Description: Description: gc_literacyDescription: Description: Description: gc_numeracy

**Teacher guidelines**

# Identify curriculum

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| **Content descriptions to be taught** | |
| **Historical Knowledge and Understanding** | **Historical Skills** |
| **Present and Past Family Life**  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) | **Chronology, terms and concepts**   * 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**   * 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)  **Explanation and communication**   * Develop a narrative about the past   [ACHHS037](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS037) |
| **General capabilities and cross-curriculum priorities** | |
| **Literacy Numeracy**  Description: Description: Description: gc_critical **Critical and creative thinking**  Description: gc_icon_ic **Intercultural understanding Description: gc_icon_psc** **Personal and social capability** | |
| **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.](http://www.australiancurriculum.edu.au/Glossary?a=H&amp;t=significance)  Students sequence events in order, using everyday [terms](http://www.australiancurriculum.edu.au/Glossary?a=H&amp;t=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: ACARA, The Australian Curriculum v 4.0, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au/) | |

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| Australian Curriculum Year 1 History | Exploring family life: My past, present and future | Teacher guidelines |

**Sequence learning**

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| **Suggested learning experiences** |
| This assessment leads on from the learning experiences outlined in the QSA’s Year 1 History unit overview. The knowledge understanding and skills developed in the exemplar unit will prepare students to engage in this assessment:   * See unit overview — History exemplar (Exploring family life) [www.qsa.qld.edu.au/13659.](http://www.qsa.qld.edu.au/13659) |
| **Adjustments for needs of learners** |
| 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.](http://www.ag.gov.au/) |
| **Resources** |
| **Books**   * Lester, A 2006, *When Frank was Four*, Hodder Headline, Australia. * Hutchins, P 1992, *You’ll Soon Grow into Them, Titch*, HarperCollins Publishers, Australia. * Fox, M 1989, *Wilfrid Gordon McDonald Partridge*, Kane/Miller Book Publishers, USA. * Baker, J 2010, *Mirror*, Walker Books, Australia. * Baker, J 2002, *Window*, Walker Books Ltd, London. * Baker, J 2004, *Belonging*, Walker Books Ltd, London. * Base, G 2001, *The Water Hole*, Harry N. Abrams, USA. * Hughes, S 1991, *Moving Molly*, Red Fox Picture Books, England |

**Develop assessment**

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| **Implementing** |
| **Preparing for the assessment** |
| **Talking about time**   * Read a story that focuses on the passing of time such as *When Frank was Four* (see book list for other suggestions). * Discuss with the children how the story shows the passing of time. * Explore the language used in the story to represent the passing of time. * Identify the events of the past and the present in the story and how the character has changed over time. * Explore the terms of yesterday, today and tomorrow and build on the terms used in the story to describe the passing of time. * Identify familiar words used to show the passing of time, eg. before, after, then, first, last, now, week, yesterday, today, and tomorrow. * Organise these words into past, present and future using flash cards. * Talk about personal events that happened in the past, that are happening now and may occur in the future. * Talk about objects that represent important events from the past and the present. Identify these objects using words or visual representations. * Compare groups of objects from the past and present and discuss how they are different. |

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| Australian Curriculum Year 1 History | Exploring my family life: My past, present and future | Teacher guidelines |

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| **Sequencing significant events**   * Sequence important events in the story using a representation of time, e.g. slideshow, timeline or photo album. Identify special objects that can be used to represent these events. * Use visual sequences of time such as a “days of the week” chart or a class calendar to sequence important dates and events.   **Talking about change**   * Use the concepts of past, present and future to tell a story about change over time using an aspect of daily life, e.g. cooking, transport, play. * Discuss what life was like for their parents and grandparents by examining everyday objects from the past and comparing them to the present.   **Using objects — family history**   * Models how to create a personal family history box. * Discuss significant personal or family-related objects that could be used to represent events from the past or present and events that may happen in the future:   + drawings or photographs of people and events (weddings, first day of school, new car)   + personal or family objects from the past — clothing, toys   + family stories — written or illustrated by a parent or grandparent   + certificates — e.g. birth, sporting, music, dance   + birthday cards, tickets to special events   **Using objects to tell a story about the past**   * Using the objects in your personal family history box, present a short historical narrative about the significance of the objects and events they represent over time, pausing to stress the terms denoting time. |

