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| **Australia as a Nation**  Investigating the development of the Australian nation | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | **Year 6** | |
| Inquiry Questions | | | | | | Key Concepts | | | | | | | | |
| * Why and how did Australia become a nation? * How did Australian society change throughout the twentieth century? | | | | | | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Students identify key figures and events that led to Australia’s Federation. Students explore experiences of Australian democracy and citizenship, including the rights and status of specific groups of people. | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | |
| Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government | | | | | | | | | Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children | | | | | |
| 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 people and events leading up to Federation * Sequence people and events involved in and affected by the development of Australia’s system of government * Use historical terms and concepts | | | * Identify and pose questions to inform inquiries about Federation, democracy and citizenship | | | * Identify, locate and use relevant sources | | | | | * Identify points of view | | | * Develop texts that incorporate source materials |
| Achievement Standard | | | | | | | | | | | | | | |
| By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.  Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | |
| Collection of work: Assignment (Written)  *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 key figures and events that led to Australia’s Federation and could include:   * written explanations * annotated timelines * labelled maps * debates or discussions (with notes) * audio-visual interviews * physical/visual artefacts. | | | | | **Supervised assessment**: Responses to historical sources (Written)  *The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.*  Students explore and analyse a range of sources about:  • The experiences of democracy and citizenship in Australia, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples, migrants, women, and children  • The contributions of individuals and groups in areas such as the economy, education, science, the arts and sport.  *The student responses required will vary in length and require interpretation, analysis and evaluation of seen historical sources* | | | | | | | 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 6 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | |
| **Australia as a Nation**  Investigating the emergence of Australia as a diverse society | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | **Year 6** | |
| Inquiry Questions | | | | | | | Key Concepts | | | | | | | |
| * How did Australian society change throughout the twentieth century? * Who were the people who came to Australia? Why did they come? * What contribution have significant individuals and groups made to the development of Australian society? | | | | | | | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Students explore groups of people who migrated to Australia and the reasons for their migration. They identify and explore the contributions of different individuals and groups to the development of Australian society. | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | |
| Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war | | | | | | | | The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport | | | | | | |
| 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 people and events involved in, and affected by, migration to Australia * Use historical terms and concepts | * Identify and pose questions to inform inquiries about migration and the contributions of individuals and groups to Australia’s development | | | * Identify and pose questions to inform inquiries about migration and the contributions of individuals and groups to Australia’s development * Identify, locate and use a range of relevant sources * Compare information from a range of sources | | | | | | * Identify different points of view | | | * Develop texts that incorporate source materials | |
| Achievement Standard | | | | | | | | | | | | | | |
| By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.  Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources. | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | |
| Collection of work (Written, spoken/signed, multimodal): 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. This could include:   * written explanations * questions of, and responses to, source material * labelled maps/diagrams * annotated timelines * annotated photographs * journal entries | | | | | **Research**: Multimodal or digital presentation (Multimodal)  *The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.*  Students gather information about the contributions of a significant individual or group to the development of Australian society.  Students develop a hypothesis or position about the significance of one of these individuals or groups and create and deliver a multimodal presentation. | | | | | | | 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 6 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | |