Year 2 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 | Investigating changes to technology | 10 hours |

| Unit outline |
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| The Year 2 curriculum provides a study of local history. Children explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.  This unit begins using literature as a source to explicitly develop children’s understanding of the past present and future in the context of technology. 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. Children explore technology over several generations and begin to investigate and identify the impact on people’s lives. The children create a class museum “*The past, present and future”,* andrecord their learning in a museum journal (history journal).  There is a strong focus in this unit on the use of the historical skills. The children will explicitly focus on:   * sequencing the history of a personally significant object * using simple historical terms * posing questions using familiar provided sources * exploring a range of sources * identifying and comparing familiar aspects of technology over time * developing an historical narrative about the change in technology from past to present * explaining and communicating using a range of forms including digital technologies.   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.  The key inquiry question for this unit is:   * How have changes in technology shaped our daily life? |

| Identify curriculum | | | | | | |
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| Content descriptions to be taught | | | | | General capabilities and cross‑curriculum priorities | |
| Historical Knowledge and Understanding | | Historical Skills | | |
| The Past in the Present   * 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) | | Chronology, 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) | | | Description: gc_literacy Literacy   * Participate in group and class discussions about changing technology using oral interaction skills or an historical retelling of an event   Description: gc_numeracy Numeracy   * Describe patterns in the world around them by ordering the change in technology in a time sequence and using the language of time (to describe events)   Description: gc_ict **ICT capability**   * Use ICT to identify, record, group and classify textual and graphic information to show what is known   Description: gc_critical Critical and creative thinking   * Compare and contrast and pose questions about points identified within information gathered about changes in technology over time   Description: gc_personal_social **Personal and social capability**   * Use strategies to work with partners and within small groups   Description: gc_intercultural Intercultural understanding   * Understand that the way children have played with technology may not be the same as the ways other people played with technology over time   Aboriginal and Torres Strait Islander histories and cultures   * Explore Aboriginal and Torres Strait Islander Peoples’ unique forms of technology that have changed over time   Description: Description: cc_icon_asia_acara Asia and Australia’s engagement with Asia   * Investigate the peoples and countries of Asia that have developed unique forms of technology that have changed over time | |
| Historical Understanding | | | | | | |
| This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of: | | | | | | |
| ☒ Continuity and change  Continuities 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 effect  The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time. | | ☒ Perspectives  A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values. | ☒ Empathy  An 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. | | ☒ Significance  The 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 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.  Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts. | | | | | | |

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| Relevant prior curriculum | Curriculum working towards |
| Year 1 Learning Statements  Social and environmental inquiry  Children build knowledge, understanding and skills to:   * pose questions and communicate ideas about social and environmental points of view   Investigating technology  Children build knowledge, understanding and skills to:   * reflect on the use of technology in everyday life including the use of technology by Indigenous Australians and different cultural groups.   The Queensland SOSE Essential Learnings by the end of Year 3  Ways of working   * pose questions for investigations * plan simple investigations based on questions * identify and collect information and evidence from narratives and familiar sources * make judgments about the usefulness of the information and evidence * draw conclusions and give explanations, using information and evidence * communicate social and environmental ideas, using texts and terminology to match audience and purpose * share ideas, and plan and enact responses to group or community issues * participate in group decision making to achieve goals * reflect on and identify values associated with fairness, protecting the environment and behaving peacefully * reflect on learning to identify new understandings. | Year 3 Australian Curriculum: History  Community and Remembrance  Historical Knowledge and Understanding   * The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) [(ACHHK060)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK060) * ONE important example of change and 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 live [(ACHHK061)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK061)   Historical Skills  Chronology, terms and concepts   * Sequence historical people and events [(ACHHS065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS065) * Use historical terms [(ACHHS066)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS066)   Historical questions and research   * Pose a range of questions about the past [(ACHHS067)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS067) * Identify sources [(ACHHS215)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS215)   Analysis and use of sources   * Locate relevant information from sources provided [(ACHHS068)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS068)   Perspectives and interpretations   * Identify different points of view [(ACHHS069)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS069)   Explanation and communication   * Develop texts, particularly narratives [(ACHHS070)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS070) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS071)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS071) |

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| Bridging content |
| The SOSE Essential Learnings by the end of Year 3 do not explicitly address the impact of changing technology on people’s lives or the historical understandings of perspectives and empathy so bridging learning experiences related to these concepts may assist in developing student understanding. |
| Links to other learning areas |
| In the Australian Curriculum: English   * Rehearse and deliver short presentations on familiar and new topics [(ACELY1667)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1667) * Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures [(ACELY1670)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1670)   **In the Australian Curriculum: Mathematics**   * Create displays of data using lists, table and picture graphs and interpret them [(ACMSP050)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP050)   In the Australian Curriculum: Science   * Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play [(ACSIS042)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS042) |

