Year 1 unit overview — Australian Curriculum: History

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, <www.australiancurriculum.edu.au/History/Curriculum/F-10>.

| School name | Unit title | Duration of unit |
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| Our School | Exploring family life | 10 hours |

| Unit outline |
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| The Year 1 curriculum provides a study of present and past family life within the context of the children’s own world. Children learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.This unit begins using literature as a source to explicitly develop children’s understanding of the past present and future in the context of their own family. As the children’s knowledge of past, present and future and their use of terms to denote time develops, the unit focus moves to using sources to create a personal representation of the passing of time. The children create a history box.There is a strong focus in this unit on the use of the historical skills. The children will explicitly focus on:* sequencing familiar objects and events
* distinguishing between objects and events from the past and the present
* posing questions about the past
* exploring a range of sources
* identifying and comparing features of objects from the past and present
* developing an historical narrative representing the passing of time.

Learning opportunities in this unit are collaboratively developed between children and adults. Learning is embedded within each learning context and uses intentional teaching practices to make learning explicit, challenge children to consider new ideas, test current thinking and develop deeper understandings.The unit uses **focused teaching and learning and investigations** as the main contexts for learning however multiple opportunities to extend learning and gather evidence of learning will be found by incorporating historical understanding and skills into the remaining learning contexts: play, real-life situations, routines and teachable moments. Key inquiry questions for the unit are:* How can we show that the present is different from or similar to the past?
* How do we describe the sequence of time?
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| Identify curriculum |
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| Content descriptions to be taught | General capabilities and cross‑curriculum priorities |
| Historical Knowledge and Understanding | Historical Skills |
| Present and Past Family Life* 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK029)
 | Chronology, terms and concepts* Sequence familiar objects and events [(ACHHS031)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS031)
* Distinguish between the past, present and future [(ACHHS032)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS032)

Historical questions and research* Pose questions about the past using sources provided [(ACHHS033](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS033))

Analysis and use of sources* Explore a range of sources about the past [(ACHHS034)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS034)
* Identify and compare features of objects from the past and present [(ACHHS035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS035)

Explanation and communication* Develop a narrative about the past [(ACHHS037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS037)
 | Description: gc_literacy Literacy* Participate in group and class discussions about family using oral interaction skills or an historical retelling of an event

Description: Description: gc_numeracy Numeracy* Describe patterns in the world around them by ordering important family events in a time sequence and using the language of time (to describe events)

Description: Description: gc_ict ICT capability* Use ICT to identify, record, group and classify textual and graphic information to show what is known

*Description: Description: gc_critical* Critical and creative thinking* Compare and contrast and pose questions about points identified within information gathered about families

Description: Description: gc_personal_social **Personal and social capability*** Discover who they are and where they fit into their family. Work with partners and within small groups using collaborative strategies such as taking turns

Description: Description: gc_intercultural Intercultural understanding* Describe aspects of their personal identity (for example describing place/role in family)

 Aboriginal and Torres Strait Islander histories and cultures* Explore sense of identity through the interconnected aspects of Country/Place

Description: Description: cc_icon_asia_acara **Asia and Australia’s engagement with Asia*** Explore the importance of family in peoples from Asia
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| Historical Understandings |
| This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of: |
| ☒ Continuity and changeContinuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.  | ☒ Cause and effectThe relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | ☒ PerspectivesA point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. | ☒ EmpathyAn understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions. | ☒ SignificanceThe importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered. |
| Achievement standard |
| By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts. |

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| Relevant prior curriculum | Curriculum working towards |
| Early Years Curriculum GuidelinesThe current relevant prior curriculum is drawn from the *Early Years Curriculum Guidelines*. This curriculum is based on active learning with a focus on dispositions of the learner rather than the specific content of the Australian Curriculum: History. Relevant links can be found in The *Early Years Curriculum Guidelines* in the following sections:* Social & personal learning: Social learning (understanding diversity)
* Social & personal learning: Personal learning
* Active learning processes: Thinking

  | Year 2 Australian Curriculum: HistoryHistorical Knowledge and UnderstandingThe Past in the Present* 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK044)* The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial [(ACHHK045)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK045)
* 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)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK046)

