

HISTORY

Junior Primary

2013

Early Years – History

These are the indicators for reporting to parents. Teachers need to design assessment within their history units which allow for adequate sets of annotated work samples which help to know whether students have achieved the standard. For each of the tasks below teachers are to create an assessment task and outline how they intend to make the assessment at each level.

Assessment for reporting to parents in Term 2 and 4		
RECEPTION	YEAR ONE	YEAR TWO
<p>By the end of Reception students:</p> <ul style="list-style-type: none"> • identify similarities and differences between families • recognise how important family events are commemorated • sequence familiar events in order • pose questions about their past • relate a story about their past using a range of texts 	<p>By the end of Year 1 students:</p> <ul style="list-style-type: none"> • explain how some aspects of daily life have changed over recent time while others have remained the same • describe personal and family events that have significance • sequence events in order, using everyday terms about the passing of time • pose questions about the past • examine sources (physical and visual) to suggest answers to these questions • relate stories about life in the past, using a range of texts 	<p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> • analyse aspects of daily life to identify how some have changed over recent time while others have remained the same • describe a person, site or event of significance in the local community • sequence events in order, using a range of terms related to time • pose questions about the past • use sources provided (physical, visual, oral) to answer these questions • compare objects from the past and present • develop a narrative about the past using a range of texts

Weekly Overview – Term 1 – R/1/2 History

Week	Knowledge	Skills	Elaboration	Assessment
1	Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)	Explore a range of sources about the past (ACHHS018)	<ul style="list-style-type: none"> identifying the different members of a family, (for example mother, father, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members identifying relevant features of photographs of family and friends describing interesting features of objects and photographs connected to the past 	Reception <ul style="list-style-type: none"> identify similarities and differences between families recognise how important family events are commemorated sequence familiar events in order pose questions about their past relate a story about their past using a range of texts
2		Pose questions about the past using sources provided (ACHHS017)	<ul style="list-style-type: none"> naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map inquiring from members of their families where they were born and raised posing questions about family or about personal photographs, for example 'How old was I?' 'Where was I?' 'What was I doing?' 	
3	The different structures of families and family groups today, and what they have in common (ACHHK002)	Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)	<ul style="list-style-type: none"> considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages representing ideas and creating imaginative responses through talking, drawing and play 	
4			<ul style="list-style-type: none"> using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia) 	
5			<ul style="list-style-type: none"> exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing) 	

6	How they, their family and friends commemorate past events that are important to them (ACHHK003)	Sequence familiar objects and events (ACHHS015)	<ul style="list-style-type: none"> making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important ordering significant personal events or milestones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school) 	
7		Explore a point of view (ACHHS020)	<ul style="list-style-type: none"> discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect 	
8	How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)	Pose questions about the past using sources provided (ACHHS017)	<ul style="list-style-type: none"> engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation posing questions about artefacts, for example 'Is it old or new?' 'What was it used for?' 	
9		Identify and compare features of objects from the past and present (ACHHS019)	<ul style="list-style-type: none"> sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum distinguishing between what is old and what is new, using such clues as the condition of the object suggesting ideas about what objects from the past may have been used for comparing objects from the past with those of the present, using comparative language such as 'older', 'newer' (for example 'This toy is older'; 'That computer game is more fun than...') 	
10		Distinguish between the past, present and future (ACHHS016) Develop a narrative about the past (ACHHS021)	<ul style="list-style-type: none"> recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother) retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs) using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow') 	

