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| **History Unit: PERSONAL AND FAMILY HISTORIES** | | | | **Early Stage 1** | |
| **Duration:** | |
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| **Unit description** | | | | **Key inquiry questions** | |
|  | | | | * What is my history and how do I know? * What stories do other people tell about the past? * How can stories of the past be told and shared? | |
| **Outcomes** | | **A student:**   * communicates stories of their own family heritage and the heritage of others **HTe-1** * demonstrates developing skills of historical inquiry and communication **HTe-2**   ***Add cross curriculum outcomes here****….* | | | | |

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| [**Historical Skills**](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/continuum-of-skills/) | **Comprehension: chronology, terms and concepts**   * respond by demonstrating active listening behaviour, through discussion and by recalling and retelling stories * sequence familiar objects and events * distinguish between past, present and future   **Analysis and use of sources**   * explore and use a range of sources about the past * identify and compare features of objects from the past and present   **Perspectives and interpretations**   * explore a point of view   **Empathetic understanding**   * recognise differences and similarities between individuals and families in the past and present   **Research**   * pose questions about the past using sources provided   **Explanation and communication**   * develop a narrative about the past * use a range of communication forms (oral, graphic, written, role play) and digital technologies |

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| [**Historical Concepts**](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/continuum-of-concepts/) | **Continuity and change:** some things change over time and others remain the same   * changes and continuities in their own lifetime and that of their families   **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects   * simple cause and effect in the past and present   **Perspectives:** people from the past will have different views and experiences   * exploration of a point of view and understanding that stories may vary depending on who is the narrator   **Empathetic understanding:** an understanding of another’s point of view, way of life and decisions made in a different time   * differences and similarities between individuals and families in the past and present   **Significance:** the importance of an event, development or individual/group   * important events in their own lives; the meaning of special days/holidays |

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| **CONTENT** |
| *Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)*  *How the stories of families and the past can be communicated, for example through photographs,*[*artefacts*](http://syllabus.bostes.nsw.edu.au/glossary/hst/artefact/?ajax)*, books, oral histories, digital media and museums (ACHHK004)*  **Students:**   * identify people in their immediate families and show relationships between family members * discuss where members of their families were born and locate countries of origin of students' families in the class * use a variety of [sources](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax) including photographs or a treasured object from their homes, to recount stories about their families and discuss how sources are used to answer the question 'How do we know?' PSCICTL * discuss the [significance](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax) of the chosen treasured object or photograph (it may be important or significant to themselves but not to others) PSC * pose questions about another's object or photograph L * discuss *then* and *now*; *past* and *present* L * identify and sequence stages in their lifetime N * recognise that stories of the past may differ depending on who tells the story, eg stories of their childhood told by themselves and another member of the family   *The different structures of families and family groups today, and what they have in common (ACHHK002)*  **Students:**   * identify and record similarities and differences between families, eg the number of children in the family, family languages spoken at home, number of adults in the immediate family DD * compare and contrast various family groups through photographs and stories and identify differences between past and present CCT * engage in and respond to stories about families in other places, including those of [Aboriginal](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax) and Torres Strait Islander groups AHCIU   *How they, their family and friends commemorate past events that are important to them (ACHHK003)*  **Students:**   * share experiences of family, school and local events that are celebrated or observed CCPSC * identify and record a variety of holidays and special events observed in Australia and other countries, eg birthdays, anniversaries and festivals. Consider the significance of these dates IU |

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| **History Unit: PERSONAL AND FAMILY HISTORIES** | | | | | |
| **Contributing Question** | | | | | |
| **Learning Intentions**  **(WALT)** | **Teaching/Learning Activities** | | | **WILF /** Assessment | **Resources** |
| **Whole Class Learning** | **Independent/Guided** | |
| ***Core*** *We are learning to...*  ***Extension*** *We are learning to...* |  |  | |  | [History Syllabus](http://syllabus.bostes.nsw.edu.au/hsie/history-k10/) |
| **Support** | **Extension** |

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| **ASSESSMENT** | | | |
| **Assessment for Learning** | **Assessment as Learning** | | **Assessment of Learning** |
| *“Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.” | *“Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning” | | “*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as ‘summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.” |
| **HTe-1** communicates stories of their own family heritage & the heritage of others | | Students will: | |
| **HTe-2** demonstrates developing skills of historical inquiry and communication | | Students will: | |
| **Task:** | | | |