Year 5 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: Local/national history and use of a range of sources  Year 5 level description: The Australian Colonies  The Year 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies. and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.  The content provides opportunities to develop historical understanding through key concepts including sources, 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 students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:   * What do we know about the lives of people in Australia’s colonial past and how do we know? * How did an Australian colony develop over time and why? * How did colonial settlement change the environment? * What were the significant events and who were the significant people that shaped Australian colonies? | |
| Achievement standard | By the end of Year 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.  Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts. | |
| 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 |
| Exploring the development of British colonies in Australia  The key inquiry questions for the unit are:   * How did an Australian colony develop over time and why? * How did colonial settlement change the environment? * What were the significant events and who were the significant people that shaped Australian colonies?   This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.  Students explore reasons for colonisation and how lives were changed as a result. They identify locations of colony settlement across Australia and the impact this had on different communities.  Students will:   * sequence significant colonisation events * use historical terms when speaking, writing and illustrating * pose a range of questions about the past when investigating significant events and the contributions that individuals and groups have made to the development of colonies * identify primary sources that provide information about colonisation * locate relevant information from sources provided * use a range of communication forms (oral, graphic, written) and digital technologies. | Exemplar unit: Investigating the colonial period in Australia  The key inquiry questions for the unit are:   * What were the significant events and who were the significant people that shaped Australian colonies? * What do we know about the lives of people in Australia’s colonial past and how do we know?   This unit provides opportunities for students to develop historical understandings particularly focused on the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.  Students identify how colonisation impacted upon communities.  Students will:   * sequence significant historical events * use historical terms when speaking, writing and illustrating * pose an investigation question to inform a historical inquiry * identify sources relating to the impact colonisation had on local Aboriginal and Torres Strait Islander communities * identify different points of view in the community about the meaning and impact of colonisation * use a range of communication forms (oral, graphic, written) and digital technologies to create and edit a presentation that records and explains the past. |

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|  | | Aboriginal and Torres Strait Islander perspectives | | History provides opportunities for students 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 students, it provides an opportunity to see themselves within the curriculum and in an educational setting that respects and promotes their cultural identities. Students 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. Students 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. Students 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_numeracy Description: Description: gc_ictDescription: Description: gc_criticalDescription: Description: Description: gc_personal_socialDescription: Description: gc_intercultural  Description: Description: cc_sust | Opportunities to engage with:  Description: Description: gc_literacyDescription: Description: gc_numeracy Description: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_personal_socialDescription: Description: Description: gc_ethicalDescription: Description: gc_intercultural | | |
| Key to general capabilities and cross-curriculum priorities | | Description: Description: Description: gc_literacy Literacy  Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: gc_ict ICT capability  Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: gc_personal_social Personal and social capability   Description: Description: Description: gc_ethical Ethical behaviour   Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: 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 student learning across different assessment techniques and instruments. This evidence will be collected in a folio to make an overall on-balance judgment about student achievement and progress at appropriate points, and to inform the reporting process. | | | | |
| Unit 1 | | | Unit 2 | |
| Assessment | | | Assessment |
| 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 the reasons for the establishment of British colonies in Australia and significant people that shaped Australian colonies. The collection of work could include:   * questions of, and responses to, source material * written explanations * labelled maps * debates or discussions (with notes) * audiovisual interviews * physical/visual artefacts * annotated photographs * journal entries * re-enactments and roleplays. | | | 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 the reasons people migrated to Australia from Europe and Asia and could include:   * written explanations * questions of, and responses to, source material * labelled maps/diagrams * annotated timelines * annotated photographs * journal entries. |
| Research: Historic investigation and narrative (Multimodal)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students identify and then select an explorer, colonist, convict or Indigenous Australian. Students compose an inquiry question and then research (using primary and/or secondary sources) their inquiry subject’s way of life, identify significant events and investigate the cause and effect of their contribution to their community. Each student communicates to peers in a small group oral, or as a showcase or class display.  This historic narrative could include a visual support (video, PowerPoint, webpage/wiki). | | | Research: Presentation (Multimodal)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students explore a significant development or event that shaped the Australian colonies.  They examine the impact of this development or event on a colony and create and deliver a multimodal presentation. |
| Make judgments and use feedback | Moderation | | Teachers develop tasks and plan units.  Teachers co-mark tasks to ensure consistency of judgments. | | | Teachers develop tasks and plan units.  Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments.  Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | |

Year 5 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** |
| **The Australian Colonies** | | | **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. | ✓ | ✓ |  | **Chronology, terms and concepts** | | | |
| Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 [(ACHHK093)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK093) | ✓ |  | 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) | ✓ | | ✓ |
| 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)) | ✓ |  | **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. | ✓ | ✓ |  | **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** | | | |
| The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought [(ACHHK095)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK095) |  | ✓ | **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. | ✓ | ✓ | 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** | | | |
| 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) |  | ✓ | **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 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](http://www.australiancurriculum.edu.au/Glossary?a=H&t=source) materials [(ACHHS105)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS105) | ✓ | | ✓ |
| The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples [(ACHHK097)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK097) | ✓ |  | **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. | ✓ | ✓ |  | 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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|  |  |  | **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)