Weekly Overview – Term 2 – R/1/2 History

Week	Knowledge	Skills	Elaboration	Assessment
1	Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)	Identify and compare features of objects from the past and present (ACHHS035)	<ul style="list-style-type: none"> comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended) comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, televisions, radios) 	<p>Year 1</p> <ul style="list-style-type: none"> explain how some aspects of daily life have changed over recent time while others have remained the same describe personal and family events that have significance sequence events in order, using everyday terms about the passing of time pose questions about the past examine sources (physical and visual) to suggest answers to these questions relate stories about life in the past, using a range of texts
2			<ul style="list-style-type: none"> discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other) 	
3		Explore a point of view (ACHHS036)	<ul style="list-style-type: none"> examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, gardening, child care) representing similarities and differences between students' daily lives and those of their parents and grandparents in graphic form (for example Venn diagram, ychart) 	
4	How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)	Sequence familiar objects and events (ACHHS031)	<ul style="list-style-type: none"> discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then' using visual sequences of time such as a 'days of the week' chart, a class timetable or a calendar and marking significant dates on them creating a timeline, slideshow or story using photos 	
5		Distinguish between the past, present and future (ACHHS032)	<ul style="list-style-type: none"> discussing how some cultures, for example the Chinese, describe a child as being one year old on the day they are born identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations') 	

6		Pose questions about the past using sources provided (ACHHS033)	<ul style="list-style-type: none"> identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, roles of the parents and children) discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? 'How'? 'When'? 'Why?' questions 	
7		Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)	<ul style="list-style-type: none"> examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and northeast Tasmania with three representing ideas and creating imaginative responses through writing, roleplay, speaking, drawing 	
8	Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)	Explore a range of sources about the past (ACHHS034)	<ul style="list-style-type: none"> examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed discussing with parents and grandparents about life in the past exploring stories from and about the past (for example letters, diaries, radio or television programs) 	
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Weekly Overview – Term 3 – Year R/1/2 History

Week	Knowledge	Skills	Elaboration	Assessment
1	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 (ACHHK044)		<ul style="list-style-type: none"> using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community suggesting reasons for the location of a local landmark before searching for resources that provide an explanation 	<p>Year Two:</p> <ul style="list-style-type: none"> analyse aspects of daily life to identify how some have changed over recent time while others have remained the same describe a person, site or event of significance in the local community sequence events in order, using a range of terms related to time pose questions about the past use sources provided (physical, visual, oral) to answer these questions compare objects from the past and present develop a narrative about the past using a range of texts
2		Sequence familiar objects and events (ACHHS047)	<ul style="list-style-type: none"> ordering key events in the history of the local community using photographs and annotations 	
3		Distinguish between the past, present and future (ACHHS048)	<ul style="list-style-type: none"> investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past 	
4			<ul style="list-style-type: none"> using terms to denote the passing of time in speech and writing (for example 'in the past', 'years ago', 'the olden days', 'in the future') 	
5			<ul style="list-style-type: none"> structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past 	
6	The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)		<ul style="list-style-type: none"> discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity) 	
7		Pose questions about the past using sources provided (ACHHS049)	<ul style="list-style-type: none"> identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum' 	
8			<ul style="list-style-type: none"> identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains) 	
9		Develop a narrative about the past (ACHHS053)	<ul style="list-style-type: none"> developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?') 	
10			<ul style="list-style-type: none"> identifying and designing a local historical tour of a site (for example one related to a particular cultural group) 	

Weekly Overview – Term 4 – Year R/1/2 History

1	The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)	Identify and compare features of objects from the past and present (ACHHS051)	<ul style="list-style-type: none"> locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks) 	<p>Year Two:</p> <ul style="list-style-type: none"> analyse aspects of daily life to identify how some have changed over recent time while others have remained the same describe a person, site or event of significance in the local community sequence events in order, using a range of terms related to time pose questions about the past use sources provided (physical, visual, oral) to answer these questions compare objects from the past and present develop a narrative about the past using a range of texts 	
2			<ul style="list-style-type: none"> examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites) 		
3	The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)	Identify and compare features of objects from the past and present (ACHHS051)	<ul style="list-style-type: none"> examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies) 		
4			Explore a point of view (ACHHS052)		<ul style="list-style-type: none"> identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures)
5		<ul style="list-style-type: none"> identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past 			
6		Explore a range of sources about the past. (ACHHS050)			<ul style="list-style-type: none"> examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told) creating models of toys used by children who lived when electricity was not available
7					<ul style="list-style-type: none"> representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives
8					
9			Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)		<ul style="list-style-type: none"> examining a point of view about changes to the built and natural environment and to daily lives over time
10	Pack Up Week				

