Prep Year plan — Australian Curriculum: History

Implementation year: 2013 School name: Exemplar

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| Identify curriculum | Phase curriculum focus and Year level description | **Curriculum focus**: Awareness of family history and community heritage  **Prep Year level description: Personal and Family Histories**  The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.  The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.  The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.  A framework for developing children’s historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:   * What is my history and how do I know? * What stories do other people tell about the past? * How can stories of the past be told and shared? | |
| Achievement standard | By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.  Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts. | |
| Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: History for Foundation–10*, www.australiancurriculum.edu.au/History/Curriculum/F-10 | |
| Teaching and learning | Unit overview | Unit 1 | Unit 2 |
| Exemplar unit: Exploring my family history  The key inquiry question for this unit is:   * What is my history and how do I know?   Children explore their own personal history in a study of family. They identify different family members and begin to explore understandings of difference and commonality in families. Children record their learning in a history journal.  This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of continuity and change, cause and effect, perspectives, empathy and significance.  Children will:   * sequence significant family information * use simple historical terms related to the past, present and future when speaking * pose questions about the past using familiar and family-related sources * explore a range of sources (including literature) about families and their own family’s past * identify and compare familiar aspects of family from sources * explore a point of view by sharing understanding of other families * develop an oral narrative of family supported by pictures or photographs * explain and communicate personal stories in a range of forms, including digital technologies. | Remembering family history  The key inquiry questions for this unit are:   * What stories do other people tell about the past? * How can stories of the past be told and shared?   Children explore how family events are remembered and how stories about families are communicated. Children record their learning in a history journal  This unit provides opportunities for children to develop historical understandings particularly focused on the key concepts of continuity and change, cause and effect, perspectives, empathy and significance.  Children will:   * sequence significant family events * use simple historical terms related to the past, present and future when speaking * pose questions about past family events and stories of family using familiar sources * explore a range of sources (including literature) about past family events and stories of family * identify and compare familiar family events and stories of family from sources * explore a point of view by sharing understanding of family events and stories of family * develop an oral narrative of family events * explain and communicate family events and stories of family in a range of forms, including digital technologies. |
| Aboriginal and Torres Strait Islander perspectives | History provides opportunities for children to strengthen their appreciation and understanding of Aboriginal peoples and Torres Strait Islander peoples and their living cultures. Specific content and skills within relevant sections of the curriculum can be drawn upon to encourage engagement with:   * Aboriginal and Torres Strait Islander frameworks of knowing and ways of learning * Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live * Aboriginal peoples’ and Torres Strait Islander peoples’ contributions to Australian society and cultures.   The Australian Curriculum: History values Aboriginal and Torres Strait Islander histories and cultures. For Aboriginal and Torres Islander children, it provides an opportunity to see themselves within the curriculum and in an educational setting that respects and promotes their cultural identities. Children are taught that Australian Aboriginal societies are the longest surviving societies in the world and that Aboriginal and Torres Strait Islander peoples are two distinct groups. Children learn about Aboriginal and Torres Strait Islander occupation of the continent prior to colonisation by the British, and the ensuing contact and conflict between these societies. Children develop an awareness of the resilience of Aboriginal peoples and Torres Strait Islander peoples and the ways in which their expertise and experiences in contemporary science, education, the arts, sport and tourism; their inventions; and their knowledge of medicine have contributed to the development of a culturally diverse Australian society. | |

