



SAMPLE TEACHING AND LEARNING OUTLINE

HUMANITIES AND SOCIAL SCIENCES – HISTORY

YEAR 1

Copyright

© School Curriculum and Standards Authority, 2018

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](#) licence

Disclaimer

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

Year 1 students

Curriculum links to Humanities and Social Sciences

History Knowledge and Understanding: Present and past family life

- 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'; '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

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.

Prior knowledge

Pre-primary 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)
- 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.

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

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, 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 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 that influence events and their world.

National Quality Standard, Quality Area 5 – Relationships with Children

Standard 5.1 Respectful and equitable relationships are 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/au/) 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 HASS skills 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: What is a family? How are families similar and different?

Week 1–4	<p>History Knowledge and Understanding</p> <p>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</p> <p>Key Concepts: Continuity and change, Perspectives, Empathy, Significance</p>
--------------------	--

Humanities and Social Science Skills

Questioning and researching

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
- Pose questions about the familiar and unfamiliar
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)

Analysing

- Identify relevant information
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
- Represent collected information and/or data into different formats (e.g. tables, maps, plans)

Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)

Communicating and Reflecting

- Reflect on learning and respond to findings (e.g. discussing what they have learned)

Focus questions	Intentional teaching opportunities	Learning opportunities & resources
<p>What makes a family?</p> <p>How are family sizes and structures different?</p>	<p>Inspire/inform</p> <ul style="list-style-type: none"> • Provide a range of magazines to students. • Students sort through the magazines to select and cut out pictures of families. • Place all pictures of the families onto the floor. Identify similarities and differences in family groups through discussion. • Brainstorm as a group – what makes a family? How do you know people are from a family? • Students write or draw about what a family means to them. 	<p>Resources</p> <ul style="list-style-type: none"> • Magazines • Scissors <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Create a class family display. Each child brings in a photo of their family for their display. • Create learning centres specific to families. Add books, decorations and resources to enable students to role play different family roles and responsibilities.

<p>How are family sizes and structures different? What are the family sizes and structures in our class?</p>	<p>Show</p> <ul style="list-style-type: none"> • Read the story of <i>Tom Tom</i> by Rosemary Sullivan. • Discuss the family structure of Tom Tom’s family. Compare and contrast this to other family structures. <p>Try/transfer</p> <ul style="list-style-type: none"> • Collect data about the number of family members in each family of the class. (Example activity: Arrange labelled buckets, numbered 1–10. Give each student a block to place into the bucket which has the corresponding number of people in their family.) • Count and discuss the survey results. • Create a class pictograph to represent the data collected. • Pose and answer questions about the graph, such as ‘What is the largest/smallest family?’ ‘What can you observe about the members of the families in the display?’ • Discuss elements that the graph can’t answer, e.g. ‘Who has the main caring role in your family?’ ‘Who has blended families?’ ‘Would this graph tell us about another class and their families?’ and ‘Who has a pet/s in their family?’ 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Tom Tom</i> by Rosemary Sullivan (an ebook version can be found at https://www.youtube.com/watch?v=wpcJBJJxBo) • Materials to collect and display data on a graph <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Students create a representation of their family with cardboard tubes or craft sticks. • Write a book about the families in the class. Each child contributes one page. • Share and compare family traditions or meanings of family names. • Tell a story about a family or create a construction of what an imagined family event could look like using materials. • Do pets have families? Investigate and share your answers.
<p>How have family roles changed over time? How have family roles stayed the same?</p>	<p>Apply and Review</p> <ul style="list-style-type: none"> • Extend understandings of family roles and responsibilities in the current time with a stand-up quiz: pose and answer a range of questions about family structures and sizes. (Students stand up if they agree/can answer yes to the question or stay seated if they answer no/disagree.) • View the clip <i>1950 Family Date, Dinner in a 1050’s Home</i>. • Discuss similarities and differences in the film clip from 1950 to the current time period. • Students individually reflect on learning by creating a Venn diagram or T chart to show how family roles and expectations have stayed the same and how they have changed over time. • Students communicate their understandings by sharing their work with others. 	<p>Resources</p> <ul style="list-style-type: none"> • <i>1950 Family Date, Dinner in a 1950’s Home</i> clip https://www.youtube.com/watch?v=h8kzBjRokU&feature=youtu.be • T chart or Venn diagram template. <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Invite grandparents or community guests to visit the class to discuss their work/jobs in the past, or to explain how their work has changed over time. • Create a ‘Past and Present’ chart to compare an area of interest, e.g. leisure activities, clothes, or jobs from long ago compared to jobs that are held now. • Discuss changes that have happened in families over time and what might happen in your family in the future.
<p>What kind of evidence should have been collected by this time?</p>		

