

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		P U1 v3.0	P U2 v3.0
<b>H i s t o r y</b>	<b>Prep and P/1</b>	<p><b>Exploring families</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>• What is my history and how do I know?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• investigate their personal history, particularly family backgrounds and relationships</li> <li>• examine the nature of and structure of families</li> <li>• recognise similarities and differences between families</li> <li>• appreciate diversity within their family and others.</li> </ul>	<p><b>Tell me a story about the past</b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>• How can stories of the past be told and shared?</li> <li>• What stories do other people tell about the past?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• understand how they, and the stories of others communicate information about the past</li> <li>• recognise that sources help to tell stories, remember the past and signify importance</li> <li>• recognise that families commemorate different and similar events according to their beliefs and what is important to them</li> <li>• listen to and appreciate family stories, and recognise how the past is communicated</li> <li>• listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and recognise how the past is communicated</li> <li>• compare their own family commemorations to those of others</li> <li>• discuss, create and order pictures of significant commemorations.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — My family</p> <p>The purpose of this assessment is to identify similarities and differences between families and pose questions and relate a story about their past.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• identify similarities and differences between families</li> <li>• pose questions about their past when referring to a visual representation of their family</li> <li>• relate a story about their past.</li> </ul>	<p>Guided research – Presentation (multimedia)</p> <p>The purpose of this technique is for teachers and students to research, collect, analyse and draw conclusions about sources.</p> <p>Students create a drawing and a written (or scribed) recount of an important family event. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• identify events of significance that are commemorated in their family</li> <li>• relate a story about their family using a multimedia text</li> <li>• sequence familiar events.</li> </ul>

MODIFICATIONS FOR YEAR 1 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y1 U1 v3.0	Y1 U2 v3.0
<b>H i s t o r y</b>	<b>Year 1 and 1/2</b>	<p><b><i>At this moment in time</i></b></p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> <li>• How do we describe the sequence of time?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• understand concepts and terms used to describe the passing of time</li> <li>• recognise events that happened in the past may be memorable or have personal significance</li> <li>• view and discuss sources, such as images, objects and family stories, that have personal significance</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time.</li> </ul>	<p><b><i>Exploring yesterday and today – my grandparents, my parents and me</i></b></p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> <li>• How has family life changed or remained the same over time?</li> <li>• How can we show that the present is different from or similar to the past?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• identify elements of significance in the childhood lives of their parents and grandparents</li> <li>• compare and contrast the childhood of their parents and grandparents with their own</li> <li>• recognise elements of childhoods that may have changed or remained the same</li> <li>• pose questions about what life was like in grandparents' childhood</li> <li>• examine sources showing family life over generations</li> <li>• interview grandparents or special older person to gain information to use in a narrative about how family life has changed</li> <li>• tell a narrative supported by images contrasting the experience of childhood from their grandparents' day to present day.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Time capsule box</p> <p>The purpose of this assessment is to describe significant personal and family events sequenced on a timeline.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe an object and events that have personal or family significance</li> <li>• pose questions an object and events</li> <li>• examine sources to suggest answers to questions</li> <li>• sequence events in order, using everyday terms about the passing of time</li> <li>• relate a story about life in the past.</li> </ul>	<p>Guided research – Interview and slideshow</p> <p>The purpose of this technique is to assess students' abilities to research, collect and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• pose questions about the past when interviewing grandparents or special older people during class grandparent day.</li> <li>• explore life in their grandparent's day (or special older person) from their grandparent's point of view</li> <li>• gather information from interviews with grandparents</li> <li>• make comparisons of their grandparent's life with their own</li> <li>• develop a narrative for a page of a class book.</li> </ul>

MODIFICATIONS FOR YEAR 2 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y2 U1 v3.0	Y2 U2 v3.0
<b>H i s t o r y</b>	<b>Year 2</b>	<p><b><i>Exploring the impact of changing technology on people's lives</i></b>                      Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul> <p>In this unit, students;</p> <ul style="list-style-type: none"> <li>investigate continuity and change in technology used in the home, for example, toys or household products</li> <li>compare and contrast features of objects from the past and present</li> <li>sequence key developments in the use of a particular object in daily life over time</li> <li>pose questions about objects from the past and present</li> <li>describe ways technology has impacted on peoples' lives making them different from those of previous generations.</li> </ul>	<p><b><i>Exploring my local community</i></b>                      Inquiry questions:</p> <ul style="list-style-type: none"> <li>What aspects of the past can you see today? What do they tell us?</li> <li>What remains of the past are important to the local community? Why?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>appreciate that history involves the study of the remains of the past</li> <li>examine the remains of the past in the local area through a focus on an historical site and/or a significant person</li> <li>investigate a person and/or site of significance in the local community</li> <li>ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal people and Torres Strait Islander peoples</li> <li>sequence key events in the history of the historical site and/or person over time</li> <li>discuss why a historical site and/or person has heritage value or is significant</li> <li>present a report on a person and/or site of significance to the local community.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Changing technology</p> <p>The purpose of this assessment is to pose questions about objects from the past and present, to compare and sequence objects and identify changes and continuities in one aspect of daily life over time.</p> <p>The assessment will gather evidence of student's ability to:</p> <ul style="list-style-type: none"> <li>analyse aspects of daily life to identify how some have changed over recent times while others have remained the same</li> <li>pose questions about the past</li> <li>use sources provided to answer their questions and compare objects from the past and present</li> <li>sequence events in order, using a range of terms related to time.</li> </ul>	<p>Research - Oral report</p> <p>The purpose of this technique is to assess students' abilities to research, collect and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify a person or site of significance in the local community</li> <li>pose questions about the significance of the person or site to the community</li> <li>use provided sources to answer questions</li> <li>sequence key events related to the person or site</li> <li>develop and present an oral narrative, referring to a range of texts to support the narrative.</li> </ul>

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y2 U1 v3.0	Y2 U2 v3.0
<b>H I S T O R Y</b>	<b>Year 2/3J</b>	<p><b><i>Exploring the impact of changing technology on people's lives</i></b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul> <p>In this unit, students;</p> <ul style="list-style-type: none"> <li>investigate continuity and change in technology used in the home, for example, toys or household products</li> <li>compare and contrast features of objects from the past and present</li> <li>sequence key developments in the use of a particular object in daily life over time</li> <li>pose questions about objects from the past and present</li> <li>describe ways technology has impacted on peoples' lives making them different from those of previous generations.</li> </ul>	<p><b><i>Exploring my local community</i></b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>What aspects of the past can you see today? What do they tell us?</li> <li>What remains of the past are important to the local community? Why?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>appreciate that history involves the study of the remains of the past</li> <li>examine the remains of the past in the local area through a focus on an historical site and/or a significant person</li> <li>investigate a person and/or site of significance in the local community</li> <li>ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal people and Torres Strait Islander peoples</li> <li>sequence key events in the history of the historical site and/or person over time</li> <li>discuss why a historical site and/or person has heritage value or is significant</li> <li>present a report on a person and/or site of significance to the local community.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Changing technology</p> <p>The purpose of this assessment is to pose questions about objects from the past and present, to compare and sequence objects and identify changes and continuities in one aspect of daily life over time.</p> <p>The assessment will gather evidence of student's ability to:</p> <ul style="list-style-type: none"> <li>analyse aspects of daily life to identify how some have changed over recent times while others have remained the same</li> <li>pose questions about the past</li> <li>use sources provided to answer their questions and compare objects from the past and present</li> <li>sequence events in order, using a range of terms related to time.</li> </ul>	<p>Research - Oral report</p> <p>The purpose of this technique is to assess students' abilities to research, collect and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify a person or site of significance in the local community</li> <li>pose questions about the significance of the person or site to the community</li> <li>use provided sources to answer questions</li> <li>sequence key events related to the person or site</li> <li>develop and present an oral narrative, referring to a range of texts to support the narrative.</li> </ul>

