Greek migrants who have kept photographs that might help your inquiry?**

**Do you know any Greek migrants you can interview?**

**The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).**

**What primary and secondary sources at the Australian War Memorial would inform this and are they available online?**

**Would a memorial box be useful?**

**Who is still alive to talk to about this?**

**Are there local organisations such as the FSL that could help you?**

**Has anyone kept photographs, newspaper clippings or letters from this time?**

**Pedagogical questions:**
- What evidence do you need to inform your inquiry?
- What information is available about this?
- What is recorded about the past?
- What evidence is there?
- What are the primary sources?
- What are the secondary sources?
### The BitL tool – history years F–10

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<tr>
<td><strong>How can we use this to find out?</strong></td>
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<tr>
<td>Using spoken, written and visual sources including artefacts to compare the daily lives of people in the past to our own lives.</td>
<td>Locating relevant information in spoken, written, visual sources including artefacts.</td>
<td>Locating and comparing information related to inquiry questions in a range of oral, written and visual sources including artefacts.</td>
<td>Analysing oral, written and visual primary and secondary sources to identify their origins and purposes. Locating, comparing, selecting and using information from a range of sources as evidence and drawing conclusions about their usefulness.</td>
<td>Analysing oral, written and visual primary and secondary sources to identify their origins, purposes and contexts. Processing and synthesising information from a range of sources for use as evidence in a historical argument. Evaluating the reliability and usefulness of primary and secondary sources.</td>
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</table>

### Pedagogical questions:

- **What is this about?**
- **Have you seen or heard this before?**
- **Who said this?**
- **What are the features of this?**
- **What can you compare it to?**
- **What do you predict?**
- **What are the features of this?**
- **What comprehension skills will you need?**

### Example: Year 1

**Differences and similarities between students’ daily lives and during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.**

**What is happening in this photograph? What are the people doing?**

**Is there another photograph of people doing this activity?**

**What is the same and different about the way people in the photographs are doing the activity?**

**How would this photograph be different if it was taken today?**

**What do you think this object is?**

**What is it used for?**

**What observations can you make about the object?**

**Are there similar objects you can compare it to?**

### Example: Year 4

**The diversity and longevity of Australia’s first peoples and the ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.**

**Is this a painting?**

**What is the purpose?**

**What does the purpose tell you about the artist’s perspective?**

**What is a fact?**

**What is the artist trying to show?**

**What is an opinion?**

**What evidence is there for this point of view?**

**Who else might have a different perspective?**

**What comprehension skills will you need?**

### Example: Year 6

**Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.**

**What do these newspaper clippings tell you about the stories of Greek migrants?**

**How can you use this as evidence to inform your inquiry?**

**What is a fact?**

**What is an opinion?**

**Who else might have a different perspective?**

**What comprehension skills will you need?**

### Example: Year 7 – Depth Study: China

**The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.**

**What do these quotes from Confucius mean to you and how would you apply this to their daily life?**

**What are the features of this?**

**What do you think this is?**

**Who made this? Why did they make it?**

**Could it be a fake?**

**Who created an image of this?**

**What other opinions, points of view or perspectives could there be?**

**What is an opinion?**

**What other opinions, points of view or perspectives could there be?**

**What comprehension skills will you need?**

### Example: Year 10 – Depth Study: World War II

**The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).**

**What is the purpose?**

**What is an opinion?**

**What other perspectives are there?**

**What other opinions, points of view or perspectives could there be?**

**What comprehension skills will you need?**

**How can you synthesise this?**

**How can you comprehend this source or text?**

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### The BitL tool – history years F–10