Formative: Formative: Diagnostic observations, oral discussions, written, video/audio recordings of student understandings of the differences in family sizes, structures and roles today and how these have changed or remained the same over time.

Sample summative task: Differentiated through the 'review' task: Students represent their understandings using a given graphic organiser.

Big Question: How are our lives different to our parents and grandparents, and how do we describe these changes over time?

Week 5–10	<p>History Knowledge and Understanding</p> <p>How the present, past and future are signified by terms indicating time (e.g. ‘a long time ago’; ‘then and now’; ‘old and new’; ‘tomorrow’) as well as by dates and changes that may have personal significance (e.g. birthdays, holidays, celebrations, seasons)</p> <p>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</p> <p>Key Concepts: Continuity and change, Perspectives, Empathy, Significance</p>
---------------------	---

Humanities and Social Science Skills

Questioning and researching

- Reflect on current understanding of a topic (e.g. think-pair-share, brainstorm)
- Pose questions about the familiar and unfamiliar
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet)
- Sort and record selected information and/or data (e.g. use graphic organisers, take keywords)

Analysing

- Identify relevant information
- Process information and/or data collected (e.g. sequence information or events, categorise information, combine information from different sources)
- Explore points of view (e.g. understand that stories can be told from different perspectives)
- Represent collected information and/or data into different formats (e.g. tables, maps, plans)

Evaluating

- Draw conclusions based on information and/or data displayed in pictures, texts and maps (e.g. form categories, make generalisations based on patterns)

Communicating and Reflecting

- Develop texts, including narratives, that describe an event or place
- Reflect on learning and respond to findings (e.g. discussing what they have learned)

Focus questions

How do we describe the sequence of time?

Intentional teaching opportunities

Inspire/inform

- Sequence objects or photographs from the past into a time line. (e.g. use images from the school context to sequence, or provide a collection of toys or technology to be sequenced.)
- Use and define terms relating to time as the objects are placed into the timeline.
- After the timeline is created, discuss terms such as: a long time ago, when I was a baby, when I was little, new/old, then/now,

Learning opportunities & resources

Resources

- Objects or photographs from the past and present
- Blank cards, to be used for ‘time’ words during lesson

Additional learning opportunities

- Create structures in daily routines which encourage marking of time, such as a ‘days of the week’ chart, a class timetable or class calendar and mark significant dates.
- Create a timeline, slideshow or story using photos.

