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| **Personal and Family Histories** Exploring my family history | | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | | | **Reception**  *(Foundation Year)* |
| Inquiry Questions | | | | | | Key Concepts | | | | | | | | | | | | | |
| * What is my history and how do I know? | | | | | | Children develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Children explore their own personal history in a study of family. They identify different family members and begin to explore understandings of difference and commonality in families. Children record their learning in a history journal. | | | | | | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | | | | |
| Who the people in their family are, where they were born and raised and how they are related to each other | | | | | | | | | | | | The different structures of families and family groups today, and what they have in common | | | | | | | |
| 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 family information * Use simple historical terms related to the past, present and future when speaking | | * Pose questions about the past using familiar and family-related sources | | | | | | | | * Explore a range of sources (including literature) about families and their own family’s past | | | | * Identify and compare familiar aspects of family from sources * Explore a point of view by sharing understanding of other families | * Develop an oral narrative of family supported by pictures or photographs * Explain and communicate personal stories in a range of forms, including digital technologies | | | | |
| Achievement Standard | | | | | | | | | | | | | | | | | | | |
| By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.  Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts. | | | | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | |
| Collection of work: This unit provides children with ongoing opportunities to record historical learning in a Family Stories journal (history journal).\*  The history journal may include:   * labelled diagrams * annotated pictures * spoken/signed explanations (annotated) * written/scribed journal entries.   *\* 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 construct a class model family.   * Children demonstrate their understanding of family difference and commonality when engaging in an interactive game based on the class model family * Children respond orally to teacher-prepared questions and pose personal questions   *\*\* In this assessment technique “guided research, teachers and children collaborate to gather and record information.* | | | | | | | | | | 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 | | |
| **Sources**: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Prep year plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | | | | |
| **Personal and Family Histories** Remembering family history | | | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | | | | | | | | | | | | | | | **Reception**  *(Foundation Year)* | |
| Inquiry Questions | | | | | | | | | Key Concepts | | | | | | | | | | |
| * What stories do other people tell about the past? * How can stories of the past be told and shared? | | | | | | | | | Children develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**.  Children explore how family events are remembered and how stories about families are communicated. Children record their learning in a history journal. | | | | | | | | | | |
| Historical Knowledge *(Content Descriptors)* | | | | | | | | | | | | | | | | | | | |
| How they, their family and friends commemorate past events that are important to them | | | | | | | | | | | How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums | | | | | | | | |
| 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 family events * Use simple historical terms related to the past, present and future when speaking | * Pose questions about past family events and stories of family using familiar sources | | | | | | | * Explore a range of sources (including literature) about past family events and stories of family | | | | | * Identify and compare familiar family events and stories of family from sources * Explore a point of view by sharing understanding of family events and stories of family | | | * Develop an oral narrative of family events * Explain and communicate family events and stories of family in a range of forms, including digital technologies | | | |
| Achievement Standard | | | | | | | | | | | | | | | | | | | |
| By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.  Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts. | | | | | | | | | | | | | | | | | | | |
| Assessment | | | | | | | | | | | | | | | | | | | |
| Collection of work: This unit provides children with ongoing opportunities to record historical learning in a Family Events journal (history journal).\*  The history journal may include:   * labelled diagrams * annotated pictures * spoken/signed explanations (annotated) * written/scribed journal entries * sequencing activity * timelines. | | | | | **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 the narratives of family stories.  Children share the story of a significant event from the past to demonstrate their understanding of historical skills. Skills may include:   * sequencing the story of a known object or significant event * demonstrating understanding of historical terms * distinguishing between past and present * posing questions about historical sources * exploring a point of view. | | | | | | | | | | 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. | | | | |
| **Sources:** Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v3.0: History for Foundation–10, www.australiancurriculum.edu.au/History/Curriculum/F-10; Prep Year plan, Australian Curriculum: History Queensland Studies Authority, October 2012 | | | | | | | | | | | | | | | | | | | |