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<th>Example: Year 7 – Depth Study: China</th>
<th>Example: Year 10 – Depth Study: World War II</th>
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<tr>
<td><strong>How do you do this?</strong></td>
<td><strong>Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.</strong></td>
<td><strong>The diversity and longevity of Australia’s first peoples and the ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skins) and the implications for their daily lives.</strong></td>
<td><strong>Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war. How many Australians have Greek heritage today? What was it like to travel to Australia as a Greek migrant after World War II? How do these migration stories compare to the stories of people migrating to Australia today? In what ways are these stories similar or different to the stories of other migrant groups? What is your opinion about Australian migration policies today? How do the experiences of Greek migrants after World War II compare to migrant experiences today? What are the lasting contributions of Greek migrants to Australian society?</strong></td>
<td><strong>The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs. What can you conclude about daily life in ancient China? How did daily life in China compare to daily life in other ancient societies? Can you generalise about daily life in ancient China and dependent on perspective? What aspects of daily life from ancient China are still present today? How will you pull together your findings to answer your inquiry questions?</strong></td>
<td><strong>The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscript, manpower controls, rationing and censorship). What have been the lasting impacts of World War II on Australia? What can you conclude about the points of view, attitudes and values of Australian people during World War II? What arguments or debates could you pose about the impact of World War II? How many people were affected by World War II and what makes their experiences significant? What generalisations can you make and what is dependent on perspective?</strong></td>
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<tr>
<td><strong>How do other people do this now?</strong></td>
<td><strong>What games and activities do you play now? What games and activities do other people play now? What is the same about the way your parents or grandparents played when they were children compared to the way you/they do it now? How did your parents or grandparents feel about this activity when they were children? How do they feel about it now? Do other people’s parents or grandparents feel the same way? Why? How would you feel if it was you doing the activity this way? Why did your parents or grandparents play this way when they were children?</strong></td>
<td><strong>How do Kaurna people interact with the land today? How do other individuals and groups interact with the land today? How does this compare? How do you think Kaurna people felt when Europeans arrived? How would you feel? How would Kaurna people be living today if Europeans hadn’t arrived when they did? What were the short and long term consequences of European settlement on Kaurna people?</strong></td>
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<td><strong>How will you pull together your findings to answer your inquiry questions?</strong></td>
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<td><strong>How does this help you answer your questions?</strong></td>
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<td><strong>How do Kaurna people interact with the land today? How do other individuals and groups interact with the land today? How does this compare? How do you think Kaurna people felt when Europeans arrived? How would you feel? How would Kaurna people be living today if Europeans hadn’t arrived when they did? What were the short and long term consequences of European settlement on Kaurna people?</strong></td>
<td><strong>What does this mean for the future? What action will you take?</strong></td>
<td><strong>What have been the lasting impacts of World War II on Australia? What can you conclude about the points of view, attitudes and values of Australian people during World War II? What arguments or debates could you pose about the impact of World War II? How many people were affected by World War II and what makes their experiences significant? What generalisations can you make and what is dependent on perspective?</strong></td>
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<td><strong>What has stayed the same?</strong></td>
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### The BitL tool – history years F–10

**Pedagogical questions:**
- What do you want to share?
- How will you tell a story about this?
- Who do you want to share it with?
- What is the best way to share this?

**Pedagogical questions:**
- What do you want to communicate?
- How will you tell a narrative about this?
- Who do you want to communicate to?
- What is the best way to communicate this?

**Pedagogical questions:**
- What will you describe?
- What do you want to help others understand?
- Which perspectives do you want to communicate?
- How will you incorporate source materials?
- Who is your audience?
- What is the best way to communicate this?

**Pedagogical questions:**
- What will you explain?
- What do you want to help others understand?
- Which perspectives do you want to communicate?
- Who is your audience?
- What is the best way to communicate this?
- What language is appropriate for this text and context?
- How does an historian use language in this text or context?
- How will you support the conclusions you are communicating based on evidence?
- How will you acknowledge the sources you have used?

**Pedagogical questions:**
- What is the best way to communicate this?
- Who is your audience?
- Which perspectives do you want to communicate?
- What will you describe?
- What will you explain?
- What language is appropriate for this text and context?
- How does an historian use language in this text or context?
- How will you incorporate the evidence you have used to draw your conclusions?
- How will you support your interpretation with evidence?
- How will you reference the sources you have used?

**Pedagogical questions:**
- What is the best way to communicate this?
- Who is your audience?
- Which perspectives do you want to communicate?
- What will you explain?
- What language is appropriate for this text and context?
- How does an historian use language in this text or context?
- How will you incorporate the evidence you have used to draw your conclusions?
- How will you support your interpretation with evidence?
- How will you reference the sources you have used?

### Example: Year 1

Differences and similarities between students’ daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications.

What do you want to share about how your parents or grandparents lived as children?
- Who do you want to share it with?
- What is the best way to share this?

### Example: Year 2

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.

What do you want to communicate about the ways Kaurna people lived before the arrival of Europeans?
- How can you write a narrative about Kaurna life before the arrival of Europeans?
- Who do you want to communicate this to?
- What is the best way to communicate about this to this audience?

### Example: Year 3

Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.

Whose stories will you tell?
- What is the best way to tell these stories?
- How will you describe the experiences of the people you interviewed?
- How will you use the newspaper clippings and photographs in your narrative?
- Who is your audience?

### Example: Year 6

Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migration programs since the war.

How will you describe daily life in ancient China?
- How will you explain this from different perspectives?
- How will you use evidence to help others to understand the influence of Confucius on daily life in ancient China?
- Who is your audience?
- What is the best way to communicate this?
- How will you acknowledge the sources you have used?

### Example: Year 7 – Depth Study: China

The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare or death and funerary customs.

How will you describe daily life in ancient China?
- How will you explain this from different perspectives?
- How will you use evidence to help others to understand the influence of Confucius on daily life in ancient China?
- Who is your audience?
- What is the best way to communicate this?
- How will you acknowledge the sources you have used?

### Example: Year 10 – Depth Study: World War II

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and the use of wartime government controls (conscription, manpower controls, rationing and censorship).

What will you explain to others about the effects of World War II on the home front?
- How will you discuss and what arguments will you present in your discussion?
- How will you use evidence to help others to understand the impact of World War II on Australia’s home front?
- Who is your audience?
- How will you communicate and support your own perspective on this?
- What evidence will you provide to persuade others?
- How will you reference the sources you have used?