	<p>last year/this year, before/after, yesterday/today/tomorrow, past/present/future.</p> <ul style="list-style-type: none"> • Write each term on a card. Sort or categorise the terms and discuss how these enable us to understand our place in history. • Choose two words from the floor and illustrate the words to show individual understanding of the difference of these time periods. 	<ul style="list-style-type: none"> • Revise seasons: <i>Pancake Manor</i> seasons song https://www.youtube.com/watch?v=ksGiLalx39c • Revise months of the year: https://www.youtube.com/watch?v=5enDRrWyXaw
<p>How do we know when a celebration is taking place? What events do you celebrate in your family? Are all events celebrated in the same way? How do we know a source is from the past or present?</p>	<p>Show</p> <ul style="list-style-type: none"> • Brainstorm as a class different types of celebrations. • Using the <i>State Library of NSW</i> website, investigate what photos can tell people about celebrations – how, what and why people celebrate. • Students draw, write, paint or recount orally a celebration that has personal significance. 	<p>Resources</p> <ul style="list-style-type: none"> • State Library of NSW: http://www.sl.nsw.gov.au/learning/history-lets-celebrate/lets-celebrate • 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 was your first day of school like compared to a school day in the past? What was similar? What was different? How do we know a source is from the past or present?</p>	<p>Show</p> <ul style="list-style-type: none"> • Think-pair-share: Can you remember what it was like on your first day of school? How did you feel? What happened? • View the clips <i>First Day Jitters</i> and <i>Bell's Gone!</i> as a class. Pause to ask questions, such as What are the children wearing/carrying? How did they get to school? Looking at their faces, how might they be feeling? • After viewing the clip, discuss similarities and differences between the past and present. • As suggested by the <i>First Day Jitters</i> website, create a 'spot the difference' picture by folding a sheet of paper in half. On one side, students draw their first day at school. On the other side, draw a parent, guardian, aunt or uncle or grandparent on their first day at school. Think about what they might have been wearing and carrying, and what the classroom might have looked like. 	<p>Resources</p> <ul style="list-style-type: none"> • ABC Education: <i>First Day Jitters</i> http://education.abc.net.au/home#!/media/1264247/first-day-jitters • ABC Education: <i>Bell's gone!</i> http://education.abc.net.au/home#!/media/1264291/bell-s-gone- <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Students create an old schoolroom and practise activities common to the past such as handwriting on blackboards with chalk. Include dress-ups and props from the past. • Hold a 'Past Craft' afternoon. Invite visitors from the community into class to teach craft activities they learnt as children at school. • Invite donations of past technology items such as phones, typewriters and so on. Set up in a corner for students to experiment and use.

<p>What are some differences and similarities between holiday activities from the past and present? How do we know a source is from the past or present?</p>	<p>Try/transfer</p> <ul style="list-style-type: none"> • View the clip <i>Playgrounds, Billy Carts and Hot Rods</i>. • As a class, create a <i>Double Bubble</i> graphic organiser to illustrate the differences and similarities between leisure time. • What questions might students have for the people in the video clip? • Explain that students will have the opportunity to interview a person to find out what their life was like when they were at school, and that they will write questions in the next lesson. 	<p>Resources</p> <ul style="list-style-type: none"> • ABC Education: <i>Playgrounds, Billy Carts and Hot Rods</i> http://education.abc.net.au/home#!/media/1341718/playgrounds-billycarts-and-hot-rods • <i>Double Bubble</i> graphic organiser explanation https://www.youtube.com/watch?v=IwcaXFBJz0 <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Play fine motor games from the past such as hand clapping games, marbles and jacks. • Write two diary entries – one from a person on holidays 50 years ago, and one from a person today. • Research the history of the school playground – when was it built? Is some of the equipment from the past and some of the equipment very recent?
<p>How do we find out stories about the past? What sort of interview questions help us gather useful information?</p>	<p>Apply</p> <ul style="list-style-type: none"> • Explain students will interview an adult at home to find out what school, family life and technology was like for them. • As a class, brainstorm a range of topics and questions which could be asked. • View the clip <i>Tell me your story – interview tips for kids</i> and discuss the tips that were given. • Students individually write questions which they will take home to ask an adult. 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Tell me your story – interview tips for kids</i> https://www.youtube.com/watch?v=SWRYIAfojqk (Clip is 10 mins – suggest only watch first 1:40) • Letter home to parents/guardians regarding the interview task. <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Play games from the past such as tag, hide and seek, scarecrow, What’s the time, Mr Wolf? What is the history of these games? Did parents or grandparents play these games? • Invite guest speakers to the class to speak about their experiences as students when they were in Year 1. • Hold a ‘Grandparents and special visitors’ day. Invite guests into the classroom to experience school in the current age.
<p>What stories did you find out about the past? What were the differences and similarities in the daily</p>	<p>Review</p> <ul style="list-style-type: none"> • Using their interview sheets from the prior lesson, students share their answers in small groups. • Students summarise their ideas about the similarities and differences in daily life from the past to present. They communicate their understandings, using time language. This reflection may be written, drawn or orally presented/recorded. 	<p>Resources</p> <ul style="list-style-type: none"> • Interview questions and answers from prior lesson <p>Additional learning opportunities</p> <ul style="list-style-type: none"> • Research people of significance to the school from the past, e.g. significant people which school groups or houses have been named after. What are these people famous for in the past? Would this have been something they could be famous for now?

life of the person you interviewed, compared to your life?

