Year 1 plan — Australian Curriculum: History

Implementation year: 2013 School name: Exemplar

|  |  |  |  |
| --- | --- | --- | --- |
| Identify curriculum | Phase curriculum focus and Year level description | **Curriculum focus**: Awareness of family history and community heritage  **Year 1 level description: Present and Past Family Life**  The Year 1 curriculum provides a study of present and past family life within the context of the students’ own world. Students 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.  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 UnderstandingandHistorical 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 students’ historical knowledge, understanding and skills is provided by inquiry questions. The key **inquiry questions** at this year level are:   * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past? * How do we describe the sequence of time? | |
| 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. | |
| 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 family life**  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?   Children explore present and past family life. Children identify significant personal and family events. They describe the past, present and future using terms indicating time. 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 familiar objects and events to show the passing of time * distinguish between objects and events from the past and the present * pose questions about the past and the passing of time when examining objects and events from a collection * explore a range of sources from the present and recent and more distant past * identify and compare features of objects from the past and present * develop a narrative about a collection of personal objects representing the passing of time. | **Investigating changes in family life**  Key inquiry questions for the unit are:   * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past?   Children describe family structures and roles and identify how these have changed or remained the same over time. They identify differences and similarities between their daily life and life during their parents’ and grandparents’ childhoods. 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:   * distinguish between the past, present and future in relation to family life and within the context of the child’s own world * explore a range of sources about the past and present in relation to families and family life * pose questions about sources from the past and present to inquire about families and family life * explore people’s point of view about events related to family in the past and present * use a range of communication forms (oral, graphic, written, roleplay) and digital technologies to inquire about past and present family life. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teaching and learning | | 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. | | |
| General capabilities and cross‑curriculum priorities | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_criticalDescription: Description: gc_personal_socialDescription: Description: gc_intercultural  Description: cc_asia | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracyDescription: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_personal_socialDescription: Description: gc_intercultural | |
| 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 *My life, my story journal* (history journal).\* Children and teachers collaborate to identify, describe and record significant family events from the past and present. The history journal may include opportunities to:   * create a narrative about a past event * identify and use sources to support a narrative * pose and answer questions about a significant event * demonstrate the use of terms to denote time. | | This unit provides children with ongoing opportunities to record historical learning in a *My life, my story journal* (history journal).\* Children use the history journal to record how family structures and roles have changed or remained the same over time. The history journal may include:   * labelled diagrams * annotated pictures * spoken/signed explanations (annotated) * written/scribed journal entries. |
| 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.  Children use a history box to examine family-related objects from different time periods.  Children demonstrate their understanding of the past, present and future in the context of their own family by:   * sequencing objects from different time periods * using terms to denote time * examining and using information about objects and events * creating a time story about familiar or unfamiliar objects or events. | | 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 how daily life in the context of family has changed or remained the same over time.  Children create a narrative about one aspect of daily family life over time. They demonstrate their understanding of continuity and change by:   * sequencing changes to reflect the past, present and future * describing differences and similarities between their daily lives and life during their parents’ and grandparents’ childhoods * responding orally to teacher-prepared questions and by posing personal questions * using a range of communication forms (oral, graphic, written, roleplay) and digital technologies. |
| *\* The history journal uses the assessment technique “guided research”. In guided research, teachers and children collaborate to gather and record information*.  *\*\* In the assessment technique “guided collection of work”, teachers and children collaborate on a series of focused task relating to a single cohesive investigative context. These tasks are conducted in class and in children’s own time.* | | *\* 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 (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. |

Year 1 History: review for balance and coverage of content descriptions, including emphasis on historical understandings

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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** | |
| **Present and Past Family Life** | | | **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** | | | | |
| Differences in family structures and roles today, and how these have changed or remained the same over time [(ACHHK028)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK028) |  | ✓ | 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** | | | | |
| 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) | ✓ |  | **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 [(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) | ✓ | | ✓ | |
| Differences and similarities between students' daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications. [(ACHHK030)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK030) |  | ✓ | **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 [(ACHHS035)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS035) | | ✓ |  | |
| **Perspectives and interpretations** | | | | |
| Explore a point of view [(ACHHS036)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS036) |  | | ✓ | |
|  |  |  | **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. |  | ✓ | **Explanation and communication** | | | | |
| Develop a narrative about the past [(ACHHS037)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS037) | | ✓ | |  |
| Use a range of communication forms (oral, graphic, written, role play) and digital technologies [(ACHHS038)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS038) | |  | | ✓ |
|  | | | | |
|  |  |  | **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. | ✓ |  |  | |  | |  |
|  |  | |  | |
|  |  | |  | |

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)