



SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – HISTORY
YEAR 3

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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 12 weeks

History key concepts embedded

- Source
- Continuity and change
- Cause and effect
- Perspective
- Empathy
- Significance

Prior knowledge

In Year 2 History students investigated the history of their local area, why the past is important to the local community and therefore worthy of preservation focusing on the concepts of continuity and change, cause and effect, perspective, empathy and 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 Civics and Citizenship, Geography and History:

- Questioning and Researching (**Q&R**)
- Analysing (**A**)
- Evaluating (**E**)
- Communicating and Reflecting (**C&R**).

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
1–4	<p>One important example of <u>change</u> and one important example of <u>continuity</u> over time in the <u>local community, region</u> or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life)</p> <p>Key concepts: Continuity and change, Cause and effect</p>	<p>What is new (built environment) in our school/ town/district? What is old (built environment) in our school/town/district? Has how we move around (transport) changed over time? How and why? Have the sports we play and watch changed over time? (Would our parents and grandparents have played the same sports as today?) Have the houses we live in changed? Have the items within the home, especially living areas, kitchen and laundry changed? Do you think that the daily life of a child has changed over time (home, play, sport, leisure)?</p>	<p>Q&R> identify current understandings on a topic/locate and collect sources/identify information from sources/use a method to record (table)</p> <p>A> interpret information collected (identify cause and effect)/translate collected information into different formats (timeline/map)/identify different points of view/perspectives in information/explore different stories on the same topic</p> <p>E> draw conclusions and give explanations based on information and/or data (show similarities and differences)</p>	<p>Teaching</p> <ul style="list-style-type: none"> Brainstorm: What is old in our school/community? What is new in our school/community/daily life? What has changed the most in our school/community/daily life? One important example of change in the local community, region or state One important example of continuity in the local community, region or state <p>LA1 Ask the students to compare an early map of the local area and a current map, along with photographs of the area with a similar timeframe. Discuss what has stayed the same and what is very different. Encourage the students to categorise these changes in terms of the natural environment, the built environment, transport, daily life, entertainment, work. Discuss why certain things have changed more than others.</p> <p>LA2 Use various images from the Gwalia ghost town and museum website: http://www.gwalia.org.au/ to discuss what has changed and perhaps why it changed/ became a ghost town</p> <p>OR various images/film of New Norcia</p> <p>OR various images of changes in Perth/ local area such as before and after: the Narrows Bridge; Optus Stadium;</p> <p>OR images of wheat storage/transportation in Western Australia over time</p> <p>OR various images centred on education and schools http://www.abc.net.au/news/2015-03-04/school-days-exhibition-traces-history-of-education-in-victoria/6277364</p> <p>School Days exhibition traces history of education in Victoria from 1800s to today</p> <p>OR show the film School in the 1940s: http://education.abc.net.au/home#!/media/85844/school-in-the-1940s</p>

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			<p>C&R> present findings in written, oral tabular form/use relevant terms</p>	<p>Has education changed? Discuss the idea of continuity and change, why change occurs and why sometimes things do not change.</p> <p>LA3 Invite a guest speaker who is involved with the history of the community, or someone who has lived in the community for a long time, to discuss what has changed and what has continued in the community. As homework ask the students to question their parents/grandparents/extended family/community members of various ages about schooling: who went to school/ for how long and any other relevant information.</p> <p>LA4 Students explore one important example of change in the community/state such as transport, education, entertainment, daily life over time and explore why it changed. This could be a visual presentation with various images showing change over time collected with annotations in terms of when and why the change. (A, E, C&R)</p> <p>Reflection Why is it important for a society to experience both continuity and change?</p> <p>Suggested assessment Use LA4 as an assessment.</p>

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
5–7	<p>The role that different cultural groups have played in the development and character of the <u>local community</u> (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with <u>development</u> in another community</p> <p>Key concepts: Empathy, Significance, Cause and effect</p>	<p>What do we mean by a cultural group? Where would we find evidence of the cultural group in the community? How many different cultural groups are there in our community? Do they all have similar or different roles as the rest of the community?</p>	<p>Q&R> identify current understanding of a topic/ develop a range of focus questions to investigate/ locate and</p> <p>A> develop criteria for selecting relevant information/interpret information collected (identify cause and effect)/translate collected information different formats (timeline/maps)/ identify different points of view</p> <p>E> draw conclusions and give explanations, based on information/use decision-making processes (recognise different points of view)</p> <p>C&R> present findings in a range of communication forms</p>	<p>Teaching</p> <ul style="list-style-type: none"> • What evidence is there in the local community of different cultural groups? • The contribution of particular cultural groups to the development and/or character of the local community • New Norcia as an example of a community developed by a specific cultural group <p>LA5 Discuss how we know that different cultural groups have been important in the community? Consider the following;</p> <ul style="list-style-type: none"> • street names • religious buildings • schools • hospitals • commercial outlets: particular stores selling particular products • market gardens • Swan Valley wine industry • food industry including different types of restaurants □ architecture: entrance to Chinatown Perth. <p><i>Photographs, films, local buildings and enterprises could be used to stimulate discussion.</i></p> <p>LA6 In groups, using particular sports played (soccer, baseball, hockey), foods eaten (pizza, hamburger, fish and chips, fried rice) explore the various influences of different cultural groups on the character of the local community. Groups prepare an oral or digital presentation to the class on how the particular item/activity has impacted/shaped the community.</p>