Historical SkillsChronology, terms and concepts* Sequence familiar objects and events [(ACHHS047)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS047)
* Distinguish between the past, present and future [(ACHHS048)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS048)

Historical questions and research* Pose questions about the past using sources provided [(ACHHS049)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS049)

Analysis and use of sources* Explore a range of sources about the past [(ACHHS050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS050)
* Identify and compare features of objects from the past and present [(ACHHS051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS051)

Explanation and communication* Develop a narrative about the past [(ACHHS053)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS053)
* Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS054)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS054)
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| Bridging content |
| Both the Australian Curriculum: History and The *Early Years Curriculum Guidelines* emphasise the development of inquiry skills and build children’s capacity with through historical understandings. Children may require more focused attention on the historical inquiry skills of the Australian Curriculum: and the historical understandings of continuity and change, cause and effect, perspectives, empathy and significance.  |
| Links to other learning areas |
| In the Australian Curriculum: English:* Understand that there are different ways of asking for information, making offers and giving commands [(ACELA1446)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1446)
* Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances [(ACELA1451)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1451)
* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts [(ACELA1454)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1454)
* Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences [(ACELT1582)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1582)
* Recreate texts imaginatively using drawing, writing, performance and digital forms of communication [(ACELT1586)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELT1586)
* Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions [(ACELY1656)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1656)

In the Australian Curriculum: Mathematics* Describe duration using months, weeks, days and hours [(ACMMG021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG021)

In the Australian Curriculum: Science: * Communicating: Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play [(ACSIS029)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS029)
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| Assessment | Make judgments |
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| Describe the assessment | In this unit learning is documented using:* observation across contexts for learning
* a history journal *My life, my story*
* a contextualised assessment task

Each contributes to an assessment folio that is used when making an on-balance judgment for the purposes of reporting.Teachers gather evidence to make judgments about the following characteristics of children’s work:Understanding* describing personal and family events or objects using terms to denote time

Skills* sequencing familiar events or objects in a plausible order using terms to denote time
* using simple questioning about the past
* examination and use of information from supplied sources to answer questions
* communication of stories relevant to life in the past

For further advice and guidelines on constructing guides to making judgments refer to the Learning area standard descriptors: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |
| Children are given opportunities to demonstrate their knowledge, skills and understanding through a range of assessments. The assessment is collated in folios and allows for ongoing feedback to children on their learning.Year 1 teachers make decisions about the length of time required to complete the tasks and the conditions under which the assessment is to be conducted.The teaching and learning experiences throughout the term provide opportunities for children to develop the understanding and skills required to complete these assessments. As children engage with these learning experiences, the teacher can provide feedback on specific skills.The sequence of teaching and learning provides opportunities to gather evidence of children’s learning in a variety of contexts for learning over time. The evidence may provide teachers with valuable additional information to:* monitor children’s growing use of historical understandings and skills
* determine future directions for teaching and learning with children
* assist in making on-balance judgments on a folio of work when reporting.

**Guided collection of work (Spoken/signed, written)**The purpose of this assessment is to make judgments about children’s responses to a series of focused tasks within a specified context and based on the process of historical inquiry.The understanding is demonstrated through an examination of family objects or events in relation to the past present and future.Setting the scene for the contextualized assessment:* In preceding weeks children have built an understanding of the past, present and future and documented evidence of their learning in a history journal *My life, my story*.
* Children and teachers collaborate to construct a class example history box using digital or other media. Teachers provide explicit modelling and multiple opportunities for children to investigate the example history box.
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| **Contextualised assessment**Children create a personal history box with examples representing:* before I was born
* when I was a baby
* when I was little
* last year
* now
* in the future (children create a future orientated item for the history box)

