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| **Community & Remembrance**Investigating celebrations, commemorations and community diversity | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | **Year 3** |
| Inquiry Questions | | | | | | | | Key Concepts | | | | | | | | |
| * How and why do people choose to remember significant events of the past? * What is the nature of the contribution made by different groups and individuals in the community? | | | | | | | | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Students explore significant days and weeks celebrated in Australia and in other countries. Students identify the significance of people with diverse backgrounds and the roles they play in developing local communities. | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | |
| Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems | | | | Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan | | | | | | | | The role that people of diverse backgrounds have played in the development and character of the local community | | | | |
| 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 historical people and events * Use historical terms when speaking, writing and illustrating | * Pose a range of questions about the past when investigating significant events and the contributions that individuals and groups have made to the development of the local community | | | | | | * Identify sources that provide information about celebrations in the past and present and the diversity of communities * Locate relevant information from sources provided | | | | * Identify different points of view, including the meaning of celebrations from different perspectives | | | * Develop historical texts, particularly narratives * Use a range of communication forms (oral, graphic, written) and digital technologies | | |
| Achievement Standard | | | | | | | | | | | | | | | | |
| By the end of year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.  Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time. | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | |
| Collection of work: The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry. The focus of the collection of work is on celebrations and commemorations and could include:   * written explanations * questions of, and responses to, source material * annotated timelines * graphic organisers * debates or discussions (with notes) * physical/visual artefacts * annotated photographs * re-enactments and role-plays. | | | | | | | | | **Research**: Response (Written, multimodal)  *The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.*  Students explore the contributions of a person or group in their local community. They use a range of sources to find out about the influence and contributions of that person or group in the development of their local community.  Students pose questions, identify sources and locate relevant information from provided sources. They identify different points of view using a range of communication forms. | | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers co-mark tasks to ensure consistency of judgments. | |
| **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 3 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | |
| **Community & Remembrance**Exploring Aboriginal peoples and Torres Strait Islander peoples and our communities | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | | **Year 3** |
| Inquiry Questions | | | | | Key Concepts | | | | | | | | | | | |
| * Who lived here first and how do we know? * How has our community changed? What features have been lost and what features have been retained? | | | | | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Students examine the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a particular area. They investigate change and continuity over time in local, regional and state and territory contexts, for example in relation to transport, work, education, entertainment, daily life, and natural and built environments. | | | | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | |
| The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) | | | | | | | | | | ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life | | | | | | |
| 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 historical people and events * Use historical terms when speaking, writing and illustrating | * Pose a range of questions about the past relating to the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples and to change and continuity over time in the local community | | | | | | * Locate relevant information from sources provided to record key ideas about significance, continuity and change, and perspectives | | | | * Identify different points of view | | | * Develop historical texts * Use a range of communication forms (oral, graphic, written) and digital technologies to create and edit a presentation that records and explains the past. | | |
| Achievement Standard | | | | | | | | | | | | | | | | |
| By the end of year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.  Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time. | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | |
| Collection of work: The purpose of this assessment is to make judgments about students’ responses to a series of focused tasks within a specified context and based on the process of historical inquiry. The focus of the collection of work is cause and effect, and continuity and change in communities and could include:   * written explanations * questions of, and responses to, source material * annotated timelines * journal entries * annotated photographs * physical/visual artefacts | | | | | | **Research**: Presentation (Spoken/signed, multimodal)  *The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.*  Students create a presentation about a place that has significance to Aboriginal or Torres Strait Islander communities. They investigate why and how Aboriginal peoples and Torres Strait Islander peoples associate with the land and sea in stories and events. | | | | | | | Moderated Evidence   * Teachers develop tasks and plan units. * Teachers calibrate A–E samples of student work that link to the standards before marking tasks. They moderate to ensure consistency of judgments. * Teachers select representative folios and meet to ensure consistency of judgments before marking tasks. | | | |
| **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 3 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | |