

A large, stylized tree graphic in shades of purple and grey, with a thick trunk and a canopy of branches, serving as a background for the central text.

SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – HISTORY

PRE-PRIMARY

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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

One hour of teaching per week for one school term (10 weeks)

Context for program

Pre-primary students

Curriculum links to Humanities and Social Sciences

History Knowledge and Understanding: Personal and family histories

- How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)
- How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them

History Key concepts embedded in the program

- Continuity and change
- 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 Researching
- Analysing
- Evaluating
- Communicating and Reflecting.

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

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 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness

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.

The Australian Children's Education and Care Quality Authority (ACECQA) National Quality Standard (NQS), particularly Quality Area 1 – Educational Program and Practice and Quality Area 5 – Relationships with Children, is 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 The education program enhances each child's learning and development.

Standard 1.2 Educators facilitate and extend each child's learning and development

Element 1.2.3 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 The dignity and rights of each child are maintained.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships.

Element 5.2.1 Children are supported to collaborate, learn from and help each other.

[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 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]

The optional learning opportunities web at the end of the planning document integrates the EYLF with Howard Gardner's Multiple Intelligences. Some of these activities are also listed within the teaching program.

Assessment

There is 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. Teachers will need to select the timing, type and number of assessments in line with their own school assessment policy. For more information regarding ways of assessing, see: <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/humanities-and-social-sciences/humanities-overview/ways-of-assessing>.

Big Question: How do we celebrate important events?

Week 1–5	<p>History Knowledge and Understanding: Present and past family life How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)</p> <p>Key Concepts: Continuity and change, Perspectives, Empathy, Significance</p>
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<p>Humanities and Social Science Skills</p> <p>Questioning and Researching</p> <ul style="list-style-type: none"> • Identify prior knowledge about a topic (e.g. think-pair-share, brainstorm) • Pose and respond to questions about the familiar • Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) • Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) <p>Analysing</p> <ul style="list-style-type: none"> • Process information and/or data collected (e.g. discuss observations) <p>Evaluating</p> <ul style="list-style-type: none"> • Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions. • Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) <p>Communicating and Reflecting</p> <ul style="list-style-type: none"> • Develop texts (e.g. retell, describe personal stories/reflect on learning (e.g. drawings, discussions) • Reflect on learning (e.g. drawings, discussions)

Focus questions	Intentional teaching opportunities	Learning opportunities & resources
<p>How do you celebrate your birthday?</p> <p>Do all people celebrate birthdays?</p> <p>Do people celebrate birthdays in the same way?</p> <p>Have birthday celebrations</p>	<p>Inspire/inform</p> <ul style="list-style-type: none"> • Read the book <i>Happy Birthday to You</i> by Dr Suess. • Discuss the main idea of the story. Brainstorm/pose questions about birthdays, such as ‘How do you celebrate your birthday?’ and ‘Do all people celebrate birthdays?’ ‘Do all people celebrate birthdays in the same way?’ • Watch the video celebrating a new baby. • Discuss how birthday celebrations can change depending on the age and interests of the person. Students may share a way they have celebrated an adult’s birthday. 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Happy Birthday to You</i> – Dr Suess. (A read aloud version can be found at https://www.youtube.com/watch?v=bwnvgrJVSfw) • ABC Education – Celebrating a new baby video clip http://education.abc.net.au/home#!/media/522321/celebrating-a-new-baby <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • As a class, create birthday routines and procedures, such as using a birthday of each child in the class to share positives about that person. Celebrate birthdays (first check school procedures) for each student in the class. • Graph the different birthdays in the class together.