MODIFICATIONS FOR YEAR 3 STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y3 U1 v3.0	Y3 U2 v3.0
<b>H</b> <b>i</b> <b>s</b> <b>t</b> <b>o</b> <b>r</b> <b>y</b>	<b>Year 2/3A</b>	<p><b><i>Investigating celebrations, commemorations and community diversity</i></b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>• How and why do people choose to remember significant events of the past?</li> <li>• What is the nature of the contribution made by different groups and individuals in the community?</li> </ul> <p>In this unit, students</p> <ul style="list-style-type: none"> <li>• develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world</li> <li>• examine the historical origins of celebrations and commemorations</li> <li>• examine the contributions made by different cultural groups to the development and character of the local community</li> <li>• understand the value of learning about the cultures, languages and beliefs of others.</li> </ul>	<p><b><i>Exploring continuity and change in local communities</i></b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• Who lived here first and how do we know?</li> <li>• How has our community changed? What features have been lost and what features have been retained?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• plan and conduct research about continuity and change in the region or state/territory</li> <li>• pose a range of questions to guide research</li> <li>• identify sources and locate relevant information in sources to answer questions about the past</li> <li>• locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region</li> <li>• recognise and appreciate the historical features and remains of the past in a local area</li> <li>• record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders</li> <li>• use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Celebrations and commemorations</p> <p>The purpose of this assessment is to explain a celebration or commemoration of the past that has significance today, and describe your experiences at the celebration or commemoration.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe an event from the past that has significance today and personal experiences of this event</li> <li>• locate information to answer questions about an event</li> <li>• sequence events and develop a historical narrative about an event.</li> </ul>	<p>Research – Historical inquiry (brochure)</p> <p>The purpose of this technique is to assess students' abilities to research, collect, analyse and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• plan and conduct research about continuity and change in the region or state/territory</li> <li>• pose a range of questions</li> <li>• identify sources and locate relevant information in sources to answer questions</li> <li>• locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region</li> <li>• use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</li> </ul>

MODIFICATIONS FOR YEAR 2 STUDENTS (AND SOME YEAR 3 STUDENTS WHO DID SIMILAR UNITS IN 2013) WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y3 U1 v3.0	Y3 U2 v3.0
<b>H I S T O R Y</b>	<b>Year 3</b>	<p><b><i>Investigating celebrations, commemorations and community diversity</i></b> Inquiry question/s:</p> <ul style="list-style-type: none"> <li>How and why do people choose to remember significant events of the past?</li> <li>What is the nature of the contribution made by different groups and individuals in the community?</li> </ul> <p>In this unit, students</p> <ul style="list-style-type: none"> <li>develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world</li> <li>examine the historical origins of celebrations and commemorations</li> <li>examine the contributions made by different cultural groups to the development and character of the local community</li> <li>understand the value of learning about the cultures, languages and beliefs of others.</li> </ul>	<p><b><i>Exploring continuity and change in local communities</i></b> Inquiry questions:</p> <ul style="list-style-type: none"> <li>Who lived here first and how do we know?</li> <li>How has our community changed? What features have been lost and what features have been retained?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>plan and conduct research about continuity and change in the region or state/territory</li> <li>pose a range of questions to guide research</li> <li>identify sources and locate relevant information in sources to answer questions about the past</li> <li>locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region</li> <li>recognise and appreciate the historical features and remains of the past in a local area</li> <li>record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders</li> <li>use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Celebrations and commemorations</p> <p>The purpose of this assessment is to explain a celebration or commemoration of the past that has significance today, and describe your experiences at the celebration or commemoration.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe an event from the past that has significance today and personal experiences of this event</li> <li>locate information to answer questions about an event</li> <li>sequence events and develop a historical narrative about an event.</li> </ul>	<p>Research – Historical inquiry (brochure)</p> <p>The purpose of this technique is to assess students' abilities to research, collect, analyse and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>plan and conduct research about continuity and change in the region or state/territory</li> <li>pose a range of questions</li> <li>identify sources and locate relevant information in sources to answer questions</li> <li>locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region</li> <li>use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</li> </ul>

