

A large, light purple, stylized tree graphic that serves as a background for the page. It has a thick trunk and a canopy of irregular, interconnected branches.

SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – HISTORY

YEAR 2

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Time allocation on which the outline is based

Two hours of teaching per week for one school term (10 weeks).

Context for program

Year 2 students

Curriculum links to Humanities and Social Sciences**History knowledge and understanding:****The past in the present**

The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today.

Key concepts

- Continuity and change
- Cause and effect
- Perspectives
- Empathy
- Significance

Humanities and Social Science Skills

Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.

Across the year different skills are emphasised in History:

- Questioning and Research
- Analysing
- Evaluating
- Communicating and Reflecting

This teaching and learning program explicitly addresses skills from each of these four areas.

Prior knowledge

- Differences in family sizes, structures and roles today (e.g. work outside the home, domestic chores, child care), and how these have changed or remained the same over time
- How the present, past and future are signified by terms indicating time (e.g. '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 (e.g. birthdays, holidays, celebrations, seasons)
- The differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (e.g. family traditions, leisure time, communications) and how daily lives have changed

The Early Years Learning Framework (EYLF) defines curriculum as 'all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development' (Commonwealth of Australia, 2009, p.45).

This learning program explicitly links to the following EYLF outcomes:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

[Commonwealth of Australia. (2009). *Belonging, being, becoming: The Early Years Learning Framework for Australia*. Canberra: Australian Government Department of Education, Employment and Workplace Relations.]

The integration of EYLF outcomes may vary depending on the individual student and application of the suggested teaching and learning program.

National Quality Standard (NQS), particularly Quality Area 1 – Educational Program and Practice and Quality Area 5 – Relationships with Children, are reflected in the planning.

<http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>

<http://k10outline.scsa.wa.edu.au/home/resources/ways-of-teaching-videos>

National Quality Standard, Quality Area 1 – Educational program and practice

Standard 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Element 1.1.5 Every child is supported to participate in the program.

Element 1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.

National Quality Standard, Quality Area 5 – Relationships with Children

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

Element 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.

Element 5.1.3 Each child is supported to feel secure, confident and included.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

Element 5.2.3 The dignity and the rights of every child are maintained at all times

[Based on: *Guide to the National Quality Standard* (ACECQA). Used under Creative Commons [Attribution 3.0 Australia](https://creativecommons.org/licenses/by/3.0/) licence.]

Teaching and Learning Activities

Teaching and learning activities have been designed using the iSTAR model:

- Inform/ inspire
- Show
- Try/ transfer
- Apply
- Review

[Based on *iSTAR - A model for connected practice within and across classrooms*. Western Australian Primary Principals' Association.]

There are a range of optional learning opportunities for students which integrate the HASS skills with Howard Gardner's Multiple Intelligences. These activities may provide further provocation and learning opportunities for individual or all students, and can be found at the end of the planning document.

Assessment

There are a range of suggested assessment activities within the teaching and learning program. When assessing, acknowledge individual needs by selecting the appropriate strategy (e.g. observation, anecdotal notes, learning stories, video interviews, visual representations, written work) to reflect, interpret and inform future planning. Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with their own school assessment policy.

Big Question: How have changes in technology impacted on our community and are the changes necessary?

Key Learning ideas and Inquiry Questions to guide these lessons: How have changes in technology impacted on our community? What happened before we had TV?

Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
		<p>perspectives)/represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p> <p>Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p> <p>Communicating and reflecting Present findings in a range of communication forms, using relevant terms</p>	<ul style="list-style-type: none"> • <i>Investigate</i> the topic, completing a 'Chalk Talk' as a class, using the following discussion questions: Why was television seen to be a ground-breaking idea? Why did every family want to have a TV? <p>Suggested assessment: Documented observation</p> <p>Apply</p> <ul style="list-style-type: none"> • <i>Model</i> how to create a questionnaire with students • Students individually <i>develop questions</i> to ask their parents and grandparents about what TV was like when they were young. Prompt students with questions such as: When did their parents/grandparents first get a TV? What was it like? • <i>Discuss</i> and consider the social impact of the cost of TV and not every family being able to afford a TV. <p>Suggested assessment: Written work – Questionnaires.</p> <p>Review</p> <ul style="list-style-type: none"> • Bring questionnaires back to class. Share answers in small groups. 	<p>https://www.csustan.edu/sites/default/files/writingprogram/Pages/documents/ChalkTalk.pdf</p> <p>Paper for questionnaire</p> <p>Returned questionnaires Global Education – Free PMI chart template http://www.globaleducation.edu.au/3011.html</p>

