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| **First Contacts**Investigating exploration and the movement of peoples | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | **Year 4** |
| Inquiry Questions | Key Concepts |
| * Why did the great journeys of exploration occur?
* Why did the Europeans settle in Australia?
 | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. Students explore the reasons for exploration across land and sea. They investigate the establishment of an early colony and examine the impact it had on the inhabitants. |
| Historical Knowledge *(Content Descriptors)* |
| The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. | Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. |
| 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 changes over time in the local community and the impact of these changes
 | * Locate relevant information from sources provided
 | * Identify diversity in different points of view
 | * Develop texts, particularly narratives
* Use a range of communication forms (oral, graphic, written) and digital technologies
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| Achievement Standard |
| By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms. |
| 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. The focus of the collection of work is on great journeys of exploration and could include:* written explanations
* annotated timelines
* labelled maps
* physical/visual artefacts
* annotated photographs
* journal entries
* re-enactments and role-plays.
 | **Research**: Historical narrative (Written)*The purpose of this assessment is to make judgments about students’ abilities to research, collect, analyse and draw conclusions about historical sources.* Students compare and contrast the life of an explorer, settler, convict or soldier of the First Fleet before and after its arrival in Australia, using sources to locate their information.They write a text, such as a letter, diary, annotated photo album or newspaper article explaining how life has changed and/or stayed the same. | Moderated Evidence* Teachers develop tasks and plan units.
* Teachers co-mark tasks to ensure consistency of judgments.
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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 4 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 |

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| **First Contacts**Investigating colonisation in Australia | **History Unit Overview (Draft)**  **Western Adelaide Region** *(Updated: July 2013)* | **Year 4** |
| Inquiry Questions | Key Concepts |
| * What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans?
* What was the nature and consequence of contact between Aboriginal peoples and/or Torres Strait Islander peoples and early traders, explorers and settlers?
 | Students develop historical understandings through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy** and **significance**. Students examine what life was like for Aboriginal peoples and Torres Strait Islander peoples and their connectedness to the land, sea, waterways and skies in daily life prior to a European presence. |
| Historical Knowledge *(Content Descriptors)* |
| The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. | The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment |
| 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 explorers (across the sea and land) and ways of life in Aboriginal and Torres Strait Islander communities
 | * Identify sources that provide information about the ways of life and practices that connect Aboriginal peoples and Torres Strait Islander peoples to the land, air, sea and community
* Identify sources relating to the significance of colonisation and its impact on local Aboriginal peoples and Torres Strait Islander peoples over time
* Locate relevant information from provided primary sources to record key ideas about significance, continuity and change, and perspectives
 | * Identify different points of view
 | * Develop historical texts, particularly narratives
* Use a range of communication forms (oral, graphic, written) and digital technologies to create and edit a presentation that records and explains the past.
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| Achievement Standard |
| By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms. |
| 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. The focus of the collection of work is the nature of contact between Aboriginal peoples and/or Torres Strait Islander peoples and others and the effects of these interactions. The collection of work could include: * written explanations
* questions of, and responses to, source material
* annotated timelines
* debates or discussions (with notes)
* audio/visual interviews
* physical/visual artefacts
* annotated photographs
* historical narratives.
 | **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 what life was like for Aboriginal peoples or Torres Strait Islander peoples before the arrival of the Europeans. Students draw upon a range of sources, students research an aspect Aboriginal and Torres Strait Islander peoples’ connection to Country and Place (the land, sea, waterways and skies), such as the barter systems, use and respect for environment, foods, clothing, shelter, tools, and roles performed by men, women and children. |  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.
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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 4 plan, Australian Curriculum: History Queensland Studies Authority, October 2012 |