Year 4 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 exploration and the movement of peoples | 20 hours |

| Unit outline |
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| The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.  In this unit, students explore reasons for exploration across land and sea. They examine the diversity and longevity of Australia’s first peoples and the connections of Aboriginal and Torres Strait Islander peoples to Country and Place. They investigate an early colony as it was established and examine the impact it had on the inhabitants.  There is a strong focus in this unit on the use of the historical skills. The students will explicitly focus on:   * sequencing significant historical people and events * using historical terms * posing a range of questions * locating relevant information from sources provided * identifying diversity in different points of view * developing texts, particularly narratives * using a range of communication forms and digital technologies.   The key inquiry questions for the unit are:   * Why did the great journeys of exploration occur? * Why did the Europeans settle in Australia? |

| Identify curriculum | | | | | | | |
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| Content descriptions to be taught | | | | | General capabilities and cross‑curriculum priorities | | |
| Historical Knowledge and Understanding | | Historical Skills | | |
| First Contacts   * The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. [(ACHHK078)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK078) * Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. [(ACHHK079)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK079) | | Chronology, terms and concepts   * Sequence historical people and events [(ACHHS081](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS081)) * Use historical [terms](http://www.australiancurriculum.edu.au/Glossary?a=H&t=terms) [(ACHHS082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS082)   Historical questions and research   * Pose a range of questions about the past [(ACHHS083)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS083) * Identify sources [(ACHHS216)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS216)   Analysis and use of sources   * Locate relevant information from sources provided [(ACHHS084)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS084)   Perspectives and interpretations   * Identify different points of view [(ACHHS085)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS085)   Explanation and communication   * Develop texts, particularly narratives [(ACHHS086)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS086) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS087)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS087) | | | Description: gc_literacy Literacy   * Use historical terms related to the unit and pose questions about the past   Description: gc_numeracy Numeracy   * Use maps, tables and graphs to interpret information about journeys in the past   Description: gc_ict **ICT capability**   * Use a range of digital technologies to assist with investigating concepts   Description: gc_critical Critical and creative thinking   * Discuss the past and present views on the colonisation of Australia   Description: gc_personal_social **Personal and social capability**   * Work together to participate in learning experiences and historical inquiry   Description: gc_intercultural Intercultural understanding   * Explore different stories about contact experiences and early penal life to examine thoughts and feelings of people of that time   Aboriginal and Torres Strait Islander histories and cultures   * Explore the nature of contact in Early Australia   Description: cc_asia Asia and Australia’s engagement with Asia   * Identify and explore key individuals or groups who established contact with Asia during the age of discovery | | |
| Historical Understanding | | | | | | | |
| This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of: | | | | | | | |
| ☒ Sources  Written or non-written materials that can be used to investigate the past. A source becomes “evidence” if it is of value to a particular inquiry. | ☒ 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 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.  Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms. | | | | | | | |

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| Relevant prior curriculum | Curriculum working towards |
| The Queensland SOSE Essential Learnings by the end of Year 3  Knowledge and understanding  Time, continuity and change   * Aboriginal people’s and Torres Strait Islander people’s continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation   **Culture and identity**   * Stories about significant events and individuals reflect cultural diversity in local and other Australian communities   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 5 Australian Curriculum: History  Historical Knowledge and Understanding  The Australian Colonies   * The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. [(ACHHK094)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK094) * The reasons people migrated to Australia from Europe and [Asia](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Asia), and the experiences and contributions of a particular migrant group within a colony. [(ACHHK096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK096)   Historical Skills  Chronology, terms and concepts   * Sequence historical people and events [(ACHHS098)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS098) * Use historical [terms](http://www.australiancurriculum.edu.au/Glossary?a=H&t=terms) and [concepts](http://www.australiancurriculum.edu.au/Glossary?a=H&t=concepts) [(ACHHS099)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS099)   Historical questions and research   * Identify questions to inform an historical inquiry [(ACHHS100)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS100) * Identify and locate a range of relevant sources [(ACHHS101)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS101)   Analysis and use of sources   * Locate information related to inquiry questions in a range of sources [(ACHHS102)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS102) * Compare information from a range of sources [(ACHHS103)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS103)   Perspectives and interpretations   * Identify points of view in the past and present [(ACHHS104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS104)   Explanation and communication   * Develop texts, particularly narratives and descriptions, which incorporate source materials [(ACHHS105)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS105) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS106) |

