

HISTORY

Middle Primary

2013

Middle 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		
Year Three	Year Four	Year Five
<p>By the end of Year 3 students:</p> <ul style="list-style-type: none"> • explain how communities changed in the past • describe the experiences of an individual or group • identify events and aspects of the past that have significance in the present • sequence events and people (their lifetime) in chronological order, with reference to key dates • pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions • develop texts, including narratives, using terms denoting time 	<p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> • explain how and why life changed in the past, and identify aspects of the past that remained the same • describe the experiences of an individual or group over time. • recognise the significance of events in bringing about change • sequence events and people (their lifetime) in chronological order to identify key dates • pose a range of questions about the past • identify sources (written, physical, visual, oral), and locate information to answer these questions • recognise different points of view • develop and present texts, including narratives, using historical terms. 	<p>By the end of Year 5 students:</p> <ul style="list-style-type: none"> • identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same • describe the different experiences of people in the past • describe the significance of people and events in bringing about change • sequence events and people (their lifetime) in chronological order, using timelines • develop research questions to frame an historical inquiry • identify a range of sources and locate and record information related to this inquiry • examine sources to identify points of view • develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts

Weekly Overview – Term 1 – 3/4/5 History (Community & Remembrance)

Week	Knowledge	Skills	Elaboration	Assessment
1	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) (ACHHK060)	Sequence historical people and events (ACHHS065)	<p>identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality</p> <p>developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance</p>	<p>By the end of Year 3 students:</p> <ul style="list-style-type: none"> explain how communities changed in the past describe the experiences of an individual or group identify events and aspects of the past that have significance in the present sequence events and people (their lifetime) in chronological order, with reference to key dates pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions develop texts, including narratives, using terms denoting time
2		Use historical terms (ACHHS066)	<p>listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to</p> <p>using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating</p>	
3	ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory;		<p>investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters)</p> <p>using acronyms (for example NAIDOC, ANZAC) and understanding their meaning</p>	
4		Pose a range of questions about the past (ACHHS067)	comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences)	

	for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)		posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?')	
5	The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)		using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?')	
6	Days and weeks celebrated or commemorated in Australia (including Australia Day, Harmony Week, ANZAC Day, NAIDOC week) and the importance of symbols and emblems (ACHHK063)	Identify sources (ACHHS215)	identifying and discussing the historical origins of an important Australian celebration or commemoration identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings	
7		Locate relevant information from sources provided (ACHHS068)	generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past	
8		Use a range of communication	examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising	

		forms (oral, graphic, written) and digital technologies (ACHHS071)	<p>special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, Sorry Day and MABO day)</p> <p>creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past</p> <p>creating an oral, written, pictorial or digital representation to reflect the diverse 'character' of the community today</p> <p>using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)</p>	
9	Celebrations and commemorations in other places around the world; for example, Bastille Day in France,	Identify different points of view (ACHHS069)	<p>comparing the significance of national days in different countries, looking at why they developed and elements they have in common</p> <p>identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo Australians)</p>	
10	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 (ACHHK064)	Develop texts, particularly narratives (ACHHS070)	<p>viewing on the internet videos of celebrations of significant days, such as in Italy</p> <p>writing narratives about the community's past based on researched facts, characters and events</p> <p>composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event)</p> <p>investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries</p>	

Weekly Overview – Term 2 – 3/4/5 History (First Contacts)

Week	Knowledge	Skills	Elaboration	Assessment
1	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. (ACHHK077)	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)	examining early archaeological sites (for example Nauwalabila, Malakunanja, Devil's Lair, Lake Mungo, Preminghana) that show the longevity of the Aboriginal people	<p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> explain how and why life changed in the past, and identify aspects of the past that remained the same describe the experiences of an individual or group over time. recognise the significance of events in bringing about change sequence events and people (their lifetime) in chronological order to identify key dates pose a range of questions about the past identify sources (written, physical, visual, oral), and locate information to answer these questions recognise different points of view develop and present texts, including narratives, using historical terms.
2			mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory	
3			creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past	
4			investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)	
5	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. (ACHHK078)	Sequence historical people and events (ACHHS081)	identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery; examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society	
6			using navigation maps to reconstruct the journey of one or more explorers	
7			investigating networks of exchange between different groups of people	
8	Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)	Use historical terms (ACHHS082)	discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported	
9			Pose a range of questions about the past (ACHHS083)	
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Weekly Overview – Term 3 – 3/4/5 History (First Contacts)