<p>changed over time?</p>		<ul style="list-style-type: none"> • Create a birthday learning centre. Include resources such as cakes, streamers, music and balloons. Add resources such as those to make birthday cards and presents.
<p>What events do you celebrate in your family? Are all events celebrated in the same way?</p>	<p>Show</p> <ul style="list-style-type: none"> • Survey the class by giving each student a party hat or streamer to hold. Call out an event/celebration, students stand and wear/use the object when they have celebrated this type of event. Tally the number of students as you proceed. • Discuss survey results. • Students draw, write, paint or recount orally a celebration that is special to their family. 	<p>Resources</p> <ul style="list-style-type: none"> • Paper • Art supplies <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Create learning centres specific to a celebration. Add books, decorations and resources to enable students to role play these events. • Ask families to contribute photos of celebrations they have been part of. Create a photo wall/floor book of different celebrations and events celebrated by families in the class.
<p>What events will we celebrate in our class? How do we keep track of the special events in our lives?</p>	<p>Try/transfer</p> <ul style="list-style-type: none"> • <i>Revise</i> prior learning about celebrations. • <i>Introduce</i> a simple calendar format. (If students are unfamiliar, revising the months of the year may be of use – see resources clip.) • As a class, <i>create</i> a calendar of events by printing images with the name of an event and asking individual students to place images underneath a month. (This may include school events, birthdays, religious festivals and community commemorations such as NAIDOC week and Anzac Day.) • Review the calendar as a class. Will the calendar look the same next year? Why or why not? 	<p>Resources</p> <ul style="list-style-type: none"> • Public holidays calendar https://publicholidays.com.au/western-australia/2018-dates/ • Months of the year https://www.youtube.com/watch?v=5enDRrWyXaw&list=PLJZInEMla6v07CBtH2AVaLN17vxuc_IRI&index=3 <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Create a learning centre such as an office which includes calendars and diaries for students to create appointments and write down events. Include resources such as blank calendar templates and diaries.
<p>How can we celebrate events which are important to us? How might special events have changed over the years?</p>	<p>Apply</p> <ul style="list-style-type: none"> • Together, commemorate an event. Depending on the term, example events include: Labour Day, Easter, ANZAC Day, WA Day, NAIDOC Week, Remembrance Day or Christmas. • Prior to the event, create an ‘itinerary’ of what students may experience/complete during the event. • Compare and contrast this itinerary with how it may have been celebrated in the past, and by others. (For example, if students are celebrating Christmas, they might view the <i>ABC Education</i> clip and discuss it as a class.) • Participate in the celebration event as a class. 	<p>Resources</p> <ul style="list-style-type: none"> • Resources to celebrate the chosen event • ABC Education <i>Christmas in the past</i> http://education.abc.net.au/home#!/media/1278687/candles-cards-and-carols-christmas-in-1983 <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Create a photo wall/floor book of different celebrations over the year.

		<ul style="list-style-type: none"> • ‘Acknowledgement of Country’ and ‘Welcome to Country’ speeches are often made at school events. Explore why this is. Learn how to say an acknowledgement to country. • Create learning centres specific to a celebration. Add books, decorations and resources to enable students to role play these events. • Decorate or create displays as events are celebrated across the year.
<p>How did we celebrate an important event?</p>	<p>Review</p> <ul style="list-style-type: none"> • View photos from the prior lesson’s celebration event. • Discuss the significant parts of the event that was held, referring back to the photos. Are these the same for everyone? Why/why not? • Students draw, write, paint or orally recount their experience and understandings of the event. 	<p>Resources</p> <ul style="list-style-type: none"> • Paper • Art supplies • Photos from the event <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Interview students about the celebration. Why did we have the event? Does everyone celebrate the event? What were some special things that we did? Will the event be celebrated next year? • Tell a story about an event which could happen, or create a construction of what an event could look like, using materials.
<p>What kind of evidence should have been collected by this time?</p> <p>Formative: Diagnostic observations, oral discussions, video/audio recordings of student understandings relating to how they, their family and friends commemorate past events that are important to them.</p> <p>Sample summative task: Differentiated through the ‘review’ task: Students represent their understandings of how they commemorated a significant event.</p>		

Big Question: How do we learn about stories from the past?

Week 6–10	History Knowledge and Understanding: Personal and family histories How the stories of families and the past can be communicated and passed down from generation to generation (e.g. photographs, artefacts, books, oral histories, digital media, museums) and how the stories may differ, depending on who is telling them Key Concepts: Continuity and change, Perspective, Empathy, Significance
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Humanities and Social Science Skills Questioning and Researching <ul style="list-style-type: none"> • Identify prior knowledge about a topic (e.g. think-pair-share, brainstorm) • Pose and respond to questions about the familiar • Explore a range of sources (e.g. observations, interviews, photographs, print texts, digital sources) • Sort and record information and/or data into simple categories (e.g. use graphic organisers, drawings) Analysing <ul style="list-style-type: none"> • Process information and/or data collected (e.g. discuss observations) Evaluating <ul style="list-style-type: none"> • Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions) • Participate in decision-making processes (e.g. engage in group discussions, make shared decisions) Communicating and Reflecting <ul style="list-style-type: none"> • Develop texts (e.g. retell, describe personal stories) • Reflect on learning (e.g. drawings, discussions)