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| Bridging content |
| The SOSE Essential Learnings by the end of Year 3 do not explicitly address the history of exploration or contacts with other societies so bridging learning experiences related to these concepts may assist in developing student understanding. |
| Links to other learning areas |
| There is the possibility of linking the concepts and content in this unit to the remainder of the SOSE Essential Learnings content required to be taught when implementing the Australian Curriculum: History.  **In the Australian Curriculum: English**   * Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts [(ACELY1686)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1686) * Read different types of texts by combining contextual , semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing [(ACELY1691)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1691)   **In the Australian Curriculum: Mathematics**   * Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values [(ACMSP096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP096) * Evaluate the effectiveness of different displays in illustrating data features including variability [(ACMSP097)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP097) * Use simple scales, legends and directions to interpret information contained in basic maps [(ACMMG090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG090) |

| Assessment | Make judgments |
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| Describe the assessment | Teachers gather evidence to make judgments about the following characteristics of student work:  Understanding   * explanations of how and why life changed in the past * explanations of aspects of the past that remained the same * descriptions of the experiences of individuals and groups over time   Skills   * sequencing of events and people in chronological order identifying key dates * development of questions about the past * location of written, physical, visual and oral sources from different points of view to answer inquiry questions * communication using historical terms 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/) |
| Students are given opportunities to demonstrate their knowledge, skills and understanding across a range of assessments. The assessment is collated in student folios and allows for ongoing feedback to students on their learning.  Year 4 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 students to develop the understanding and skills required to complete these assessments. As students engage with these learning experiences, the teacher can provide feedback on specific skills.  Collection of work (Written, spoken/signed, multimodal)  The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry.  The focus of the collection of work is on great journeys of exploration and could include:   * written explanations * annotated timelines * labelled maps * physical/visual artefacts * annotated photographs * journal entries * re-enactments and roleplays.   Suggested conditions:   * open. |
| Research: Historical narrative (Written)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students compare and contrast the life of an explorer, settler, convict or soldier of the First Fleet before and after its arrival in Australia, using sources to locate their information. They write a text, such as a letter, diary, annotated photo album or newspaper article explaining how life has changed and/or stayed the same.  Suggested conditions:   * 100–200 words * open.   For further advice and guidelines on conditions for assessment refer to *Assessment: History* on the QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) |  |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences | Adjustments for needs of learners | Resources |
| The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.  Students:   * identify key individuals and groups who established contacts during the age of discovery and examine their impact on society * sequence significant historical events of early contact history * use historical terms when speaking or writing about the past and identify origins of place names in Australia * pose a range of questions about explorers * identify sources to investigate great journeys and their arrival, such as paintings, maps, written records/accounts * locate relevant information from sources provided about journeys of exploration * develop a range of texts, using a range of communication forms (oral, graphic, written) and digital technologies.   Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.  Students:   * sequence significant historical events of early contact history and the First Fleet * use historical terms when speaking or writing about the past and identify origins of place names in Australia * pose a range of questions about explorers and the First Fleet * discuss reasons for the First Fleet journey and examine the range of crimes punishable by transportation * discuss the treatment of prisoners during this time and investigate the daily lives of those who travelled to Australia on the First Fleet, including families, children and convict guards * identify sources to investigate great journeys and the First Fleet and its arrival, such as paintings, maps, written records/accounts * locate relevant information from sources provided about journeys of exploration and the First Fleet * identify different points of view, such as the past and present views of colonisation of Australia. | 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 student 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. | Students would benefit from access to:   * computer labs and ICT support * content related to explorers during the age of discovery: Africa, the Americas, Asia and Oceania, e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellen.   **Useful websites**   * Australian History  — pre 1788–post Federation <[www.australianhistory.org/](http://www.australianhistory.org/)> * National Museum Australian <[www.nma.gov.au](http://www.nma.gov.au/)> |

| 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 students on their strengths and areas for improvement.  Students 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 students 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. |