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
			/using relevant terms/ reflect on learning	<p>LA7 Focus on the different cultural influences in the community (empathy) through a selection of one or more of the following;</p> <ul style="list-style-type: none"> • Role play ☑ • Food day • Sport day • Cultural dress day. <p>LA8 Using the New Norcia website: https://www.newnorcia.wa.edu.au/, work with the students to learn when, how and why the monastery town was established and the unique features that reflect its origins. Students could draw a poster to represent this.</p> <p>Suggested assessment What is the significance to our community of a particular or various cultural groups? This could be either an oral and/or visual presentation. (A, E, C&R)</p>

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
8–9	<p>The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems</p> <p>Key concepts: Source, Evidence, Significance</p>	<p>Why have special days in the community? How many special days can we name that we celebrate in Western Australia/Australia? What are the various ways that we celebrate these special days? If we see a flag what else do we connect it to? If we see a picture of a kangaroo or a black swan do we think of a particular country/state? Why do you think that the kangaroo/black swan came to represent Australia/Western Australia? When we think about Australia Day/ANZAC Day do any symbols or emblems come to mind?</p>	<p>A> develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/explore different stories on the same topic</p> <p>E> draw conclusions and give explanations, based on information and/or data displayed in texts, tables, graphs and maps/ use decision making processes</p> <p>C&R> present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p>Teaching</p> <ul style="list-style-type: none"> The events, ideas in the school/community/Australia that we celebrate The historical origin and significance of Western Australia Day (Foundation Day) What is the historical origin and significance of one of the following: <ul style="list-style-type: none"> Australia Day; ANZAC Day; National Sorry Day Symbols and emblems that are significant to Australians. <p>LA9 Show various pictures that reflect particular days celebrated in the school, the community and Australia, discuss the event and/or idea behind the celebration</p> <p>LA10 Use the link to Australian Curriculum Lessons https://www.australiancurriculumlessons.com.au/2014/04/26/3-historylesson-plans-for-grade-3-special-celebrations/ and adapt <i>Lessons 2 and 3</i> to examine the historical origins and significance of particular days and weeks celebrated or commemorated in Australia. It is recommended that Western Australia Day (Foundation Day) is included in the list. Useful links for Western Australia Day: http://www.australiangeographic.com.au/blogs/on-thisday/2012/08/on-this-day-perth-was-founded</p> <p>Use the 1929 painting of the foundation of Perth as a stimulus to discuss the origins of Western Australia Day as a class.</p>

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
				<p>LA11 Use the Australian War Memorial Learning Resource: ‘A Very Special Day’ to develop an understanding of symbols and ceremonies connected with remembrance.</p> <p>https://www.awm.gov.au/learn/schools/resources/a-very-special-day</p> <p>Reflection Why is it important to us as a community to celebrate particular events, issues and use particular symbols and emblems?</p> <p>Suggested assessment Students examine both the Australian and Aboriginal and Torres Strait Islander People’s flags, analysing the various elements within each flag, evaluating their significance and the significance of each flag in its entirety. <i>Teachers use professional judgement to determine the type of assessment used.</i></p>

Community and remembrance

Week	Knowledge and Understanding and Key Concepts	Focus Questions/Learning Intentions	HASS Skills	Teaching and Suggested Learning Activities
10–12	<p>The historical origins and significance of celebrations and commemorations in other places around the world (e.g. Bastille Day in France, Independence Day in the USA; and those observed in Australia, such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan)</p> <p>Concepts: Empathy, Significance</p>	<p>Would most countries have a special national day like Australia Day? What events might lead to a celebration of a national day by a country?</p> <p>In various religions are there special days that are celebrated?</p> <p>Do you think that these celebrations would be similar or different to celebrations of national days? Why and how?</p>	<p>A> develop criteria for selecting relevant information (e.g. accuracy, reliability, usefulness)/explore different stories on the same topic</p> <p>E> draw conclusions and give explanations, based on information and/or data displayed in texts, tables, graphs and maps/ use decision making processes</p> <p>C&R> present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms</p>	<p>Teaching</p> <ul style="list-style-type: none"> Select several national days to examine, as appropriate to the class. Explore special celebrations observed by different groups in Australian society such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan <p>LA12 Show images/films of various celebrations of national days around the world. Discuss the similarities and difference in terms of the origins of the day and how the day is celebrated today.</p> <p>LA13 In groups, students create a role play/prepare a presentation associated with a particular international day in relation to its origins or a religious festival.</p> <p>Reflection</p> <p>Do you think how national day celebrations and how religious festivals are observed has changed over time? Why have they changed/not changed?</p>