Focus questions	Intentional teaching opportunities	Learning opportunities & resources
How have toys changed over different generations? Are the toys that are significant to me also significant to others? Why or why not?	Inspire/inform <ul style="list-style-type: none"> • Place a group of toys which range from current to very old/traditional toys (examples of traditional toys include knucklebones, wooden toys, spinning tops, marbles and so on) on the floor. Allow students to explore and play with the different toys. • Complete a <i>See, Think, Wonder</i> as a class about the toys. • Scaffold the students to create a class timeline of the toys from oldest to most current. Discuss the placement of toys and different student opinions. • Ask students to choose a toy from the timeline which is significant to them. Pose questions such as: ‘How old might this object be?’ ‘How might this object have changed over time?’ ‘Is it still used today?’ ‘What changes might happen to it in the future?’ 	Resources <ul style="list-style-type: none"> • Range of toys from across different generations (e.g. knucklebones, wooden toys, spinning tops, marbles, cards, blocks, dolls, electronic games and so on). • http://pz.harvard.edu/resources/see-think-wonder Additional learning opportunities <ul style="list-style-type: none"> • Create a toy learning centre. This might include toys from the past and also provide opportunities for students to invent new toys. Toys could also be sold and exchanged. • Invite donations of ‘old’ technology items such as phones, typewriters and so on. Set up in a corner for students to experiment and use.

	<ul style="list-style-type: none"> Discuss that not everyone chose the same toy and <i>explain</i> how items of significance can change depending on the person. 	
<p>How do people share things that are important to them?</p> <p>How do we find out important information from the past?</p> <p>What is an artefact?</p>	<p>Show</p> <ul style="list-style-type: none"> Watch the ebook of <i>Wilfrid Gordon McDonald Partridge</i> by Mem Fox online, or read the text to the class. Define an artefact. Review the text and identify some artefacts. Explain that families and communities often pass on significant artefacts to the next generation. List each question Wilfred asked in the story and discuss how these helped him understand the past. 	<p>Resources</p> <ul style="list-style-type: none"> <i>Wilfrid Gordon McDonald Partridge</i> online https://www.youtube.com/watch?v=6dLCKYTbR5c <p>Additional learning opportunities</p> <ul style="list-style-type: none"> Go on a scavenger hunt around the outdoor area to find particular artefacts or items of significance. Write a class definition of what an artefact is. Draw or write about artefacts within the classroom or school. Describe or draw an item of significance from the text. Roleplay key events of the story, identifying the key role the artefacts played in the meaning of the text.
<p>What is an artefact?</p> <p>How is this artefact significant or special to you?</p> <p>How can artefacts communicate stories of significance over time?</p>	<p>Try/transfer</p> <ul style="list-style-type: none"> Invite a school leader to the class to show an artefact to the class. (This could be a personal belonging such as a book or medal/trophy, or a special artefact belonging to the school, such as a school flag or photo.) The person speaking should explain why the artefact is significant, where it comes from/was made, how and where it is stored and why it has been kept by them. After listening to the artefact talk, students pose questions to the speaker about the artefact. Students draw and label the artefact that was shown to them. Encourage students to attempt to write or explain the significance of the artefact to the person or the school. 	<p>Resources</p> <ul style="list-style-type: none"> Guest speaker and their artefact Art supplies and paper ICT devices for recording explanations <p>Additional learning opportunities</p> <ul style="list-style-type: none"> Use art or natural materials to create an artefact. Paint and display. Set up a learning centre which highlights traditional stories from a particular culture or language group, e.g. Dreaming stories. Identify that areas of significance belong to different groups of people. Learn some local areas or objects of significance for the local Aboriginal/Torres Strait Islander group.
<p>What do you remember about this artefact?</p> <p>What is the history of your artefact?</p>	<p>Apply (60 mins – suggested as 10-min blocks over the period of one week).</p> <ul style="list-style-type: none"> Send a letter home asking an adult to assist each student to bring an artefact or a photograph of a special artefact to school. Students share their artefact with the class and explain why it is significant to them. 	<p>Resources</p> <ul style="list-style-type: none"> Camera Artefacts/photographs of artefacts Letter home to parents to explain project

<p>Why is your artefact significant or special to you or your family?</p>	<ul style="list-style-type: none"> • Photograph each child with their artefact/showing their photograph for the next lesson. 	<p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Invite families/members of the community into school to share special stories or artefacts. • Write, tell or record a story about your house or a place of significance to you. Are there any places worthy of a class visit? • Visit a local area or building of significance from the past.
<p>How do artefact stories differ depending on who is using them? How can we sort artefacts?</p>	<p>Review</p> <ul style="list-style-type: none"> • Use the photographs from the prior lesson to discuss the different types of artefacts that were brought in. • Review how different artefacts may have different meanings depending on the people who they belong to. • As a class, sort the artefacts, e.g. by the stories that were told, or by the type of artefact. • Capture a photo of the different ways that the artefacts have been sorted by the students and glue these into a class journal. • Students reflect (orally or in writing) on the artefact types. 	<p>Resources</p> <ul style="list-style-type: none"> • Camera and printer • Class journal <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • As a class, hold a 'Day of culture' to celebrate the diversity and individual stories of each class member. Share food or stories from the culture. • Create a class map, mapping all the different countries of heritage for each student in the class with a photo or piece of string connected to a student name. • Colour a flag which represents each child's heritage.
<p>What kind of evidence should have been collected by this time?</p> <p>Formative: Diagnostic observations, oral discussions, video/audio recordings of student understandings relating to how the stories of families and the past can be communicated and passed down from generation to generation and how the stories may differ, depending on who is telling them.</p> <p>Sample summative tasks: Differentiated through the try/transfer and 'review' tasks: Students represent their understandings through drawings, oral or written recounts regarding how the stories of families and the past can be communicated and passed down from generation to generation and how the stories may differ, depending on who is telling them.</p>		