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		<p>(e.g. written, oral, digital, role-play, graphic)</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>	<ul style="list-style-type: none"> • <i>Model</i> a PMI strategy and ask students to think of the positive and negative influences of TV over time. • <i>Create</i> a PMI (in small groups). • <i>Share</i> PMI with class by conducting a gallery walk around the classroom. Students <i>view</i> each other's PMI charts and then share reflections as a class. <p>Suggested assessment: Written work – PMI chart</p> <p>Optional task to extend learning</p> <ul style="list-style-type: none"> • <i>Predict</i> what a television in the future will look like. How will it work? What design will it be? How will the information be delivered? • Students create a design (digital or paper) to communicate their idea of a futuristic television. • <i>Identify</i> and <i>label</i> parts, <i>explain</i> how it works. <p>Suggested assessment: Visual representations – design.</p>	<p>Resources for design – paper, computer/iPad</p>

Big Question: How have changes in technology impacted on our community and are the changes necessary?

Key Learning ideas and Inquiry Questions to guide these lessons: How have changes in technology impacted on our community? How have toys/games developed? Do these new type of toys/games make children’s lives better? How?

Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Learning Activities	Resources
		<p>different perspectives)/represent collected information and/or data in to different formats (e.g. tables, maps, plans)</p> <p>Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p> <p>Participate in decision-making processes (e.g. engage in group discussions, make shared decisions, share views)</p> <p>Communicating and reflecting Present findings in a range of communication forms,</p>	<p>Try/transfer</p> <ul style="list-style-type: none"> • <i>Revise</i> prior learning • <i>Model</i> how to create and <i>use</i> a Venn diagram. • Individually, students <i>create</i> a Venn diagram to <i>compare</i> and <i>contrast</i> games from the past to those of today. <p>Suggested assessment: Graphic organisers – Venn diagram</p> <p>Apply</p> <ul style="list-style-type: none"> • <i>Brainstorm</i> a range of games on the board with students. <i>Model</i> how to research the history of the game. • Individually or in groups, students <i>research</i> a game of their choice. Consider questions such as: How was the game invented? Who developed it? When was it popular? Has it changed over time? How? Is the game still played today? • Students <i>create</i> and <i>present</i> research project to class (formats could be poster, speech, PowerPoint, report). <p>Suggested assessment: Research notes and final presentation</p>	<p>Venn diagram template</p> <p>Note taking templates</p> <p>Books</p> <p>Technology with internet access</p> <p>Card, paper and other materials needed for final presentation.</p> <p>Masking tape</p>

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		<p>using relevant terms (e.g. written, oral, digital, role-play, graphic)</p> <p>Reflect on learning and respond to findings (e.g. discussing what they have learned)</p>	<p>Review</p> <ul style="list-style-type: none"> • Place a long line of masking tape on the floor. • <i>Encourage</i> students to think about how the games they play affect them and others. • <i>Discuss</i> with each other and as a whole class to form an opinion on the statement, ‘<i>Toys have changed because of technology and made children less active</i>’. Students <i>vote</i> with their feet, lining up on the masking tape, with one end being strongly agree, and one strongly disagree. • Students form a circle and <i>share</i> their opinion (encourage students to think creatively and independently). <p>Suggested assessment: Documented observation.</p>	

Big Question: How have changes in technology impacted on our community and are the changes necessary?

Key Learning ideas and Inquiry Questions to guide these lessons: How have changes in technology impacted on our community?
What are the impacts of technology on our lives? What does a 'simple life' mean? Do people require all the modern technology in order to live a happy life?

Week	Knowledge and Understanding Key Concepts	HASS Skills	Teaching and Suggested Learning Activities	Resources
8-10	<p>The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today</p> <p>Key concepts: continuity and change, cause and effect, perspectives, empathy, significance</p>	<p>Question & researching Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet).</p> <p>Analysing Identify relevant information/ process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)</p> <p>Evaluating Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)</p>	<p>Inspire/inform</p> <ul style="list-style-type: none"> • <i>Read</i> the Herald Sun Kids News article. • As suggested in the article, <i>create</i> a 'Then and Now' chart with a partner. <p>Suggested Assessment: Graphic organiser: Then and Now T chart.</p> <p>Show</p> <ul style="list-style-type: none"> • <i>Brainstorm</i> social and community expectations (referring to things that rely on technology) in the current day e.g. transport, home utilities, communication (local and global) and leisure. • <i>Snowball</i> activity using the question: What does it mean to have 'a simple life'? • <i>Share</i> ideas and thoughts in a reflective circle. <p>Suggested assessment: Documented observations</p> <p>Try/transfer</p> <ul style="list-style-type: none"> • Students individually <i>choose</i> a technology that has changed over time. • Students <i>draw/paint</i> two images, one of the technology being used in the past and another one to show how technology has changed/evolved in the present day. <p>Suggested assessment: Visual representations</p>	<p>T chart template Herald Sun Kids News http://www.heraldsun.com.au/kids-news/lightbright/mobile-phones-digital-cameras-the-internet-and-planes-have-changed-how-we-live/news-story/c5aec6a426a25de07e26b6274b4778a1</p> <p>Explanation of snowball strategy: http://learningscoop.fi/wp-content/uploads/2015/09/Snowball-Method.pdf</p> <p>Drawing and painting materials Paper</p>

HASS Learning Opportunity Web - How have changes in technology impacted on our community and are the changes necessary?

