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| **History Unit: PAST AND PRESENT FAMILY LIFE** | | | | **Stage 1** | |
| **Duration:** | |
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| **Unit description** | | | | **Key inquiry questions** | |
|  | | | | * How has family life changed or remained the same over time? * How can we show that the present is different from or similar to the past? * How do we describe the sequence of time? | |
| **Outcomes** | | **A student:**   * communicates an understanding of change and continuity in family life using appropriate historical terms **HT1-1** * demonstrates skills of historical inquiry and communication **HT1-4**   ***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**   * discuss and recount stories of family and local history * sequence familiar objects and events * distinguish between the 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 within an historical context   **Empathetic understanding**   * recognise that people in the local community may have lived differently in the past   **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 family life and the local community over time   **Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects   * reasons for change in people's lives over time and the results, eg due to technology   **Perspectives:** people from the past will have different views and experiences   * a point of view within an historical context   **Empathetic understanding** an understanding of another’s point of view, way of life and decisions made in a different time   * people in the local community who may have lived differently in the past   **Significance:** the importance of an event, development or individual/group   * reasons why a local person or site is regarded as important |

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| **CONTENT** |
| *Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)*  *Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (ACHHK030)*  **Students:**   * represent graphically the structure of their immediate family DD * compare and contrast their immediate family with earlier families through photographs and other [sources](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax), discussing similarities and differences CCT * investigate the roles of present family members and compare with the roles of earlier generations using a range of sources CCTWEDD * discuss similarities and differences from generation to generation, eg family celebrations and traditions, leisure activities and changes in technology/communications over time through a range of sources ICT * compare and contrast daily life with that of parents and grandparents at the same age through stories or photographs and pose questions to ask parents/grandparents   *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*](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax)*, such as birthdays, celebrations and seasons (ACHHK029)*  **Students:**   * sequence days of the week, months and seasons of the year N * identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated AIUAHC * define and use terms relating to time, sequencing objects or photographs from the past, eg *then* and *now*, *past* and *present*, *a long time ago* AHCL |

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| **PAST AND PRESENT FAMILY LIFE** | | | | | |
| **Contributing Question** | | | | | |
| **Learning Intentions**  **(WALT)** | **Teaching/Learning Activities** | | | **WILF /** Assessment | **Resources** |
| **Whole Class Learning** | **Independent / Guided Learning** | |
| ***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.” |
| **HT1-1** communicates an understanding of change and continuity in family life using appropriate historical terms | | Students will: | |
| **HT1-4** demonstrates skills of historical inquiry and communication | | Students will: | |
| **Task:** | | | |