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| Teaching and learning | | General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: Description: gc_literacy Description: Description: gc_numeracy Description: Description: gc_ict Description: Description: gc_critical Description: Description: gc_personal_social Description: Description: gc_intercultural  Description: cc_asia | Opportunities to engage with:  Description: Description: gc_literacy Description: Description: gc_numeracy Description: Description: gc_ictDescription: Description: gc_critical Description: Description: gc_personal_social Description: Description: gc_intercultural  Description: cc_asia | | |
| Key to general capabilities and cross-curriculum priorities | Description: Description: gc_literacy Literacy  Description: Description: gc_numeracy Numeracy  Description: Description: gc_ict ICT capability  Description: Description: gc_critical Critical and creative thinking  Description: Description: gc_personal_social Personal and social capability   Description: Description: gc_ethical Ethical behaviour   Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: cc_asia Asia and Australia’s engagement with Asia  Description: cc_sust Sustainability | | | |
| Develop assessment | Assessment  For advice and guidelines on assessment, see: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | | The following assessment will provide a targeted selection of evidence of a child’s learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about a child’s achievement and progress at appropriate points, and to inform the reporting process. | | | |
| Unit 1 | | Unit 2 | |
| Assessment | | Assessment |
| This unit provides children with ongoing opportunities to record historical learning in a *Family Stories journal* (history journal).\* The history journal may include:   * labelled diagrams * annotated pictures * spoken/signed explanations (annotated) * written/scribed journal entries. | | This unit provides children with ongoing opportunities to record historical learning in a *Family Events journal* (history journal).\* The history journal may include:   * labelled diagrams * annotated pictures * spoken/signed explanations (annotated) * written/scribed journal entries * sequencing activity * timelines. |
| 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 construct a class model family.   * Children demonstrate their understanding of family difference and commonality when engaging in an interactive game based on the class model family. * Children respond orally to teacher-prepared questions and pose personal questions. | | 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 explore the narratives of family stories.   * Children share the story of a significant event from the past to demonstrate their understanding of historical skills. Skills may include: * sequencing the story of a known object or significant event * demonstrating understanding of historical terms * distinguishing between past and present * posing questions about historical sources * exploring a point of view. |
| *\* The history journal uses the assessment technique “guided collection of work”. In a guided collection of work, teachers and children collaborate on a series of focused tasks relating to a single cohesive investigative context. These tasks are conducted in class and in children’s own time.*  *\*\* In the assessment technique “guided research”, teachers and children collaborate to gather and record information*. | | *\*The history journal uses the assessment technique “guided collection of work”. In a guided collection of work, teachers and children collaborate on a series of focused tasks relating to a single cohesive investigative context. These tasks are conducted in class and in children’s own time.*  *\*\*In the assessment technique “guided research”, teachers and children collaborate to gather and record information*. |
| Make judgments and use feedback | Moderation | | Teachers develop tasks and plan units.  Teachers choose samples of children’s responses to questions to examine and make an on-balance judgment.  Teachers meet to ensure consistency of judgments to inform future planning. | | Teachers develop tasks and plan units.  Teachers calibrate standards before marking by choosing samples of children’s work across the reporting standards descriptors (AP, MC, WW, EX, BA) and moderating to ensure consistency of judgment.  Teachers select representative folios and meet to ensure consistency of teacher judgment before reporting on overall achievement within a folio. | |

Prep Year History: review for balance and coverage of content descriptions, including emphasis on historical understandings

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| Historical Knowledge and Understanding | | | | | |  | Historical Skills | | | | |
| Historical Knowledge | **1** | **2** | Historical Understandings[[1]](#footnote-1)  The key concepts of historical understanding are: | **1** | **2** | Historical Skills | **1** | | **2** | |
| **Personal and Family Histories** | | | **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. | ✓ | ✓ | **Chronology, terms and concepts** | | | | |
| Who the people in their family are, where they were born and raised and how they are related to each other [(ACHHK001)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK001) | ✓ |  | Sequence familiar objects and events [(ACHHS015)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS015) | ✓ | | ✓ | |
| Distinguish between the past, present and future [(ACHHS016)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS016) | ✓ | | ✓ | |
| **Historical questions and research** | | | | |
| The different structures of families and family groups today, and what they have in common [(ACHHK002)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK002) | ✓ |  | **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. | ✓ | ✓ | Pose questions about the past using sources provided [(ACHHS017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS017) | | | | |
| **Analysis and use of sources** | | | | |
| Explore a range of sources about the past [(ACHHS018)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS018) | ✓ | | ✓ | |
| How they, their family and friends commemorate past events that are important to them [(ACHHK003)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK003) |  | ✓ | **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. | ✓ | ✓ | Identify and compare features of objects from the past and present [(ACHHS019](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS019)) | | ✓ | | ✓ |
| **Perspectives and interpretations** | | | | |
| How the stories of families and the past can be communicated, for example through photographs, [artefacts](http://www.australiancurriculum.edu.au/Glossary?a=H&t=artefacts), books, oral histories, digital media, and museums [(ACHHK004)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK004) |  | ✓ | **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. | ✓ |  | Explore a point of view [(ACHHS020)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS020) | ✓ | | ✓ | |
| **Explanation and communication** | | | | |
| Develop a narrative about the past [(ACHHS021)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS021) | ✓ | | ✓ | |
|  |  |  | **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. |  | ✓ | Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS022)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS022) | | ✓ | | ✓ |
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Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10

1. The historical understandings are derived from the content descriptions and achievement standards, and are supported by Historical Skills. The Year level description provides information about the development of historical understandings through key concepts. The definitions of historical understandings are based on the glossary terms published in Australian Curriculum v3.0: History for Foundation-10, www.australiancurriculum.edu.au/History/Curriculum/F-10. [↑](#footnote-ref-1)