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| **The Past in the Present**Investigating changes to technology | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | **Year 2** |
| Inquiry Questions | Key Concepts |
| * How have changes in technology shaped our daily life?
 | Children develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. Children explore technology, and how it has changed over several generations, and begin to investigate and identify the impact on people’s lives. They record their learning in a history journal. |
| Historical Knowledge *(Content Descriptors)* |
| The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past) |
| 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 the history of a personally significant object related to technology
* Use simple historical terms when speaking about the changing impact of technology on their lives
 | * Pose questions about technology in the past using familiar provided sources
 | * Explore a range of sources about technology
 | * Identify and compare familiar aspects of technology over time
 | * Develop a narrative about the change in technology from past to present
* Explain and communicate personal stories related to the impact of changing technology using a range of forms including digital technologies.
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| Achievement Standard |
| By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts. |
| Assessment |
| Collection of work: This unit provides children with ongoing opportunities to record historical learning in a *Museum journal* (history journal).\* Children use the history journal to record and demonstrate the change in technology over time. The history journal may include: * labelled diagrams/pictures
* written explanations
* annotated visual records
* summaries and analyses of newspaper or magazine articles from a historical perspective.

*\* 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 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 examine how technology has changed over several generations by comparing past and present objects.Children choose a significant object to further develop their understanding of generational change in technology. They use a multimodal presentation to demonstrate their understanding of their chosen object and their use of historical skills. Skills may include:* sequencing familiar objects and events
* distinguishing between the past, present and future
* posing questions about the past using sources provided

*\*\* In this assessment technique “guided research, teachers and children collaborate to gather and record information.** identifying and comparing features of objects from the past and present
* developing a narrative about the past
* using a range of communication forms and digital technologies
* exploring a range of sources about the past.
 |  Moderated Evidence* Teachers develop tasks and plan units
* Teachers co-mark tasks to ensure consistency of judgments
* Teachers choose samples of children’s responses to questions to examine their understanding of historical perspectives
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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 2 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 |
| **The Past in the Present**Exploring my local community | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | **Year 2** |
| Inquiry Questions | Key Concepts |
| * What aspects of the past can you see today? What do they tell us?
* What remains of the past are important to the local community? Why?
 | Children develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. Children explore the heritage significance or cultural value of a historical site in the school or local community. They record their learning in a history journal |
| Historical Knowledge *(Content Descriptors)* |
| The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past | The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial |
| 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 significant objects and events relevant to the history of the local community
* Use simple historical terms when speaking, writing and interpreting visual images related to the heritage significance or cultural value of a historical site in the local community
 | * Pose questions about the history of a person, building site or landmark
 | * Explore a range of sources about the historical interests in the local community
 | * Identify and compare features of objects or sites of local community significance from the past and present
* Explore a point of view by investigating historical significance
 | * Develop an oral narrative of the past about a chosen local community person, building, site or landmark
* Use a range of communication forms and digital technologies to represent the historical significance of sites, buildings or people within the local community
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| Achievement Standard |
| By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community. Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about 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 school, my community journal* (history journal).\* Children use the history journal to explore the historical and/or cultural significance of a school or local community site, building or person. The history journal may include: * written explanations
* journal entries
* records of evidence gathered on a field trip
* annotated visual records
* summaries and analysis of written articles from a historical perspective.
 | **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 use secondary sources to collaborate, discuss and investigate the significance of a small range of school or local community historical and/or cultural sites.Children use a multimodal presentation to demonstrate their understanding of the significance of historical sites, buildings or people and their use of historical skills. Skills may include:• sequencing familiar objects and events• distinguishing between the past, present and future• posing questions about the past using sources provided• identifying and comparing features of objects from the past and present• developing a narrative about the past• using a range of communication forms and digital technologies• exploring a range of sources about the past. |  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 2 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 |