



Government of **Western Australia**
School Curriculum and Standards Authority

Humanities and Social Sciences: History

Teaching, learning and assessment exemplar

Year 7

Deep Time History of Australia



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Cultural sensitivity statement

Aboriginal and Torres Strait Islander people are advised that this document may contain images, voices or names of deceased persons, as well as historical documents, policies and texts, which may include language that is now considered outdated or culturally sensitive.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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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 learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

This resource utilises electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Humanities and Social Sciences curriculum

The mandated curriculum is presented in the year level syllabus documents.

The Humanities and Social Sciences curriculum delivers a sequential and age-appropriate progression of learning with the following key elements:

- a year level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required in the next year.



This exemplar

This Humanities and Social Sciences exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including suggested assessment points, for 16 lessons.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:






- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, a sample assessment task and marking key
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video, has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

Resources legend

The following symbols are used in this teaching, learning and assessment exemplar to provide teachers with information on the nature of the resources included in the lesson sequence.

Symbol	Name	Description	Examples of use
	Multimedia	Video or audio materials to be shown to the class	<ul style="list-style-type: none">• YouTube clips• documentary• podcasts
	Webpage	Online information source	<ul style="list-style-type: none">• news article• museum website• government website
	Student resource	Resource that students need to access for learning	<ul style="list-style-type: none">• student worksheets• graphic organiser template• interactive webpage
	Lesson materials	Materials that require teacher preparation prior to lesson	<ul style="list-style-type: none">• collection of images• card-sort activities• materials for practical activities
	Teacher support resource	Additional information to support teachers in the suggested lesson	<ul style="list-style-type: none">• thinking routine instructions• example of completed graphic organisers• additional information on topic

Stock images from Microsoft 365[®] used with permission from Microsoft[®].



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

This sample may prove a useful starting point for amplifying creativity in the classroom, while presenting the embedded expectations of the Western Australian Curriculum: Humanities and Social Sciences.

Teachers may find opportunities to incorporate the General Capabilities and the Cross-curriculum Priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching on the School Curriculum and Standards Authority (the Authority) website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment/s are used as formative or summative assessment and/or for moderation purposes.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website

<https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/humanities-and-social-sciences/overview/humanities-and-social-sciences-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Deep Time History of Australia

This exemplar presents a teaching and learning sequence that will enable students to understand and apply the concepts of source and evidence through investigating archaeology and the Deep Time History of Australia.

Throughout the teaching and learning sequence, students use and analyse sources to provide specific information on how the past of Australia is investigated. The assessment task requires students to develop an illustrated storybook aimed at early primary school children, including evidence highlighting continuity and change over Deep Time History in Australia, technological development during this time period and the importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples.



Important information for teaching this unit

This teaching, learning and assessment exemplar explores the extensive history of Australia using archaeology, history and oral traditions.

To support teachers in delivering this content in an appropriate and safe manner, it is recommended that teachers familiarise themselves with the following resources. Please note that this is not an exhaustive list, rather, it is a starting point for ongoing professional learning.

Teaching of Aboriginal and Torres Strait Islander peoples' histories



<https://aiatsis.gov.au/explore/australias-first-peoples#toc-who-are-aboriginal-and-torres-strait-islander-peoples->



<https://www.narragunnawali.org.au/humanities-and-social-sciences-history>



<https://www.aitsl.edu.au/teach/cultural-responsiveness/building-a-culturally-responsive-australian-teaching-workforce>



<https://beyou.edu.au/resources/cultural-responsiveness/first-nations-communities>



<https://aiatsis.gov.au/education/guide-evaluating-and-selecting-education-resources>



<https://www.artslaw.com.au/information-sheet/indigenous-cultural-intellectual-property-icip-aitb/>

Content warnings have been included in this teaching, learning and assessment exemplar. These content warnings are written notices that precede potentially sensitive content and can be found in the Teacher information section of relevant lessons. They flag the contents of the recommended resources so that teachers and students can prepare themselves to adequately engage or disengage for their own wellbeing, creating safe spaces for students to effectively learn.



Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

In Humanities and Social Sciences, students assume increased responsibility and engage in important decision-making within the class and school to support their growing independence and collaborative skills. Exploration of alternative ideas, perspectives and world views allows students to see themselves as active participants in their own continuing development and that of their society.

In Year 7, students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

An understanding of the concepts of making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, and the characteristics of successful businesses, including how innovation and entrepreneurial behaviour contribute to business success.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and enable students to inquire into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own locality. They apply this understanding to a wide range of places and environments on the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of how we know about the Deep Time History of Australia and the world's oldest continuous cultures, and the development of ancient societies.



Achievement standard

By the end of the year:

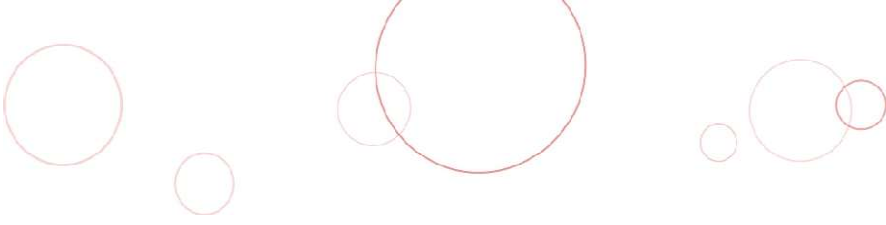
Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students describe how democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament within the Westminster system. Students identify rights and responsibilities of being a participant in the legal system and describe how the legal system aims to provide justice.

Students describe how the price of goods and services results from interdependence between consumers and businesses, as a consequence of making choices. They describe how innovation and entrepreneurial behaviour provide benefits to individuals and the wider community.

Students describe the changes caused by interconnections between people, places and natural environments, and the alternative strategies used to manage the changes. They describe the features of liveable places and how and/or why places are perceived and valued differently.

Students describe the ways that history can be examined, through archaeological, historical, and cultural evidence. They identify past events and developments that have been interpreted in different ways and suggest reasons for change and continuity over time.



The background features several overlapping circles of varying sizes and colors, including light blue, light green, and light red. A solid red horizontal bar is positioned in the lower right quadrant of the page.

Lessons 1–16

Lesson 1

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- Major time periods in history, including Deep Time History of Australia

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives

Resources



Kurzgesagt – In a Nutshell – Time: The history & future of everything

<https://www.youtube.com/watch?v=5TbUxGZtwGI>



6.5 metre string (enough lengths of string for small groups in class to have their own string)



Labels or sticky notes for time periods



Bringing them Home – Historical context – Ancient history

<https://bth.humanrights.gov.au/significance/historical-context-ancient-history>



Project Zero: Harvard Graduate School of Education – I used to think ... Now I think ...

<https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Teacher information

This lesson provides a concrete way to compare the scale of Deep Time History of Australia with other time periods students may be more familiar with. ACARA's definition of Deep Time is the '... framework to describe immense scales of geological time used by geologists, archaeologists and anthropologists to investigate the past [e.g. lives of early people]'.

Students will use a length of string to visualise various human historical time periods, helping them understand the relative lengths of significant events and eras. Emphasis is on how evidence demonstrates that Aboriginal and Torres Strait Islander peoples' history in Australia spans tens of thousands of years, much longer than the relatively brief period of colonial and modern history.

The *I used to think ... Now I think ...* thinking routine is repeated as the review of learning activity in the early lessons in this lesson sequence to encourage students to reflect on their knowledge and understanding of the curriculum content.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• explore the scale of time covered in this unit, including comparing the scale of Deep Time History of Australia to other time periods in history.	Students can: <ul style="list-style-type: none">• label a length of string to represent how long different time periods lasted• discuss their perspective of Australian history and reflect on how this may have changed.

Introduction

- View the first 3:20 minutes of the *Time: The history & future of everything* video. Ask students how they might illustrate the scale of different time periods within their own lives, such as a calendar year or a week at school.

Main activity

- Explain to students that each centimetre of string will represent 100 years of human history. This visual aid will help them understand the duration of different time periods in history. At one end of the string, have students label the current date. Time periods to include are:
 - modern Australia (since 1901, around 120 years) – 1 cm
 - colonial Australia (since 1788, around 240 years) – 2 cm
 - medieval period (1000 years) – 10 cm
 - Roman Empire (2000 years) – 20 cm
 - ancient Egypt (3000 years) – 30 cm
 - last Ice Age ends (11 500 years ago) – 115 cm
 - earliest archaeological evidence of people in Australia (approximately 65 000 years ago) – 650 cm.
- In small groups, students measure out the different time periods and label the string. This will help illustrate the vast length of Aboriginal and Torres Strait Islander histories compared to more recent comparisons, such as the colonial and modern periods.
- Students explore the *Historical context – Ancient history* webpage and annotate their string with five events from the timeline.
- Engage students in a class discussion using prompts such as:
 - How does the length of Aboriginal and Torres Strait Islander history compare to the time since European colonisation?
 - What was one of the five events you recorded? Why did you include this?
 - Does seeing the length of time on string help you think differently about time? Why is it hard to imagine such long periods like 65 000 years?
 - What else would you like to learn about Deep Time History of Australia?

Review of learning

- Using the *I used to think ... Now I think ...* thinking routine, students reflect on how their thinking about Australian history may have changed.

Lesson 2

The Western Australian Curriculum content addressed in this lesson is below.

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives

Communicating and reflecting

- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

Resources



Teacher Toolkit – KWL

<https://www.theteachertoolkit.com/index.php/tool/kwl>



Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) – First Peoples of Australia

<https://aiatsis.gov.au/explore/australias-first-peoples#toc-who-are-aboriginal-and-torres-strait-islander-peoples->



Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) – Map of Indigenous Australia

<https://aiatsis.gov.au/explore/map-indigenous-australia>



Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) – Whose Country am I on?

<https://aiatsis.gov.au/whose-country>



SBS Inclusion Program – Who are Aboriginal and Torres Strait Islanders?

<https://www.youtube.com/watch?v=Vz18n5p0oVU>



Project Zero: Harvard Graduate School of Education – I used to think ... Now I think ...

<https://pz.harvard.edu/resources/i-used-to-think-now-i-think>



Narragunnawali – Terminology guide

<https://www.narragunnawali.org.au/about/terminology-guide>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson may contain voices, images and names of deceased persons.

This lesson is designed to strengthen the understanding that Aboriginal and Torres Strait Islander identities, histories, cultures and perspectives are diverse, within and across communities, and to equip students to respectfully learn about these topics. Teachers should consider whether the activities and resources in this lesson are appropriate for their students and school context.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• explore the diversity of Aboriginal and Torres Strait Islander peoples, histories and cultures.	Students can: <ul style="list-style-type: none">• identify the Traditional Owners of the land where their school is located• share what they've learnt about the diversity of Aboriginal and Torres Strait Islander peoples, histories and cultures.

Introduction

- Ask students to consider what they already know about Aboriginal and Torres Strait Islander peoples' histories and cultures and complete the 'Know' section of their *KWL* graphic organiser.
- Ask students to add questions to the 'Want to know' section of their *KWL* graphic organiser.

Main activities

- As a class, on the *First Peoples of Australia* webpage, read the 'Who are Aboriginal and Torres Strait Islander peoples?', 'What term is best to use?' and 'Language Use' sections.
- Using the *Map of Indigenous Australia* webpage, identify where the school is located and the Traditional Owners of the land. Students then work in groups to identify three to five places they have travelled to in Australia (or would like to travel to) and identify and record whose Country/Land they would be on when visiting that location. This provides students with the opportunity to view the whole map, highlighting the diversity across Australia.
- View the *Who are Aboriginal and Torres Strait Islanders?* video.
- Students add any new information to the 'What I have learnt' section of their *KWL* graphic organiser.

Review of learning

- Students to complete the *I used to think... Now I think...* thinking routine, highlighting what they have learnt or how their thinking has changed.

Lesson 3

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time

Communicating and reflecting

- Represent information and/or data using appropriate formats to suit audience and purpose
-

Resources



A set of images that represent artefacts/archaeological evidence and examples of historical documents, printed onto individual pieces of paper/card for students to sort



OpenLearn from The Open University – How do historians know about the past?

<https://youtu.be/YMdCUQF5o5w>



London Museum – What is archaeology?

<https://youtu.be/FQtlqyv-IIA>



ClickView – Investigating history: Ancient Australia

<https://www.youtube.com/watch?v=fcdWNQ0nE3E&t=156s>



K20 Center – Venn diagram

<https://learn.k20center.ou.edu/strategy/2918>



Teacher Toolkit – Exit ticket

<https://www.theteachertoolkit.com/index.php/tool/exit-ticket>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson may contain voices, images and names of deceased persons.

To prepare for this lesson, you will need to find/create a set of images that can be sorted by the students into two categories – archaeological evidence and historical evidence. These may be sourced online or from existing textbooks and are not all required to have an Australian focus (it is beneficial for at least some of the artefacts and historical sources to be of Aboriginal or Torres Strait Islander origin). Teachers should consider the AIATSIS guide to evaluating and selecting resources and refer to guidelines around Indigenous Cultural and Intellectual Property (ICIP) when choosing artefacts and archaeological evidence.

The *Silent card shuffle* instructional strategy is a cooperative learning activity where participants work in groups to complete a task using only non-verbal communication. Each group receives a shuffled set of cards related to the lesson (in this lesson, it is the set of images to sort into two categories. These categories are determined by the students, without verbal communication). They must collaboratively arrange or sort the cards silently, using gestures or physical actions to communicate. After a set time limit, groups present their results, and the teacher reviews the answers. The activity concludes with a debrief on communication challenges and how it connects to the learning objectives.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• understand different ways we can learn about history through artefacts, historical documents and oral traditions.	<p>Students can:</p> <ul style="list-style-type: none">• organise images into categories and explain how artefacts and documents help us learn about past societies• complete a Venn diagram showing the differences and similarities between archaeology, history and oral traditions• explain how historians and archaeologists work.

Introduction

- Students complete the *Silent card shuffle* instructional strategy, organising the images into two categories. Ask the students ‘What are your two categories?’ and ‘How do these two categories differ?’
- Students to select one item from each category and answer, ‘If you wanted to learn about a society, what could each of these items tell you?’ Discuss as a class.

Main activity

- Students view the *How do historians know about the past?* video, the *What is archaeology?* video and the *Investigating history: Ancient Australia* video, writing notes on learning about the past using historical, archaeological and oral evidence. These notes should include a definition of each approach to examining the past and should consider the strengths and weaknesses of each approach.
- Students should organise their notes from the videos into a Venn diagram, illustrating the similarities and differences between the three ways of examining and interpreting the past.

Review of learning

- Students use the *Exit ticket* instructional strategy to explain the difference between examining the past using archaeological, historical and oral evidence.

Lesson 4

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time

Analysing

- Identify points of view and perspectives, attitudes and/or values in information and/or data
-

Resources



SBS On Demand – The First Inventors Season One, Episode Two: The science of story

<https://www.sbs.com.au/ondemand/watch/2219829827888>



Project Zero: Harvard Graduate School of Education – Take note

https://pz.harvard.edu/sites/default/files/Take%20Note_0.pdf



Project Zero: Harvard Graduate School of Education – Think, pair, share

<https://pz.harvard.edu/resources/think-pair-share>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson may contain voices, images and names of deceased persons.

The video clip suggested for this lesson are available both on SBS On Demand (free service), and on ClickView (paid service). Both services require teachers to create and sign into an account prior to the lesson.

Teachers should view the video clip prior to the lesson to develop instructions for their students on how to complete a memory walk.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• learn about memory techniques and some ways they are applied in Aboriginal and Torres Strait Islander cultures• be introduced to the concept of songlines as an oral tradition and their significance in knowledge transmission and navigation.	<p>Students can:</p> <ul style="list-style-type: none">• apply the memory techniques explained in <i>The First Inventors: The science of story</i> video• record key points of information about songlines while viewing an audiovisual text• reflect on the similarities and differences between oral traditions and other forms of historical records.

Introduction

- Students view *The First Inventors: The science of story* video (16:17–22:43 minutes) as an introduction to memory techniques.
- Students complete a memory walk outside, following the instructions in the video clip to memorise 15 pieces of information.

Main activity

- Students view the rest of *The First Inventors: The science of story* video, starting at 22:43 minutes.
- Following each segment, students record their response to one of the four questions in the *Take note* thinking routine, as per the instructions inside the box.
- At the end of the episode, the information recorded by students is read aloud by students using the instructions in the *Take note* guide.

Review of learning

- Students complete the *Think, pair, share* thinking routine with a partner to answer the following questions:
 - What have you learnt so far about songlines?
 - How is this different from other ways of recording history? How is it similar?
 - What else would you like to learn about songlines?

Lesson 5

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time
- The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples

Analysing

- Interpret information and/or data to identify key relationships and/or trends displayed in various formats

Resource/s



National Museum of Australia: Australia's Defining Moments Digital Classroom – 1.1 'Cold case' detective

<https://digital-classroom.nma.gov.au/learning-modules/1/11-cold-case-detective>



Project Zero: Harvard Graduate School of Education – See, think, wonder

<https://pz.harvard.edu/resources/see-think-wonder>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images and names of deceased persons.

There are additional activities presented by the National Museum of Australia that are linked to Deep Time History of Australia that you may choose to use with your students. Each of the *Australia's Defining Moments Digital Classroom* lessons are designed as standalone lessons that can be adapted to suit your school's context. This *1.1 'Cold case' detective* lesson requires students to view nine files of evidence and then complete a brief report.

Prior to this lesson, you will need to access the National Museum of Australia website and download images from the *1.1 'Cold case' detective* online lesson. It is recommended to download an image of the landscape (such as the image of the Lunettes), the image of the shells and the image of the archaeologists working. These may be displayed using a projector or printed.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore how we can learn about history through artefacts.	<p>Students can:</p> <ul style="list-style-type: none">• use images to reflect on what they see, think and wonder about historical evidence, and explain how artefacts and documents help us learn about past societies• answer questions about historical evidence and explain their findings in a report.

Introduction

- Students preview images from the *1.1 'Cold case' detective* online lesson and complete the *See, think, wonder* thinking routine based on two to three images.

Main activity

- Students read through the text and view the images in the *1.1 'Cold case' detective* online lesson.
- Students complete the questions related to each of the nine files of evidence on the *1.1 'Cold case' detective* online lesson.

Review of learning

- Students complete the report provided at the end of the *1.1 'Cold case' detective* online lesson, feeding back their answers to different questions to the rest of the class.

Lesson 6

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time
- The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples

Communicating and reflecting

- Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena

Resources



History Detective – *Mungo Man and the ethics of archaeology*

<https://www.youtube.com/watch?v=XI8azUIYVAU>



National Museum of Australia: Australia's Defining Moments Digital Classroom –

Uncovering ancient Australia

<https://digital-classroom.nma.gov.au/defining-moments/mungo-lady-found>



National Museum of Australia: Australia's Defining Moments Digital Classroom – 1.2 The discovery of Mungo Lady

<https://digital-classroom.nma.gov.au/learning-modules/1/12-defining-moment-discovery-mungo-lady>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images, videos and names of deceased persons.

The *Australia's Defining Moments Digital Classroom* online lessons are designed as standalone lessons that can be adapted to suit your school's context. The *1.2 The discovery of Mungo Lady* online lesson includes a video to view, so students should either be prepared with headphones if completing the lesson individually, or this video may be viewed as a whole class.