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| **Implementing** |
| **Section 1. Creating your own history box** |
| From home each week, add one significant personal or family-related object from each category to the history box from:  Before I was born; When I was a baby; When I was little; Last year; Now.  Note: Adjustments will need to be made for those children who have unknown or untraceable family histories.  In class each week, describe the object and the event it represents including details about:   * when the event happened * where it happened * who was there * why it is significant to your personal or family history.   Final class activity: Draw an event that may happen in the future and add it to the box |
| **Section 2. Posing and answering questions** |
| Using the sources in the history box:   * pose questions to the child (in groups or individually) about the selections of objects and the events they represent * support children to pose questions about the selections of objects and events in other history boxes. Use *Assessment resource: Question starter grid* to cue students to ask a range of questions about objects and events * record the children’s responses. Use *Assessment resource: Example of a recording device to gather evidence* for advice. |
| **Section 3. Telling a story about the past** |
| The teacher models sequencing objects from their own personal history and then creates a |

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| Australian Curriculum Year 1 History | Exploring family life: My past, present and future | Teacher guidelines |

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| **Implementing** |
| modelled story based on the objects. Children use this model to:   * sequence the objects from their personal family history box to show the passing of time * create a short narrative based on the sequence of objects using terms that relate to the past, present and future. * use *Assessment resource: Omar’s history box* for advice. |

**Make judgments**

The following table identifies the valued features of this assessment. It makes explicit the demonstrations of understandings and skills as identified in the Australian Curriculum Achievement Standard and the Queensland Standards Elaborations for History.

A continua and matrix model of the Task-specific standard is provided for this assessment using the same valued features. Each model of a task specific standard uses task-specific descriptors to identify the discernable differences in student work for A–E standards.

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| **Dimensions** | **Valued features** | | **Task-specific valued features** |
| **Understanding** | **Historical Knowledge and Understanding** | | **Present and past family life**  Describes personal and family-related objects and events using terms related to the past, present and future. |
| **Skills** | **Historical Skills** | **Questioning and researching** | **Historical questions and research**  Poses questions about objects from the past, present and future. |
| **Analysing and interpreting** | **Analysis and use of sources**  Uses information from personal and/or family objects and events to answer questions about the past, present and future. |
| **Communicating** | **Chronology, terms and concepts Explanation and communication**  Develops a story about the past based on personal and family objects and events.  Sequences personal and family-related objects and events using terms to distinguish between the past, present and future. |

# Use feedback

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| **Feedback to students** | Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child’s personal progress and the next steps in the learning journey. Offer feedback that:   * is provided early in the assessment to give children the opportunity to improve their History knowledge and skills, e.g. “You could tell us where it happened and who else was there.” * acknowledges the knowledge and skills they already possess. |

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| Australian Curriculum Year 1 History | Exploring my family life: My past, present and future | Teacher guidelines |

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|  | * provides support for children to find ways to improve their History knowledge and skills e.g. “Can you think of another way … ?”, “How else could you … ?” * encourages children to work towards improving the quality of their responses to questions e.g. “You have told us what the object looks like and what it is made of. How do you think it was used? Who might have owned it? What does it tell us about your family story? |
| **Resources** | For guidance on providing feedback, see the professional development packages titled *Seeking and providing feedback*: [www.qsa.qld.edu.au/18076.html.](http://www.qsa.qld.edu.au/18076.html) |

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| Australian Curriculum Year 1 History | Exploring family life: My past, present and future | Teacher guidelines |