| 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 “Museum journal” * a contextualised assessment task   Each contributes to an assessment folio that is used when making an on-balance judgment against the achievement standard for the purposes of reporting.  Teachers gather evidence to make judgments about the following characteristics of children’s work:  **Understanding**   * Identification of how daily life changed in the past * Identification of aspects of daily life in the past that remained the same   **Skills**   * Sequencing events or objects in plausible order, using terms to denote time * Use questioning to inquire about the past * Location of information from supplied physical, visual and oral sources to answer questions and compare objects from the past and present * Communication using terms denoting time and the passing of time in texts.   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 2 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 research: Presentation (Multimodal)**  The purpose of this assessment is to make judgments about children’s abilities to research, collect, analyse and draw conclusions about historical sources.  Children and teachers collaborate to examine how technology has changed over several generations by comparing past and present objects.  In the assessment technique “guided research”, teachers and children collaborate to gather and record information.  Setting the scene for assessment for the contextualised assessment:   * In preceding weeks children have built an understanding of the past, present and future and documented evidence of learning in a history journal “Museum journal”. * Children and teachers collaborate to construct an example technology museum that uses real life artefacts or digital and other media to provide a collection of objects to represent how technology has changed over time. The example museum provides explicit and multiple opportunities for teachers and children to compare a range of sources from the past to the present that explore changes in technology |
| **Contextualised assessment**  Children choose an object from the example class museum as a source and develop a spoken/signed retell (historical narrative) presentation demonstrating their use of historical skills and their understanding of how technology has changed over time and impacted on people’s lives. The presentation may use range of communication forms and digital technologies to develop an historical narrative of the past. In particular the presentation provides opportunities to demonstrate understandings using the historical skills of:   * distinguishing between the past, present and future * posing questions about the past using sources provided * identifying and comparing features of objects from the past and present. |  |

| 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 technology in relation to the past, present and future.  In exploratory play teachers may provide source materials (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 technology.  **Context: Routines**  Teachers make opportunities to share children’s own view of technology changing over time through short presentations, e.g. a personally significant object from home.  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 classroom to talk about technology in the past, present and future.  Teachers use their own objects as a context for discussion.  Teachers use informal and formal opportunities with parents and caregivers to discuss objects 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 an object from the past, present and future in relation to technology. | 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:   * 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 technology over time. |
| **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. The story should allow connections to the appropriate content area. * 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 technology changing over time. 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. |  |  |
| Technology in people’s lives (week 3–12)  **Content: The impact of technology on people’s lives at home. (present)**  **Skill: Identify and compare features of objects from the present.**  **Session 1**  Select a story or stimulus that demonstrates the general use of technology and its impact on or use in people’s lives. Engage children in a shared reading or discussion to personalise and contextualise the source stimulus. The discussion is used to model and make explicit the skill of identifying and comparing features of technological objects used in the home in the present.  **Session 2**  Reread story or stimulus, revisit the skill (identifying and comparing technological objects from the present) and complete a guided journal activity focusing on technology and its impact on people’s lives, e.g. small groups develop a labelled digital collage of technology in the home associated with the present.  **Content: The impact of technology on people’s lives at home. (past)**  **Skill: Identify and compare features of objects from the past.**  **Session 1**  Select a story or stimulus that demonstrates the general use of technology and its impact on or use in people’s lives in their home, in the past. Engage children in a shared reading or discussion to personalise and contextualise the source stimulus. The discussion is used to model and make explicit the skill of identifying and comparing features of technological objects used in homes in the past.  **Session 2**  Reread story or stimulus, revisit the skill (identifying and comparing technological objects from the past) and complete a guided journal activity focusing on technology and its impact on people’s lives in the past, e.g. individual descriptions and comparison using digital or other media of a technological object used in the present and its similar object in the past. |  |  |
| **Content: Exploring communication and travel technologies and their impact on people’s live in the present and past.**  **Skill: Distinguish between past and present.**  **Session 1**  Select a story or stimulus that demonstrates the use of technology for communication and travel in the past and present. Engage children in a shared reading or discussion to personalise and contextualise the source stimulus. The discussion is used to model and make explicit the skill of using terms that denote time to distinguish between past and present and show the passing of time.  **Session 2**  Reread story or stimulus, revisit the skill (distinguishing between past and present) explicitly using terms such as “in the past”, “years ago”, “in the present” and complete a guided journal activity focusing on technology related to communication and travel and its impact on people’s lives.  **Content: Exploring work and play technologies and their impact on people’s lives in the present and past.**  **Skill: Sequencing familiar objects and events.**  **Session 1**  Select a story or stimulus that demonstrates use of technology for work and play in the past and present. Engage children in a shared reading or discussion to personalise and contextualise the source stimulus. The discussion is used to model and make explicit the skill of sequencing familiar objects and events  **Session 2**  Reread story or stimulus, revisit the skill (sequencing objects and events) and complete a guided journal activity focusing on sequencing the change in work and play technologies over generations from past to present. |  |  |
| **Content: The passing of time in relation to technological objects of personal significance.**  **Skill: Pose questions about the past using sources provided.**  **Session 1**  Select a story or stimulus that will provide a focus on technological changing from the past and present. *Window* by Jeannie Baker provides opportunities to explore this topic. Engage children in a shared reading or discussion to personalise and contextualise the source stimulus. The discussion is used to model and make explicit the skill of posing questions about the past using provided sources.  **Session 2**  Reread story or stimulus, revisit the skill (posing questions) and complete a guided journal activity focusing on posing questions about the change of technology from the past to the present.  Things have changed (weeks 13–14)  Content**: Describing a technological object and its role in shaping people’s lives in relation to the past and present.**  **Skills:**   * Distinguishing between past, present and future using terms to denote time * Posing questions about the past using sources provided * Identifying and comparing features of objects from past and present * Developing a narrative of the past * Using a range of communication forms and digital technologies * Exploring a range of sources of the past   **Session 1 and session 2**  Teacher and children collaborate to source real life technology objects or images of objects representing the past. Children provide a spoken description of the object and collaborate with peers and teachers to pose an historical question about the object and its relationship to the past and the present. The object is labelled and placed in a class museum for use with the assessment task. |  | Example of texts suited to focus:   * Baker, J. 2002, *Window*, Walker Books Ltd, London. |

| 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. |