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| **History Unit: COMMUNITY AND REMEMBRANCE** | **Stage 2** |
| **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?
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| **Outcomes** | **A student:** * identifies celebrations and commemorations of significance in Australia and the world **HT2-1**
* describes and explains how significant individuals, groups and events contributed to changes in the local community over time **HT2-2**
* applies skills of historical inquiry and communication **HT2-5**

***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, read and write to show understanding of historical matters
* sequence familiar people and events
* use historical terms

**Analysis and use of sources*** locate relevant information from sources provided

**Perspectives and interpretations*** identify different points of view within an historical context

**Empathetic understanding*** explain how and why people in the past may have lived and behaved differently from today

**Research*** pose a range of questions about the past
* plan an historical inquiry

**Explanation and communication*** develop texts, particularly narratives
* use a range of communication forms (oral, graphic, written) 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 due to British colonisation of Australia

**Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects* reasons for a particular historical development, eg journey of the First Fleet

**Perspectives:** people from the past will have different views and experiences* different points of view within an historical context, eg a British and an Aboriginal perspective on the arrival of the British in Australia

**Empathetic understanding** an understanding of another’s point of view, way of life and decisions made in a different time* how and why people in the past may have lived and behaved differently from today

**Significance:** the importance of an event, development or individual/group* the importance and meaning of national commemorations and celebrations, and the importance of a person or event
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| **CONTENT** |
| *The importance of*[*Country*](http://syllabus.bostes.nsw.edu.au/glossary/hst/country-land/?ajax)*and Place to*[*Aboriginal and/or Torres Strait Islander peoples*](http://syllabus.bostes.nsw.edu.au/glossary/hst/aboriginal/?ajax)*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*](http://syllabus.bostes.nsw.edu.au/glossary/hst/source/?ajax)*are not readily available, another representative area may be studied.) (ACHHK060)***Students:*** identify the original Aboriginal languages spoken in the local or regional area AHC
* identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place AHCSE
* respond to Aboriginal stories told about Country presented in texts or by a guest speaker AHCIU

*ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory (ACHHK061)***Students:*** using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times ICTLWESE

*The role that people of diverse backgrounds have played in the development and character of the local community(ACHHK062)***Students:*** identify the various cultural groups that live and work in the local community DDIU
* focusing on ONE group, investigate their diverse backgrounds and outline their contribution to the local community using a range of sources, eg photographs, newspapers, oral histories, diaries and letters DDL

*Days and weeks celebrated or commemorated in Australia (including*[*Australia Day*](http://syllabus.bostes.nsw.edu.au/glossary/hst/australia-day/?ajax)*,*[*ANZAC*](http://syllabus.bostes.nsw.edu.au/glossary/hst/anzac/?ajax)*Day,*[*Harmony Week*](http://syllabus.bostes.nsw.edu.au/glossary/hst/harmony-week/?ajax)*, National*[*Reconciliation*](http://syllabus.bostes.nsw.edu.au/glossary/hst/reconciliation/?ajax)*Week, NAIDOC Week, National Sorry Day) and the importance of symbols and emblems (ACHHK063)***Students:*** identify and describe local, state and national symbols and discuss the origins, symbolism and [significance](http://syllabus.bostes.nsw.edu.au/glossary/hst/significance/?ajax), eg the school logo, Australian and Aboriginal and Torres Strait Islander flags, coats of arms from states and Australia AHCCC
* identify important Australian celebrations and commemorations and discuss their origins and significance in society CCIU

*Celebrations and commemorations in other places around the world; for example, Bastille Day in France, 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)***Students:*** identify global celebrations and commemorations, including those of the major world religions DDA
* describe the origin of these celebrations IUDD
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| **COMMUNITY AND REMEMBRANCE** |
| **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.” |
| **HT2-1** identifies celebrations and commemorations of significance in Australia and the world  | Students will: |
| **HT2-2** describes and explains how significant individuals, groups and events contributed to changes in the local community over time  | Students will: |
| **HT2-5** applies skills of historical inquiry and communication  | Students will: |
| **Task:** |