

HISTORY

Upper Primary

2013

Upper Primary – 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 Six	Year Seven
<p>By the end of Year 6 students:</p> <ul style="list-style-type: none"> • identify change and continuity • describe the causes and effects of change on society • compare the different experiences of people in the past • explain the significance of an individual and group • sequence events and people (their lifetime) in chronological order • represent time by creating timelines • develop questions to frame an historical inquiry • identify a range of sources and locate and compare information to answer inquiry questions • examine sources to identify and describe points of view • develop texts, particularly narratives and descriptions • use historical terms and concepts and incorporate relevant sources by organising and presenting their information 	<p>By the end of Year 7 students:</p> <ul style="list-style-type: none"> • suggest reasons for change and continuity over time • describe the effects of change on societies, individuals and groups • describe events and developments from the perspective of different people who lived at the time • explain the role of groups and the significance of particular individuals in society • identify past events and developments that have been interpreted in different ways • sequence events and developments within a chronological framework, using dating conventions to represent and measure time • develop questions to frame an historical inquiry when researching • identify and select a range of sources • locate, compare and use information to answer inquiry questions • examine sources to explain points of view • identify the origin and purpose of sources they are examining • develop texts, particularly descriptions and explanations • use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information when organising and presenting findings

Weekly Overview – Term 1 – 6/7 History (Australia as a Nation)

Week	Knowledge	Skills	Elaboration	Assessment
1	Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)	Sequence historical people and events. (ACHHS117)	studying Australia's path to Federation through an examination of key people (for example Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies from 1898 to 1900)	
placing key events, ideas, movements and people of the twentieth century in chronological sequence				
using timelines to describe past events and changes				
2			comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government	
			identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan)	
3		Use historical terms and concepts (ACHHS118)	identifying key elements of Australia's system of law and government and their origins (for example the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers legislature, executive, judiciary; the houses of parliament; how laws are made)	
			using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'	
4	Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, and women. (ACHHK114)	Identify questions to inform an historical inquiry (ACHHS119)	investigating the experiences of democracy and citizenship of Aboriginal and Torres Strait Islander people (for example policies and laws such as protection, the removal of children from families, pay and working conditions)	
			developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people	
5			investigating the stories of individuals or groups who advocated or fought for rights in twentieth century Australia (for example Jack Patten or the Aborigines Progressive Association)	
			developing key questions about immigration such as: 'What were the main	

			reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?'	
6		Identify and locate a range of relevant sources (ACHHS120)	investigating the experiences of democracy and citizenship of migrant groups (for example internment camps during World War II; assimilation policies, antidiscrimination legislation, mandatory detention, pay and working conditions) using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry	
7			investigating the experiences of democracy and citizenship of women (for example the suffragette movement, the bar on married women working, equal pay, the Sex Discrimination Act 1984) identifying community or family members who migrated to Australia and conducting an interview to learn about their experiences; understanding that different questions elicit different kinds of answers (for example the difference between a closed and open question – 'Did you like Australia when you first arrived?' compared with 'How did you feel about Australia when you first arrived?')	
8	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. (ACHHK115)		comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees) exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources retrieving census data to construct arguments for and against migration	
9		Locate information related to inquiry questions in a range of sources. (ACHHS121)	describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants)	
10			connecting stories of migration to students' own family histories (where appropriate) using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia	

Weekly Overview – Term 2 – 6/7 History

Week	Knowledge	Skills	Elaboration	Assessment	
1	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. (ACHHK116)	Compare information from a range of sources. (ACHHS122)	examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information in sources to determine views on the effects of migration on the development of Australian society)		
2			investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry) checking publication dates to put in historical context the information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives)		
3		Identify points of view in the past and present (ACHHS123)	considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography) analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boat people')		
4			analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might') and the use of the passive voice to cover a lack of sources (for example 'it is claimed that' rather than the active voice 'Tim Flannery claims that...')		
5		Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)	developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story) combining literary and informational language (for example 'Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother.');	
6				evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war.')	
			composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies)		
			developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs. creating a digital story, using text, images and audio/visual material, to record migrant experiences		

Please see the curriculum for Year 7 and make decisions about the way you would like to teach history as there are several research options. Please keep a record of what you cover for terms 3 and 4.

Weekly Overview – Term 3 – 6/7 History

Week	Knowledge	Skills	Elaboration	Assessment
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Weekly Overview – Term 4 – 6/7 History

Week	Knowledge	Skills	Elaboration	Assessment
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