HASS Pre-primary History – How do we celebrate events and share stories from the past? (Sample Play and Learning Opportunity Web)

	Identity	Connecting & contributing	Wellbeing	Learning & Thinking	Communicating
Spatial	Students set up an indoor or outdoor area for a special celebration. Encourage respect and care of others when working together as a team.	Use boxes and other materials to inspire constructions for a celebration or event.	Create a dance or movement piece that celebrates a special event from the past.	Design and play with toys or items of significance from the past.	Create a class map, showing all the different countries of heritage for each student in the class with a photo or piece of string connected to a student name.
Bodily Kinaesthetic	Use different senses to explore artefacts. What does it smell, sound, look and feel like? Are all artefacts the same?	Excursion to the local neighbourhood to explore an area or object of significance and connect with the community.	Experiment with a range of toys or technologies from the past. Work in groups to explore and play with these items.	Complete a scavenger hunt around the outdoor area to find particular artefacts or items of significance.	Role play a celebration or event. Other students guess what the event might be.
Musical	Play some music that evokes memories of a different time or place. Students respond by moving according to how the music makes them feel.	Learn some traditional songs or rhymes from the past.	Listen to a traditional piece of music, e.g. <i>The Last Post</i> or <i>Happy Birthday to You</i> . Discuss the feelings that the music brings to the person listening. When might this music be played?	Source music/rhymes to dramatise celebrations from the past and around the world.	Use musical instruments or create a speech rhyme about something significant the class has experienced together.
Linguistic	Students describe what they know about an artefact.	Complete a <i>See, Think, Wonder</i> as a class about artefacts or a celebration.	Use celebrations in the class to encourage wellbeing in another person, e.g. sharing positive things about a child on their birthday.	Investigate different cultures in the class, and some traditional celebrations of these cultures.	Write, tell or record a story about a special object or place.

Logical Mathematical	Create diagrams of a special artefact. This could be completed with paint, chalk or paper and crayons.	Use real-life images to inspire constructions, using a range of materials.	Reinforce safe boundaries in relation to the activity at hand – e.g. safe online behaviours when using e-resources, safe use of scissors.	Survey the class by giving each student a party hat or streamer to hold. Call out an event/celebration, students stand and wear/use the object when they have celebrated this type of event. Tally the number of students as you survey.	Communicate the location of items of significance in the school or local area. Use directional language if possible, to share where the places are.
Interpersonal	Students investigate and pose questions about the past in a learning centre. They can role play, take items to investigate and pose questions using the centre.	Identify, plan and hold a celebration in a special place at school.	Listen to a special visitor share an artefact or item of significance from the past. Ask them some questions about this topic.	As a class, commemorate an event. Depending on the term, example events include: Labour Day, Easter, ANZAC Day, WA Day, NAIDOC Week, Remembrance Day or Christmas.	Make a class book of personal stories and special items of significance. Students illustrate their page in the book.
Intrapersonal	Draw a picture or create a design of a significant place to you.	Use playdough or art materials to create something that would be found at a celebration or event. Examples include a birthday cake, present, flower arrangement or Indigenous-inspired drawing.	Complete a mindfulness activity, such as holding an item of significance and spending time noticing what it is made of and how it feels. Share with others.	Draw, write, paint or recount orally a celebration that is special to their family.	Take a photo of an artefact which can be found around the school. Draw or write about the artefact. Why is it significant?
Naturalistic	Explore the spaces around your school and decide on a space that represents a 'significant' place for the class, e.g. an outdoor bush classroom.	Create outdoor dramatic play spaces that connect the children to celebrations or commemorative events.	Design a special artefact. Incorporate materials from nature, such as leaves, sticks, nuts and grass.	Design some expectations for behaviour in special places. How do we care for them?	Demonstrate their understandings about what has been learnt by drawing, gluing pictures and natural materials.

Acknowledgement

ACT Historic Places. (n.d) *Artefact Chat: Outreach education Program – Lesson Plan: Foundation*. Retrieved November, 2018, from <http://artefactchat.historicplaces.com.au/foundation.html>