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| **Present and Past Family Life** Exploring family life | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | **Year 1** |
| Inquiry Questions | Key Concepts |
| * How can we show that the present is different from or similar to the past?
* How do we describe the sequence of time?
 | Children develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. Children explore present and past family life. Children identify significant personal and family events. They describe the past, present and future using terms indicating time. Children record their learning in a history journal. |
| Historical Knowledge *(Content Descriptors)* |
| 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 |
| Historical Skills *(The students will…)* |
| **Chronology, terms and concepts** | **Historical questions and research** | **Analysis and use of sources** | **Perspectives and interpretations** | **Explanation and communication** |
| * Sequence familiar objects and events to show the passing of time
* Distinguish between objects and events from the past and the present
 | * Pose questions about the past and the passing of time when examining objects and events from a collection
 | * Explore a range of sources from the present and recent and more distant past
 | * Identify and compare features of objects from the past and present
 | * Develop a narrative about a collection of personal objects representing the passing of time.
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| 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.Students sequence events in order, using everyday 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. |
| Assessment |
| Collection of work: This unit provides children with ongoing opportunities to record historical learning in a My life, my story journal (history journal).\* Children and teachers collaborate to identify, describe and record significant family events from the past and present. The history journal may include opportunities to:* create a narrative about a past event
* identify and use sources to support a narrative
* pose and answer questions about a significant event
* demonstrate the use of terms to denote time.

*\* The history journal uses the assessment technique “guided collection of work”. In a guided collection of work, teachers and children collaborate on a series of focused tasks relating to a single cohesive investigative context. These tasks are conducted in class and in children’s own time.* | **Guided collection of work** (Spoken/written)\*\**The purpose of this assessment is to make judgments about children’s responses to a series of focused tasks within a specified context and based on the process of historical inquiry.* Children use a history box to examine family-related objects from different time periods.Children demonstrate their understanding of the past, present and future in the context of their own family by:*\*\* In this assessment technique “guided research, teachers and children collaborate to gather and record information.** sequencing objects from different time periods
* using terms to denote time
* examining and using information about objects and events
* creating a time story about familiar or unfamiliar objects or events.
 |  Moderated Evidence* Teachers develop tasks and plan units
* Teachers choose samples of children’s responses to questions to examine and make an on-balance judgment
* Teachers meet to ensure consistency of judgments to inform future planning
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| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 1 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 |
| **Present and Past Family Life** Investigating changes in family life | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | **Year 1** |
| Inquiry Questions | Key Concepts |
| * How has family life changed or remained the same over time?
* How can we show that the present is different from or similar to the past?
 | Children develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. Children describe family structures and roles and identify how these have changed or remained the same over time. They identify differences and similarities between their daily life and life during their parents’ and grandparents’ childhoods. Children record their learning in a history journal. |
| Historical Knowledge *(Content Descriptors)* |
| Differences in family structures and roles today, and how these have changed or remained the same over time | Differences and similarities between students' daily lives and life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications |
| Historical Skills *(The students will…)* |
| **Chronology, terms and concepts** | **Historical questions and research** | **Analysis and use of sources** | **Perspectives and interpretations** | **Explanation and communication** |
| * Distinguish between the past, present and future in relation to family life and within the context of the child’s own world
 | * Pose questions about sources from the past and present to inquire about families and family life
 | * Explore a range of sources about the past and present in relation to families and family life
 | * Explore people’s point of view about events related to family in the past and present
 | * Use a range of communication forms (oral, graphic, written, role play) and digital technologies to inquire about past and present family life.
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| 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.Students sequence events in order, using everyday 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. |
| Assessment |
| Collection of work: This unit provides children with ongoing opportunities to record historical learning in a My life, my story journal (history journal).\* Children use the history journal to record how family structures and roles have changed or remained the same over time. The history journal may include: * labelled diagrams
* annotated pictures
* spoken/signed explanations (annotated)
* written/scribed journal entries
 | **Guided Research**: Presentation (Multimodal)\*\**The purpose of this assessment is to make judgments about children’s abilities to research, collect, analyse and draw conclusions about historical sources.* Children and teachers collaborate to explore how daily life in the context of family has changed or remained the same over time. Children create a narrative about one aspect of daily family life over time. They demonstrate their understanding of continuity and change by: • sequencing changes to reflect the past, present and future• describing differences and similarities between their daily lives and life during their parents’ and grandparents’ childhoods• responding orally to teacher-prepared questions and by posing personal questions• using a range of communication forms (oral, graphic, written, roleplay) and digital technologies. |  Moderated Evidence* Teachers develop tasks and plan units.
* Teachers calibrate standards before marking by choosing samples of children’s work across the reporting standards (A-E) and moderating to ensure consistency of judgment.
* Teachers select representative folios and meet to ensure consistency of teacher judgment before reporting on overall achievement within a folio.
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| **Sources:** Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Year 1 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 |