Assessment is conducted in small groups in differing context for learning and as part of the learning program. Using the sources from the history box, children describe the object and the event it represents. Children discuss when the event happened, where it happened and who was there. On completion of the History Box children sequence the objects from the history box to show the passing of time. Children create a short historical narrative (oral) based on the sequence of objects using terms that relate to past present and future. |  |

| Teaching and learning | Supportive learning environment |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| **Across Prep–Year 2 there are several contexts for learning. The context *Focused teaching and learning and investigations* is an explicit focus in History.****Context: Play**In socio-dramatic play spaces teachers provide opportunities and props for children to explore family in relation to the past, present and future.In exploratory play teachers may provide source materials (family photos or photos from past present and future) for children to explore and discuss.In manipulative play teachers may provide puzzles and manipulative materials that reinforce understanding of the past, present and future in relation to family.**Context: Routines**Teachers make opportunities to share children’s own view of family event changing over time through short presentations, e.g. My history box show and tell sessions.Teachers use photos or electronic media as a source to play past, present and future flash card games during transitions.Teachers use terms that denote time and photos or electronic media in matching games during literacy and mathematics sessions or whole group challenge games.**Context: Real-life situations**Teachers invite guests into the class room to talk about family past, present and future.Teachers use their own family as a context for discussion.Teachers use informal and formal opportunities with parents and caregivers to discuss objects and events that they source from home and how they relate to history. **Context: Teachable moment**Teachers take opportunities to respond to the interests and experiences of individual children, small groups or the whole class in relation children’s understanding of events or object of the past, present and future in relation to their family. | Section 6 of the *Disability Standards for Education* (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning. The *Disability Standards for Education 2005* (Cwlth) is available from: <www.ag.gov.au> select Human rights and anti-discrimination > Disability standards for education. | Children would benefit from access to:* a range of literary and non‑literary text related to past, present and future and in relation the family

Example of texts suited to focus:* Lester, A. 2006, *When Frank was Four*, Hodder Headline, Australia.
* Hutchins, P. 1992, *You’ll Soon Grow into Them*, Titch, HarperCollins Publishers, Australia.
* Fox, M. 1989, *Wilfred Gordon McDonald Partridge*, Kane/Miller Book Publishers, USA.
* Baker, J.1990, *Where the forest meets the sea*, Walker Books, Australia.
* Baker, J. 2010, *Mirror*, Walker Books, Australia.
* Baker, J. 2002, *Window*, Walker Books Ltd, London.
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| **Context: Focused teaching and learning and investigations** Each focused teaching and learning experience should be covered in the two session format shown below giving children opportunities to build, revisit and contextualise understandings. The learning experiences use literature as a source to explicitly develop children’s understanding of the past, present and future and extend the use of the historical skills. **Session 1*** Complete a shared focus reading of a story book as a discussion stimulus.
* Personalise or contextualise the story for the children.
* Provide an explicit explanation of a focus historical skill in relation to the story.
* Discuss the focus skill in relation to the child and or the story.

