Year 5 to Year 7 unit overview for multiple year levels DRAFT  
Australian Curriculum: History

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0: Science for Foundation–10*, <www.australiancurriculum.edu.au/Science/Curriculum/F-10>.

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| School name | Conceptual thread | Unit title | Year levels | Duration of unit |
| Our school | Examining the experiences of people in the past | Exploring the changes that shaped Australia  and the connections to other parts of the world (Ancient China) | Years 5 to 7 | 20 hours |

| Unit outline |
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| Students identify how colonisation impacted upon communities. They explore groups of people who migrated to Australia, the reasons for their migration and the contributions of different individuals and groups to the development of Australian society. Students investigate the features of ancient China as a major civilisation and study how these features have shaped and impacted the modern world particularly Australia.  The key inquiry questions for the unit are:  Year 5   * What do we know about the lives of people in Australia’s colonial past and how do we know? * What were the significant events and who were the significant people that shaped Australian colonies?   Year 6   * 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?   Year 7   * What emerged as the defining characteristics of ancient societies? |

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| **Identify curriculum** | | |
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| **Content descriptions to be taught** | | **General capabilities and cross‑curriculum priorities** |
| **Historical Knowledge and Understanding** | **Historical Skills** |
| Year 5   * 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, and the experiences and contributions of a particular migrant group within a colony [(ACHHK096)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK096)   Year 6   * 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) * 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)   Year 7  Overview content   * the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.   The Asian world  China   * The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there [(ACDSEH005)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH005) * Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. [(ACDSEH041)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH041) * Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs [(ACDSEH043)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH043) | Years 5 and 6  Chronology, terms and concepts   * Sequence historical people and events [(ACHHS098)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS098) [(ACHHS117)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS117) * Use historical terms and concepts [(ACHHS099)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS099) [(ACHHS118)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS118)   Historical questions and research   * Identify questions to inform an historical inquiry [(ACHHS100)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS100) [(ACHHS119)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS119) * Identify and locate a range of relevant sources [(ACHHS101)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS101) [(ACHHS120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS120)   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) [(ACHHS121)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS121) * Compare information from a range of sources [(ACHHS103)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS103) [(ACHHS122)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS122)   Perspectives and interpretations   * Identify points of view in the past and present [(ACHHS104)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS104) [(ACHHS123)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS123)   Explanation and communication   * Develop texts, particularly narratives and descriptions, which incorporate source materials [(ACHHS105)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS105) [(ACHHS124)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS124) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS106)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS106) [(ACHHS125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS125)   Year 7  Chronology, terms and concepts   * Sequence historical events, developments and periods [(ACHHS205)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS205) * Use historical terms and concepts [(ACHHS206)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS206)   Historical questions and research   * Identify a range of questions about the past to inform a historical inquiry [(ACHHS207)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS207) * Identify and locate relevant sources, using ICT and other methods [(ACHHS208)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS208)   Analysis and use of sources   * Identify the origin and purpose of primary and secondary sources [(ACHHS209)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS209) * Locate, compare, select and use information from a range of sources as evidence [(ACHHS210)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS210) * Draw conclusions about the usefulness of sources [(ACHHS211)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS211)   Perspectives and interpretations   * Identify and describe points of view, attitudes and values in primary and secondary sources [(ACHHS212)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS212)   Explanation and communication   * Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged [(ACHHS213)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS213) * Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS214)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS214) | **Description: gc_literacy Literacy**   * Use historical terms related to the unit and pose questions about the past * Compile glossaries and definitions of key terms used   **Description: gc_numeracy Numeracy**   * Use timelines to describe past events and changes * Understand and interpret associated maps, tables and graphs, for example, that add meaning to written text   Description: gc_ict **ICT capability**   * Use a range of digital technologies to assist with investigating concepts and information.   **Description: gc_critical Critical and creative thinking**   * Explore reasons for migration through a range of sources and discuss experiences of people who migrated   Description: gc_personal_social **Personal and social capability**   * Exchange information and foster a collaborative response   **Description: gc_ethical Ethical behaviour**   * Identify perspectives and bias in historical sources.   **Description: gc_intercultural Intercultural understanding**   * Investigate colonial life to discover what life was like at that time for a range of different inhabitants * Explore individual narratives of people who migrated to Australia and identify cultural practices of these groups * Investigate the nature of sources for ancient Australia and what they reveal about Australia’s past   **Aboriginal and Torres Strait Islander histories and cultures**   * Explore daily life for Aboriginal or Torres Strait Islander people and investigate their heritage * Explore the contribution of individuals or groups to the development of Australian society   **Description: cc_asia Asia and Australia’s engagement with Asia**   * Examine cultural practices related to family life, beliefs and customs of newly-arrived migrant groups from Asia * Describe the social structure of ancient societies.   **Description: cc_sust Sustainability**   * Investigate the impact of settlement on the environment |

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| **Historical Understandings** | | | | | |
| 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. | ☐ **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. | ☒ **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. | ☒ **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. |