Week	Knowledge	Skills	Elaboration	Assessment
1	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 (ACHHK080)	Sequence historical people and events (ACHHS081)	investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people) placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence	<p>By the end of Year 4 students:</p> <ul style="list-style-type: none"> explain how and why life changed in the past, and identify aspects of the past that remained the same describe the experiences of an individual or group over time. recognise the significance of events in bringing about change sequence events and people (their lifetime) in chronological order to identify key dates pose a range of questions about the past identify sources (written, physical, visual, oral), and locate information to answer these questions recognise different points of view develop and present texts, including narratives, using historical terms.
2		Use historical terms (ACHHS082)	comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')	
3			exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines) identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names)	
4		Pose a range of questions about the past (ACHHS083)	exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions)	
5			examining landscape paintings and accounts of flora and fauna (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on the environment posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?')	

6			posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?')	
7		Locate relevant information from sources provided (ACHHS084)	finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony	
8		Identify different points of view (ACHHS085)	exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers)	
9		Develop texts, particularly narratives (ACHHS086)	listing key events and people's experiences and linking them together to form a narrative about the past recounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet)	
10		Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)	creating charts, pictorial stories, maps, digital and oral presentations to explain the past making a podcast that features a story from the First Fleet	

Weekly Overview – Term 4 – 3/4/5 History (The Australian Colonies)

Week	Knowledge	Skills	Elaboration	Assessment
1	Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)	Sequence historical people and events (ACHHS098)	<p>investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen’s Land) or a colony that later became a state (for example Western Australia, Victoria)</p> <p>compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self government</p>	<p>By the end of Year 5 students:</p> <ul style="list-style-type: none"> identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same describe the different experiences of people in the past describe the significance of people and events in bringing about change sequence events and people (their lifetime) in chronological order, using timelines develop research questions to frame an historical inquiry identify a range of sources and locate and record information related to this inquiry examine sources to identify points of view develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts
2	The nature of a convict or colonial settlement in Australia, including the factors that influenced patterns of settlement, aspects of the daily life of its different inhabitants, and how they changed the environment. (ACHHK094)	Use historical terms and concepts (ACHHS099)	<p>investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and household chores</p> <p>using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony)</p> <p>understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban)</p>	
3		Identify questions to inform an historical inquiry (ACHHS100)	<p>mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns</p> <p>developing key questions about the local community or region (for example: ‘Why was the area settled?’ ‘What people came to live in the area?’ ‘How did they make their living?’ ‘How did men, women, and children live?’)</p>	
4		Identify and locate a range of relevant sources	investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)	

		(ACHHS101)	<p>using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks)</p> <p>understanding the internet domain names 'com', 'edu', 'gov' as indicators of the provenance of a source</p> <p>visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area</p>	
5	The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)	Locate information related to inquiry questions in a range of sources (ACHHS102)	<p>investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy)</p> <p>finding relevant historical information about colonial Australia from primary and secondary sources</p> <p>using pro formas and datasheets to develop questions, and record information and sources/references</p>	
6		Compare information from a range of sources (ACHHS103)	creating 'what if' scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?'	
7	The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)		<p>identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)</p> <p>examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past</p> <p>checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010)</p>	

8		Identify points of view in the past and present (ACHHS104)	<p>investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)</p> <p>connecting (where appropriate) stories of migration to students' own family histories</p> <p>identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)</p>	
9	The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)	Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)	<p>investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon)</p> <p>exploring the motivations and actions of an individual or group that shaped a colony</p> <p>using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development)</p> <p>using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story</p> <p>creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement</p>	
10	Pack up week			

