Year 6 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 6 level description: Australia as a nation  The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.  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:   * Why and how did Australia become a nation? * How did Australian society change throughout the twentieth century? * Who were the people who came to Australia? Why did they come? * What contribution have significant individuals and groups made to the development of Australian society? | |
| Achievement standard | By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.  Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. | |
| 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 |
| Investigating the development of the Australian nation  The key inquiry questions for the unit are:   * Why and how did Australia become a nation? * How did Australian society change throughout the twentieth century?   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 key figures and events that led to Australia’s Federation. Students explore experiences of Australian democracy and citizenship, including the rights and status of specific groups of people.  Students will:   * sequence people and events leading up to Federation * sequence people and events involved in and affected by the development of Australia’s system of government * use historical terms and concepts * identify points of view * identify and pose questions to inform inquiries about Federation, democracy and citizenship * identify, locate and use a range of relevant sources * compare information from a range of sources * develop texts that incorporate source materials. | Exemplar unit: Investigating the emergence of Australia as a diverse society  The key inquiry questions for the unit are:   * How did Australian society change throughout the twentieth century? * Who were the people who came to Australia? Why did they come? * What contribution have significant individuals and groups made to the development of Australian society?   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 groups of people who migrated to Australia and the reasons for their migration. They identify and explore the contributions of different individuals and groups to the development of Australian society.  Students will:   * sequence people and events involved in, and affected by, migration to Australia * use historical terms and concepts * identify points of view * identify and pose questions to inform inquiries about migration and the contributions of individuals and groups to Australia’s development * identify, locate and use a range of relevant sources * compare information from a range of sources * develop texts that incorporate source materials. |

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| Teaching and learning | | 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_numeracyDescription: Description: gc_ictDescription: Description: gc_criticalDescription: Description: gc_personal_socialDescription: Description: gc_ethicalDescription: 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  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 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: Assignment (Written)  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 key figures and events that led to Australia’s Federation and could include:   * written explanations * annotated timelines * labelled maps * debates or discussions (with notes) * audio-visual interviews * physical/visual artefacts. | | | Research: Multimodal or digital 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 gather information about the contributions of a significant individual or group to the development of Australian society.  Students develop a hypothesis or position about the significance of one of these individuals or groups and create and deliver a multimodal presentation. |
| Supervised assessment: Responses to historical sources (Written)  The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.  Students explore and analyse a range of sources about:   * the experiences of democracy and citizenship in Australia, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples, migrants, women, and children * the contributions of individuals and groups in areas such as the economy, education, science, the arts and sport.   The student responses required will vary in length and require interpretation, analysis and evaluation of seen historical sources. | | |  |
| 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 6 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** |
| **Australia as a nation** | | | **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** | | | |
| Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government [(ACHHK113)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK113) | ✓ |  | Sequence historical people and events [(ACHHS117)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS117) | ✓ | | ✓ |
| 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) [(ACHHS118)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS118) | ✓ | | ✓ |
| Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children [(ACHHK114)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK114) | ✓ |  | **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 [(ACHHS119)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS119) | ✓ | | ✓ |
| Identify and locate a range of relevant sources [(ACHHS120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS120) | ✓ | | ✓ |
| **Analysis and use of sources** | | | |
| Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war [(ACHHK115)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK115) |  | ✓ | **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[(ACHHS121)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS121) | | ✓ | ✓ |
| Compare information from a range of sources [(ACHHS122)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS122) | ✓ | | ✓ |
| The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport [(ACHHK116)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK116) |  | ✓ | **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. | ✓ | ✓ | **Perspectives and interpretations** | | | |
| Identify points of view in the past and present [(ACHHS123)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS123) | ✓ | | ✓ |
| **Explanation and communication** | | | |
|  |  |  | **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. | ✓ | ✓ |  | Develop texts, particularly narratives and descriptions, which incorporate [source](http://www.australiancurriculum.edu.au/Glossary?a=H&t=source) materials ([ACHHS124)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS124) | | ✓ | ✓ |
| Use a range of communication forms (oral, graphic, written) and digital technologies [ACHHS125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS125) | ✓ | | ✓ |
|  |  |  | **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)