**History Inquiry Planner: Incorporating Learning Design & the Australian Curriculum**

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| **What do we want them to learn?** | **How will we know if they’ve learnt it?** |
| **Big Idea:** | **AC Key Inquiry Questions:** | **Assessment for Learning**

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| **Learning Expectations**Clarifying and sharing learning intentions and criteria for success |
| **Questioning**Engineering effective discussions, questions and learning tasks that develop deep understanding and elicit evidence of learning |
| **Feedback**Providing feedback that moves learners forward. (Meaningful & timely) |
| **Self-Assessment**Activating students as the owners of their own learning.  |
| **Peer Assessment**Actively engaging students as instructional resources for one another in learning and reflection. |

**TfEL Domains:** **Intellectual Change****2.4**- Challenge students to achieve high standards with appropriate support**4.4**- Communicate learning in multiple modes**Formative Assessment****2.1**- Develop democratic relationships**2.3**- Negotiate learning**3.4**- Promote dialogue as a means of learning**4.1**- Build on learners’ understandings**4.3**- Apply and assess learning in authentic contexts |
| **Historical Knowledge:** | **Historical Understanding:** |
| **Historical Concepts:** *What are the key concepts to be developed? What are the key inquiry questions?* |
| *Sources* | *Continuity & Change* | *Cause & Effect* | *Perspectives* | *Empathy* | *Significance* | *Contestability (Year 7-10)* |
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| **Content Descriptions- Historical Inquiry and Skills** |
| *Chronology, terms and concepts* |  |
| *Historical questions and research* |  |
| *Analysis and use of sources* |  |
| *Perspectives and interpretations* |  |
| *Explanation and communication* |  |
| **General Capabilities:**Description: Description: gc_literacy Literacy   Description: Description: gc_numeracyNumeracy   ICT capability Critical and creative thinking Description: Description: gc_personal_socialPersonal and social capability  Ethical behaviour   Description: Description: gc_interculturalIntercultural understanding | **Cross Curriculum Priorities:** Aboriginal and Torres Strait Islander histories and cultures Asia and Australia’s engagement with Asia  Description: cc_sustSustainability |
| **Correlations with Geography Content and Concepts:** *Which historical concepts and knowledge will support student learning in Geography?* |
| How will we get there? |
| *What do the children bring? How will I know? How will I establish prior knowledge and understanding?*  | Engage: | Challenge: | Differentiate/Scaffold: |

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| How will we get there using the inquiry stages of history? | How will we know if they’ve learnt it? |
| Inquiry Stages | What will the students be doing? | Assessment Activity/Task | Timeframe | Teacher preparation & required resources |
| Chronology, terms and concepts |  |  |  |  |
| Historical questions and research |  |  |  |  |
| Analysis and use of sources |  |  |  |  |
| Perspectives and interpretations |  |  |  |  |
| Explanation and communication |  |  |  |  |
| **Links to other learning areas:**  | **Future Learning Considerations:** Karly Hefferan, 2014 |