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| Identify curriculum | |
| Achievement standard | |
| Year 5 | 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. |
| Year 6 | 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. |
| Year 7 | By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.  Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information. |
| 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.  Year 5  **In the Australian Curriculum: English**   * Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning ([ACELY1702](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1702)) * Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1704)) * Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources ([ACELY1703](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1703)) | |
| **In the Australian Curriculum: Mathematics**   * Use a grid reference system to describe locations. Describe routes using landmarks and directional language ([ACMMG113](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMMG113)) * Describe and interpret different data sets in context ([ACMSP120](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP120))   **In the Australian Curriculum: Science**   * Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts ([ACSIS093](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS093))   **Year 6**  **In the Australian Curriculum: English**   * Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings [(ACELY1712)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1712) * Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts [(ACELY1713)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1713) * Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis [(ACELY1710)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1710)   **In the Australian Curriculum: Mathematics**   * Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables [(ACMSP147)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP147) * Interpret secondary data presented in digital media and elsewhere [(ACMSP148)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP148)   **In the Australian Curriculum: Science**   * Important contributions to the advancement of science have been made by people from a range of cultures [(ACSHE099)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE099) * Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples’ lives [(ACSHE100)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE100) * With guidance, plan appropriate investigation methods to answer questions or solve problems [(ACSIS103)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS103) * Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate [(ACSIS107)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS107) * Compare data with predictions and use as evidence in developing explanations [(ACSIS221)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS221) * Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts [(ACSIS110)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS110) | |
| **Year 7**  **In the Australian Curriculum: English**   * Use prior knowledge and text processing strategies to interpret a range of types of texts [(ACELY1722)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1722) * Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources [(ACELY1723)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1723) * Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas [(ACELY1725)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELY1725)   **In the Australian Curriculum: Mathematics**   * Identify and investigate issues involving numerical data collected from primary and secondary sources [(ACMSP169)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACMSP169)   **In the Australian Curriculum: Science**   * Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations [(ACSHE120)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE120) * Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed [(ACSIS125)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS125) * Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate [(ACSIS129)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS129) * Summarise data, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions [(ACSIS130)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS130) * Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate [(ACSIS133)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS133) | |

| Assessment | | |
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| Assessment overview | | |
| Students are given opportunities to demonstrate their knowledge, skills and understanding through both formative and summative assessment. The assessment is collated in individual assessment folios and allows for ongoing feedback to students on their learning.  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. | | |
| Assessment | | |
| Describe the assessment | Assessment date | Make judgments |
| 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.  **Year 5 to Year 7**  Students conduct research and create a multimodal presentation related to the concepts, content and contexts of the unit.  Students explore the experiences of groups within a particular historical period and create and deliver a multimodal presentation.  Suggested conditions:   * open * 2–4 minutes.   For further advice and guidelines on conditions for assessment refer to *Assessment advice: History* on the QSA website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au/) | Weeks 14–16 | Teachers gather evidence to make judgments about the following characteristics of student work:  Year 5 and 6  Understanding   * description of the different experiences of people in the past   Skills   * location and comparison of information from a range of sources to answer inquiry questions, and identification and explanation of points of view * communication of a narrative text that incorporates relevant sources and uses historical terms and concepts   **Year 7**  Understanding   * description of interpretations of past events and developments including the perspectives of different groups |
|  |  | Skills   * interpretation and analysis of selected historical sources that identify different points of view and provide useful evidence connected to inquiry questions * communication in explanatory texts that incorporate the use and acknowledgement of sources of historical evidence   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) |

| Teaching and learning | Supportive learning environment | |
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| Teaching strategies and learning experiences  Group work allows flexibility for children/students to revise or extend learning according to individual needs, which caters for the needs of all learners. | Adjustments for needs of learners | Resources |
| Students:   * sequence key events, developments and periods relevant to the content and concepts * use and define historical terms and concepts related to the historical period * pose key questions related to convict and colonial presence, reasons for migration and experiences and contributions of migrant groups * identify and locate a range of sources to use when exploring key events, developments and periods * identify points of view from a range of sources * use a range of communicate forms to present findings * investigate colonial life and discuss what life was like at the time for different inhabitants and investigate the impact of settlement on the environment * investigate the experiences and contributions of a particular migrant group to the colony and to the development of Australian society * identify groups of people migrating to Australia in the 1800s and 1900s and the reasons for migration * examine the contacts between China throughout time with other societies and investigate the Chinese in Australia * investigate China from its ancient origins to the present * examine the physical features of China and how they influenced the development of the civilisation * identify the roles of key groups in ancient China, significant beliefs, values and practices and compare to Australian cultural practices | 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 child 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:   * search engines, museum and library catalogues and indexes to find material relevant to inquiry such as stories, songs, diaries, official documents and artworks * primary and secondary sources to  (a) investigate migration to Australia, and  (b) compare various models of communicating historical information * computer facilities and ICT support * field trips to relevant locations or excursions to museums and galleries.   Useful websites   * Using primary sources [<www.loc.gov/teachers/usingprimarysources/>](http://www.loc.gov/teachers/usingprimarysources/) * Success Stories of Australian Migration [<www.immi.gov.au/media/success\_stories>](http://www.immi.gov.au/media/success_stories) * Immigration stories [<www.archives.qld.gov.au/Researchers](http://www.archives.qld.gov.au/Researchers/Exhibitions/Immigration/Pages/default.aspx) [/Exhibitions/Immigration/Pages/default.aspx>](http://www.archives.qld.gov.au/Researchers/Exhibitions/Immigration/Pages/default.aspx) * Cuc Lam's Suitcase  [<http://dl.nfsa.gov.au/module/1203>](http://dl.nfsa.gov.au/module/1203) * Migrant Stories [<www.italianlives.arts.uwa.edu.au/stories>](http://www.italianlives.arts.uwa.edu.au/stories)   Guest speakers   * A person with first-hand experience of migration to Australia. |

| 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. |