History	Questioning & Research	Analysing	Evaluating	Communicating & Reflecting
Spatial	Research toys/games that use some type of technology from a different era e.g. arcade games (80's), magna doodle (70's), Chatty Cathy talking doll (60's). What do you notice about these toys? Play some outside games to explore the space required for games of a different era e.g. British Bulldogs, Kick the Can, Hide and Seek.	Collect a range of technology items or toys. Look for similarities /differences in the different items. Categorise the items – this could be done interactively, for example creating a Venn Diagram from masking tape on the floor.	Step out a range of distances on the school oval. Using a range of methods (guess and check, measuring with a maths trundle wheel, stepping with a fit bit or iPhone tracker) estimate and measure distances that were travelled.	Observe some children playing on an oval. Focus on one person only. Draw a map of the player movement. Compare the movement to a person playing a video game. Reflect on the differences between the two types of movement.
Bodily Kinaesthetic	Participate in a scavenger hunt around the classroom or school to find a range of technology items.	Devise a group game that uses many body parts and actions. Represent the body parts and actions on technology by taking photos/videos of this.	Play a game of charades, acting out different types of technology. Use verbal and non – verbal cues to communicate technology items. Reflect on how the game went – was it easy to communicate the ideas without talking? Why/why not?	Watch a video demonstrating Yoga for kids such as Comic Kids. Participate in a short yoga session, reflect on what you felt and communicate what you learn by holding a short yoga session of your own.
Musical	Research an instrument that has changed over time such as a Pianola, piano and electric keyboard.	Research and analyse telephone ring tones over the last 50 years. Why are some ring tones more popular than others?	In a small group, listen to a piece of music using different technology, e.g. phone, computer, iPad, with or without headphones. Does it sound the same each time? Why or why not? Share your views with others.	Compose a song about the changes to either toys or technology and how they have impacted on people's lives. Perform the song to others.
Linguistic	Work in a small group to place a range of toy items into a bag. One person chooses an item from the bag without showing the others. Using questions, the others must find out which toy/ item is being held.	Play games such as scrabble or boggle using digital and non-digital versions. Compare and contrast the versions. What is the same about them? What is different? Record an explanation of this.	Describe some of the changes to aeroplanes over history. What is the main difference in modern day aircraft? Share what you discover with a friend or your class.	Set up an iPad station for students to record their understandings of how technology has impacted the community.

Logical Mathematical	Planning a journey. Design a short holiday to a destination of your liking. Create a timetable for flights and other activities you will be doing on your holiday.	Create a timeline about changes to a specific type of toy or technology over the last 50 years.	Look at the keypad of a phone. Why are there numbers and letters on the keypads? Do all keypads have numbers and letters? Make a conclusion about the function of these numbers and letters.	Draw a map on a piece of paper then replicate it on a digital device. How does it change? Describe the differences.
Interpersonal	Survey a group of people (perhaps a different class) on the types of technology they use.	Individually write down your top two reasons for why technology is useful. Share your point of view with others in a small group.	Interview a classmate about technology. Ask them a question such as 'What is technology?' or 'could you live without technology? Why/why not?'	Write and perform a short play that demonstrates an understanding of how toys or technologies have changed over time. Select something that interests you and your team of writers/actors. Share with your class or at an assembly.
Intrapersonal	Research countries that are less fortunate than Australia. What technology do we have that they might not have? Why is or is not yet updated	What makes you happy? Think about what toys or technology you have in your world and consider it from another child's perspective. Do they have these toys or technologies too?	Create a poster which explains changes to technology or toys over time.	Write two diary entries – one from a person using new technology 50 years ago, and one from a person using technology in our world today.
Naturalistic	Make some indoor and outdoor games from nature. Make up the rules to the game, tell a friend and play the game.	Go outside your classroom. Collect data about different types of technology that you see outside. Can you sort this data into different groups?	Explore the physical elements of toys both old and new. What materials are/were used to make them? How do these materials affect our earth? Consider sustainable practices such as recycling, landfill and repurposing.	How could technology be used to look after nature/the environment? Reflect on this and share your ideas with a small group.