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| **History Unit: THE PAST IN THE PRESENT** | | | | **Stage 1** | |
| **Duration:** | |
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| **Unit description** | | | | **Key inquiry questions** | |
|  | | | | * What aspects of the past can you see today? * What do they tell us? * What remains of the past are important to the local community? Why? * How have changes in technology shaped our daily life? | |
| **Outcomes** | | **A student:**   * identifies and describes significant people, events, places and sites in the local community over time **HT1-2** * describes the effects of changing technology on people's lives over time **HT1-3** * 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** |
| *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)*  **Students:**   * brainstorm what aspects of the past can be seen in the local area * identify a [significant](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax) person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important * investigate an aspect of local history LPSCICTCCT * develop a narrative on their chosen aspect of local history which focuses on the remains of the past L   *The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)*  **Students:**   * identify an historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them SECCIU * examine local or regional [Aboriginal and Torres Strait Islander](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax) sites, eg local national parks AHC   *The impact of changing technology on people's lives (ACHHK046)*  **Students:**   * identify examples of changing technologies in their home or community L * discuss the similarities and differences of technology from the past through a range of [sources](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax) and sequence them over time * use a range of communication forms to explain how one example of changing technology affected people's lives CCTICTL |

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| **THE PAST IN THE PRESENT** | | | | | |
| **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.” |
| **HT1-2** identifies and describes significant people, events, places and sites in the local community over time | | Students will: | |
| **HT1-3** describes the effects of changing technology on people's lives over time | | Students will: | |
| **HT1-4** demonstrates skills of historical inquiry and communication | | Students will: | |
| **Task:** | | | |