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y3 U1 v3.0	Y3 U2 v3.0
<b>H</b> <b>i</b> <b>s</b> <b>t</b> <b>o</b> <b>r</b> <b>y</b>	<b>Year 3/4</b>	<p><b><i>Investigating celebrations, commemorations and community diversity</i></b> Inquiry question/s:</p> <ul style="list-style-type: none"> <li>• How and why do people choose to remember significant events of the past?</li> <li>• What is the nature of the contribution made by different groups and individuals in the community?</li> </ul> <p>In this unit, students</p> <ul style="list-style-type: none"> <li>• develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world</li> <li>• examine the historical origins of celebrations and commemorations</li> <li>• examine the contributions made by different cultural groups to the development and character of the local community</li> <li>• understand the value of learning about the cultures, languages and beliefs of others.</li> </ul>	<p><b><i>Exploring continuity and change in local communities</i></b> Inquiry questions:</p> <ul style="list-style-type: none"> <li>• Who lived here first and how do we know?</li> <li>• How has our community changed? What features have been lost and what features have been retained?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• plan and conduct research about continuity and change in the region or state/territory</li> <li>• pose a range of questions to guide research</li> <li>• identify sources and locate relevant information in sources to answer questions about the past</li> <li>• locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region</li> <li>• recognise and appreciate the historical features and remains of the past in a local area</li> <li>• record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders</li> <li>• use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Celebrations and commemorations</p> <p>The purpose of this assessment is to explain a celebration or commemoration of the past that has significance today, and describe your experiences at the celebration or commemoration.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe an event from the past that has significance today and personal experiences of this event</li> <li>• locate information to answer questions about an event</li> <li>• sequence events and develop a historical narrative about an event.</li> </ul>	<p>Research – Historical inquiry (brochure)</p> <p>The purpose of this technique is to assess students' abilities to research, collect, analyse and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• plan and conduct research about continuity and change in the region or state/territory</li> <li>• pose a range of questions</li> <li>• identify sources and locate relevant information in sources to answer questions</li> <li>• locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region</li> <li>• use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.</li> </ul>

MODIFICATIONS FOR YEAR 4 STUDENTS (AND SOME YEAR 3 STUDENTS WHO DID SIMILAR UNITS IN 2013) WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y4 U1 v.30	Y4 U2 v3.0
<b>H i s t o r y</b>	<b>Year 4</b>	<p><b><i>Investigating European exploration and the movement of peoples</i></b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>Why did the great journeys of exploration occur?</li> <li>Why did the Europeans settle in Australia?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise connections between world history events and the history of Australia</li> <li>appreciate the remains of the past can reveal aspects of what life was like then</li> <li>investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe</li> <li>pose questions about the reasons for the colonisation of Australia by the British</li> <li>use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony</li> <li>sequence key events related to the colonisation of Australia</li> <li>describe the experiences of a convict who travelled on the First Fleet and identify how life changed.</li> </ul>	<p><b><i>Investigating the impact of colonisation</i></b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?</li> <li>What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians</li> <li>appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples</li> <li>investigate the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others</li> <li>pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples</li> <li>use provided sources to identify points of view and examine the impact of these interactions on families and the environment</li> <li>describe the experiences of a group over time identifying events that brought change.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Life of a convict</p> <p>The purpose of this assessment task is to explain how and why life changed for a convict of the First Fleet.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how and why life changed for a convict of the First Fleet</li> <li>pose a range of questions about a convict's life</li> <li>locate information to answer questions</li> <li>develop a historical narrative in role as a convict, using historical terms.</li> </ul>	<p>Research – Historical inquiry</p> <p>This technique is used to assess students' abilities to research, collect, analyse and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>pose a range of questions about daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others</li> <li>identify sources and locate information in provided sources in response to questions</li> <li>develop a text describing continuity and change in the lives of Aboriginal peoples or a group of Torres Strait Islander people before and after contact with other cultures</li> <li>identify and explain different points of view in sources.</li> </ul>