- Create a story, rhyme or song about the changes to people's lives from the past to now. Perform the song to others.

What kind of evidence should have been collected by this time?

Formative: Diagnostic observations, oral discussions, written, video/audio recordings of student understandings over the unit of work.

Sample summative task: Differentiated through the 'review' task: Students summarise their understandings about the similarities and differences in daily life from the past to present, and communicate their understandings using time language. This summary may be written, drawn or orally presented/recorded.

HASS Year 1 History – Present and Past Family Life (Sample Play and Learning Opportunity Web)

	Questioning & Researching	Analysing	Evaluating	Communicating & Reflecting
Spatial	Play games from the past such as tag, hide and seek, scarecrow, What's the time, Mr Wolf? What is the history of these games? Did parents or grandparents play these games?	Create a photo wall/floor book of different celebrations and events celebrated by families in the class.	In groups, act out changes that have happened in families over time and what might happen in your family in the future.	Use actions to communicate historical terms such as a long time ago, when I was a baby, when I was little, new/old, then/now, last year/this year, before/after, yesterday/today/tomorrow, past/present/future.
Bodily Kinaesthetic	Create an old schoolroom and practise activities common to the past, such as handwriting on blackboards with chalk. Include dress-ups and props from the past.	Hold a 'Past Craft' afternoon. Invite visitors from the community into class to teach craft activities they learnt as children at school.	Play a game of charades, acting out different activities from the past or present. 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?	Role play life in the 1950s at school or home, and life in the present. Communicate how some roles and responsibilities have changed.
Musical	Learn some traditional songs or rhymes from the past.	Research how technology has changed how people listen to and access music. How did people listen to music 100, 50 and 25 years ago? How do you listen today?	Listen to a traditional piece of music. Discuss the feelings that the music brings to the person listening. When might this music have been played? Would this music still be played today? Why/why not?	Create a story, rhyme or song about the changes to people's lives from the past to now. Perform the song to others.
Linguistic	Work in a small group to place a range of items from the past into a bag. One person chooses an item from the bag without showing the others. Using questions, the others must find out which item is being held.	Hold a 'Grandparents and special visitors' day. Invite guests into the classroom to experience school in the current age. Interview them.	Write a book about the families in the class. Each child contributes one page.	Write two diary entries – one from a person on holidays 50 years ago, and one from a person today.
Logical Mathematical	Collect data about the number of family members in each family of the class.	Are kids the same now as in the past? Write down whether you agree and give your top two	Create a 'Past and Present' chart to compare an area of interest, e.g. leisure activities, clothes, or jobs	Present a 'Past and Present' chart to compare an area of interest, e.g. leisure activities, clothes, or

		reasons. Share your point of view with others.	from long ago compared to jobs that are held now.	jobs from long ago compared to jobs that are held now.
Interpersonal	Provide a range of magazines to students. Students sort through the magazines to select and cut out pictures of families.	In groups, share and compare family traditions or meanings of family names.	Interview a person about their experiences of Year 1 at school.	Write a book about the families in the class. Each group member contributes one page.
Intrapersonal	Create a representation of your family with cardboard tubes or other art materials.	Draw, write or paint about some things that families might do together.	Create a Venn diagram or T chart to show how family roles and expectations have stayed the same and how they have changed over time.	Research people of significance to the school from the past, e.g. significant people which school groups or houses have been named after. What are these people famous for in the past? Would this have been something they could be famous for in the present?
Naturalistic	Play some outdoor games from the past outside, e.g. hopscotch, elastics, jacks.	Research the history of the school playground – when was it built? Is some of the equipment from the past and some of the equipment very recent?	Explore the physical elements of clothes and toys that are both old and new. What materials are/were used to make them? How might these have changed over time?	Tell a story about a family or create a construction of what an imagined family event could look like using natural materials.