**Session 2*** Reread the story from session 1 or another on the same topic.
* Revisit and use the focus skill
* Make an at home or in class journal entry or an activity in relation to the skill and in the context of family life changing over time. Children use a *My past, present and future* history journal. Journal entries could be written/scribed, drawn, digital, annotated or labelled diagrams, spoken/signed explanations, and multimodal and can be developed collaboratively with peers, adults and family members.
 |  | * Baker, J. 2004, *Belonging*, Walker Books Ltd, London.
* Base, G. 2001, *The Water Hole*, Harry N. Abrams, USA.
* Hughes, S. 1991, *Moving Molly*, Red Fox Picture Books, England.
* paper, pencils and pads
* resources that cater for diversity, e.g. a range of texts
* a range of games and puzzles to support past, present and future
* props for use with block, socio dramatic play and focused teaching sessions
* software resources related to family past, present and future
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| Family stories (week 3–12)**Content: Family life related to the distant past** **Skill: Distinguish between past and present using terms to denote time****Session 1** Select a story that focuses on past and present family life. Engage children in a shared reading session. Discuss and contextualise story to find out about the terms used to describe the more distant past: a long time ago, now and then, old and new. **Session 2** Reread, revisit the skill (using terms to denote time) and complete a guided journal activity focusing on demonstrating past and present family life – focus on skills, e.g. a small group on the floor picture/object sort photographed for journal.**Content: Family life related to the present and recent past** **Skill: Distinguish between past and present using terms to denote time****Session 1**Select a story that focuses on past and present family life. Engage children in a shared reading session. Discuss and contextualise story to find out about the terms used to describe now and the more recent past: now and then, then and now, yesterday, last week, last year, when I was…... **Session 2**Reread, revisit the skill (using terms to denote time) and complete a guided journal activity focusing on demonstrating past and present family life with a focus on skills and use of terms of the more recent past, e.g. in a small group on the floor, children picture/object sort which can be photographed for their journal.  |  |  |
| **Content: Family life related to past, present and future****Skill: Distinguish between present and future using terms to denote time****Session 1**Select a story that focuses on past, present and future family life. Engage children in a shared reading session. Discuss and contextualise story to find out about the terms used to describe now and in the future: before, after, next week, next year, when I grow up.**Session 2**Reread, revisit the skill (using terms to denote time) and complete a guided journal activity focusing on demonstrating present and future family life with a focus on skills using terms of the present and future. For example, take an everyday family object such as a car. Elaborate on cars past and present. Children collaborate to write an “I wonder story” which can be photographed for their journal. **Content: The passing of time in relation to events of personal significance** **Skill: Exploring a range of sources and developing a narrative/oral story about the past****Session 1**Select a story that focuses on personal or family related objects or events that show the passing of time. Engage children in a shared reading session. Discuss and contextualise story to find out about the terms used to describe change over time: same, different, when I was ..., before, after, then and now.**Session 2**Reread, revisit the skill (exploring sources and developing a narrative about the past) and complete a guided journal activity focusing on demonstrating the passing of time, using terms of the past, present and future, e.g. describing a source (birthday cards) and the event or the story it represents. Children could also bring a source from home and participate in a small group discussion and complete a journal entry***.*** |  | Example of text suited to focus:* Baker, J. 1990, *Where the forest meets the sea*, Walker Books, Australia.
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| **Content: The passing of time in relation to change** **Skill: sequencing familiar objects and events****Session 1**Select a story that focuses on personal or family related artefacts or events that show change over time. Engage children in a shared reading session. Discuss and contextualise story to find out about the terms used to describe change over time: same, different, when I was …., before, after, then and now.**Session 2**Reread, revisit the skill (exploring sources and developing a narrative about the past) and complete a guided journal activity focusing on demonstrating change over time using terms of the present and future, e.g. time line showing seasons, week days showing what changes***.*** |  |  |
| Creating a personal family history(week 13–18)**Content:**  **Describing personal family events that have significance and indicate the duration of time in relation to past, present and future.** **Skills:** * explaining and communicating about personally significant and family events
* sequencing personally significant and family events and objects
* distinguishing between past, present and future using terms to denote time
* exploring a range of sources of the past
* developing a narrative of the past

Session 1Share a story with a focus of children’s experiences or events that show the passing of time. *When Frank was four* by Allison Lester provides opportunities to explore this topic. Provide explicit modelling to create a family history box (using objects or sources from each child’s family). Collaborate to discuss what significant personal or family-related objects could be used to represent the past, present and future in their history box. These could include:* drawings or photos of people or events, weddings, first day of school, new car
* digitally enhanced photo to represent children in 10+ years
* personal family objects from the past — clothing, toy or other relevant objects
* family stories — written, illustrated, digitally recorded, or told by a parent or grandparent
* certificates, awards — birth, sporting, music, education
* cards — birthday, Christmas
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| Session 2 **Creating your own history box (ongoing for 5 weeks)**Children collect sources from home each week representing significant personal or family related objects or events from each category:* before I was born
* when I was a baby
* when I was little
* last year
* now
* in the future (children create a future orientated item for the history box)

In class each week children describe the objects and the event it represents and draw on the historical understanding of, continuity and change, cause and effect, perspective, empathy and significance. Collaborate to discuss when the event happened, where it happened, who was there and why the event or object is significant to their personal history. These materials form the basis for the creation of a history box. |  |  |

| Use feedback |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children on their strengths and areas for improvement.Children reflect on and discuss with their teachers or peers what they can do well and what they need to improve.Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:* activities that worked well and why
* activities that could be improved and how
* assessment that worked well and why
* assessment that could be improved and how
* common student misconceptions that need, or needed, to be clarified.
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