**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y4 U1 v3.0	Y4 U2 v3.0
<b>H i s t o r y</b>	<b>Year 4/5</b>	<p><b><i>Investigating European exploration and the movement of peoples</i></b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>Why did the great journeys of exploration occur?</li> <li>Why did the Europeans settle in Australia?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise connections between world history events and the history of Australia</li> <li>appreciate the remains of the past can reveal aspects of what life was like then</li> <li>investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe</li> <li>pose questions about the reasons for the colonisation of Australia by the British</li> <li>use provided sources to examine the journeys that led to Australia's colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony</li> <li>sequence key events related to the colonisation of Australia</li> <li>describe the experiences of a convict who travelled on the First Fleet and identify how life changed.</li> </ul>	<p><b><i>Investigating the impact of colonisation</i></b></p> <p>Inquiry question/s:</p> <ul style="list-style-type: none"> <li>What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?</li> <li>What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians</li> <li>appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples</li> <li>investigate the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others</li> <li>pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples</li> <li>use provided sources to identify points of view and examine the impact of these interactions on families and the environment</li> <li>describe the experiences of a group over time identifying events that brought change.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Life of a convict</p> <p>The purpose of this assessment task is to explain how and why life changed for a convict of the First Fleet.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how and why life changed for a convict of the First Fleet</li> <li>pose a range of questions about a convict's life</li> <li>locate information to answer questions</li> <li>develop a historical narrative in role as a convict, using historical terms.</li> </ul>	<p>Research – Historical inquiry</p> <p>This technique is used to assess students' abilities to research, collect, analyse and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>pose a range of questions about daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others</li> <li>identify sources and locate information in provided sources in response to questions</li> <li>develop a text describing continuity and change in the lives of Aboriginal peoples or a group of Torres Strait Islander people before and after contact with other cultures</li> <li>identify and explain different points of view in sources.</li> </ul>

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		Y5 U1 v3.0	Y5 U2 v3.0
<b>H i s t o r y</b>	<b>Year 5</b>	<p><b><i>Exploring the development of British colonies in Australia</i></b></p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> <li>• How did an Australian colony develop over time and why?</li> <li>• How did colonial settlement change the environment?</li> <li>• What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• recognise key events and people in Australia during the 1800s</li> <li>• sequence key events related to the development of British colonies in Australia</li> <li>• investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen's Land and Moreton Bay colonies</li> <li>• use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s</li> <li>• locate information in sources about the factors that influenced patterns of development in colonial Australia during the 1800s</li> <li>• use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.</li> </ul>	<p><b><i>Investigating the colonial period in Australia</i></b></p> <p>Inquiry Question/s:</p> <ul style="list-style-type: none"> <li>• What were the significant events and who were the significant people that shaped Australian colonies?</li> <li>• What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• recognise key events in Australia of the 1800s</li> <li>• appreciate how Australians came to live together and were governed overtime</li> <li>• investigate the causes and effects of significant developments or events affecting development of the Queensland colony, for example, frontier conflicts and the Gold Rush.</li> <li>• pose questions about the reasons people migrated to Australia from Europe and Asia</li> <li>• use provided sources to examine and describe the experiences of and the contributions of significant individuals or groups to life in the colonies</li> <li>• compose and present a description of the contribution of a significant individual or group to shaping colonial Australia.</li> </ul>
	<b>Assessment</b>	<p>Collection of work — Colonial life in Moreton Bay</p> <p>The purpose of this assessment is to identify the cause and effect of changes and continuities in a colony and develop a narrative in role as a free settler to describe their experiences.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• identify and describe the cause and effect of colonisation and describe the experiences of people in the past</li> <li>• identify a range of sources and locate and record information about the colony of Queensland</li> <li>• develop and organise a narrative using historical terms and concepts.</li> </ul>	<p>Research - oral presentation</p> <p>This technique is used to assess students' abilities to research, collect, analyse and draw conclusions about sources.</p> <p>Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text-types specific to the study of history.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• plan research</li> <li>• develop questions to frame an historical inquiry</li> <li>• identify a range of sources related to inquiry questions</li> <li>• locate and record relevant information from sources in response to inquiry questions</li> <li>• sequence the lives of people in chronological order</li> <li>• describe the significance of people and events in bringing about change</li> <li>• develop, organise and present an oral presentation (description), using historical terms and concepts</li> </ul>

**UNIT OVERVIEWS AND MANDATORY ASSESSMENT 2014**

		Term 1	Term 3
		Unit 1	Unit 2
One School		MA5-6 U1 v2.0	MA U2 v2.0
<b>H i s t o r y</b>		<p><i>Exploring the changes that shaped Australia and other societies (Greece)</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>- identify questions to investigate the nature of the colonial presence in Australia and the significant changes and events that occurred during the 1800s</li> <li>- identify and locate a range of relevant sources to explore the establishment and growth of the colonies and the impacts of colonisation, including on the environment and daily life</li> <li>- sequence key events to demonstrate an understanding of the significance of colonisation and the development of Australia as a nation, including Federation</li> <li>- compare information from a range of sources to examine the changes in Australian society throughout the nineteenth and twentieth centuries</li> <li>- investigate the ancient past, in particular, the establishment and development of ancient Greece</li> <li>- explore the role of citizens and understand that democracy was a significant idea that emerged in Athenian society</li> <li>- examine the influence of ancient Greece on Australian society today</li> <li>- develop a historical narrative, based on information identified from a range of sources, using historical terms and concepts to communicate changes that shaped a society.</li> </ul> <p>(C2C Year 7B)</p>	<p><i>Investigating the diversity of people in Australia and other societies (China).</i></p> <p>The key inquiry questions guiding this unit are:</p> <p>For Year 5</p> <ul style="list-style-type: none"> <li>- What do we know about the lives of people in Australia's colonial past and how do we know?</li> <li>- What were the significant events and who were the significant people who shaped Australian colonies?</li> </ul> <p>For Year 6</p> <ul style="list-style-type: none"> <li>- Who were the people who came to Australia? Why did they come?</li> <li>- What contribution have significant individuals and groups made to the development of Australian society?</li> </ul> <p>For Year 7 (C2C Year 7C)</p> <ul style="list-style-type: none"> <li>- What factors influenced the roles of key groups in ancient China?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>- identify questions to inform a historical inquiry about experiences of citizenship and democracy for different groups throughout the twentieth century, including the stories of Aboriginal peoples and Torres Strait Islander peoples, migrants, women and children</li> <li>- appreciate how Australians came to live together and be governed over time</li> <li>- identify and locate a range of sources to explore narratives from oral and written histories and identify the contributions of significant groups or individuals in shaping Australian society</li> <li>- use a range of sources to pose questions about the reasons for migration and the contributions of individuals and groups to Australia's development</li> <li>- sequence significant people and events involved in and affecting migration to Australia and the development of the Australian society</li> <li>- locate and compare information from a range of sources to explain the experiences of Australian democracy and citizenship from the perspectives of different groups and Individuals</li> <li>- investigate the significant beliefs, values and practices of ancient Chinese society and identify similarities and differences with Australia</li> <li>- investigate key groups and individuals in ancient Chinese society and compare with significant groups and individuals in early Australian society</li> <li>- develop texts that incorporate source materials and use historical terms and concepts</li> <li>- communicate understandings gained through research in the form of a multimodal presentation.</li> </ul>

**Assessment**

**Assessment Summary**

• Assignment/Project - Assessment:

Collection of work (Yr 05); Students create a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to demonstrate an understanding of the development of colonial Australia through writing a historical narrative about significance of people and events in bringing about change, interpreting sources and developing an annotated timeline.

• Assignment/Project - Assessment:

Collection of work (Yr 06) Students create a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to demonstrate an understanding of the development of the Australian nation and the significance of the event of Federation through writing a historical narrative about the role of a significant individual and group, interpreting sources and developing an annotated timeline.

• Assignment/Project - Assessment:

Collection of work (Yr 07) Students create a collection of work consisting of a historical narrative, a source study and a sequencing task. The purpose is for students to create a historical narrative about the role of groups in a society and a significant individual, interpret sources and develop an annotated timeline.

**Assessment Summary**

• Assignment/Project - Assessment

Year 5 - Historical inquiry (Yr 05) Students will conduct a historical inquiry to demonstrate an understanding of the different experiences and contributions of a migrant group (European or Asian) in bringing about change in colonial Queensland, and present in a description, including points of view on their contribution.

• Assignment/Project - Assessment

Year 6 - Historical inquiry (Yr 06) Students will conduct a historical inquiry into the different experiences of an Asian migrant group and the significance of their contribution to the development of Australian society, and present in a description, including points of view on their contribution.

• Assignment/Project - Assessment

Year 7 - Historical inquiry (Yr 07) Students will conduct a historical inquiry into the role and significance of a particular individual in ancient China, including events and developments affecting change during their lifetime, and present in a description, including the perspectives on the individual's achievements of different people who lived at the time.

MODIFICATIONS FOR STUDENTS WHERE NECESSARY TO ENSURE YEAR LEVEL ENTITLEMENTS AND STUDENT LEARNING NEEDS