The *Brain dump* instructional strategy refers to students recording all the information they can recall about a topic using prompts provided by the teacher. This information may be recorded in written form, or through the use of an audio/visual recording device.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">understand the ethical issues involved in archaeology and how collaboration with Aboriginal and Torres Strait Islander peoples is essential.	<p>Students can:</p> <ul style="list-style-type: none">explain the significance of Mungo Man and Mungo Lady in understanding ancient Aboriginal history and the ethics of archaeologyreflect on what they learnt using the brain dump prompts, sharing how their understanding of Aboriginal cultural heritage and archaeology has deepened.

Introduction

- As a class, view the *Mungo Man and the ethics of archaeology* video.
- Following the video, students spend three minutes recording as much information about Mungo Man and Mungo Lady as possible in dot points.
- Using this information, students prepare a 30-second summary of the video and present this summary verbally to a partner.

Main activity

- Students read through information about Mungo Lady on the National Museum of Australia's *Uncovering ancient Australia* online lesson.
- Students complete the 'What did you learn?' questions at the end of the *Uncovering ancient Australia* online lesson.
- Students complete the online activities in the *1.2 The discovery of Mungo Lady* lesson using the information from the *Uncovering ancient Australia* online lesson.

Review of learning

- Students complete a three-minute *Brain dump* instructional strategy using some or all the following prompts:
 - I became more aware of ...
 - I was surprised about ...
 - I felt ...
 - I related to ...
 - This reminds me of ...
 - I've changed my mind about ...

Lesson 7

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



Object that could be interpreted as an artefact, such as broken pottery, chipped rock or preserved wood



Found a Fossil – Indigenous finds

<https://www.foundafossil.com/for-indigenous-finds>



ÖUK (Austrian Commission for UNESCO) – World Heritage explained – animated short about the UNESCO World Heritage Convention

<https://www.youtube.com/watch?v=IOzxUVCCSug>



National Museum of Australia: Australia's Defining Moments Digital Classroom – 1.4 Is Lake Mungo a significant ancient site?

<https://digital-classroom.nma.gov.au/learning-modules/1/14-lake-mungo-significant-ancient-site>



Project Zero: Harvard Graduate School of Education – Headlines

<https://pz.harvard.edu/resources/headlines>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson contain images and names of deceased persons.

Note that the term 'Indigenous' is used in this lesson to reflect the language used in the Found a Fossil website.

The *Australia's Defining Moments Digital Classroom* online lessons are designed as standalone lessons that can be adapted to suit your school's context. The *1.4 Is Lake Mungo a significant ancient site?* online lesson requires students to assess the Willandra Lakes Region using the UNESCO World Heritage criteria.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• appreciate some of the ethical and legal considerations when discovering Aboriginal and Torres Strait Islander peoples' artefacts• explore the significance of UNESCO World Heritage sites like Lake Mungo (Willandra Lakes Region).	<p>Students can:</p> <ul style="list-style-type: none">• explain why ancient artefacts and remains should be protected and how we can conserve them• describe the significance of Lake Mungo as an ancient site.

Introduction

- Introduce an item that could be mistaken for an artefact, such as broken pottery, chipped rock or preserved wood.
- Ask the class 'What should I do with this item?', prompting students to develop upon each other's ideas. You may pose questions such as 'Should I sell it online?' or 'Can I give it to my friend as a souvenir?' to get students thinking about an ethical response.
- Explain that there are clear rules around what to do when you find archaeological items, which will be covered in the main activity.

Main activity

- Students read through information about what to do if you find an Indigenous artefact or object on the *Found a Fossil: Indigenous finds* webpage.
- Students view the *World Heritage explained – animated short about the UNESCO World Heritage Convention* video.
- Students make notes as they read about what to do if they find Indigenous artefacts and while viewing the video clip on UNESCO World Heritage.
- Students complete the online activity from the *1.4 Is Lake Mungo a significant ancient site?* online lesson.

Review of learning

- Using the *Headlines* thinking routine, ask students to develop a headline about their most important learning from today's lesson, and share it with a partner in the class.

Lesson 8

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time
- The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples

Evaluating

- Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships

Resources



Collection of natural materials, such as rocks, bark, clay, chalk, water and flowers



Project Zero: Harvard Graduate School of Education – Think, pair, share
<https://pz.harvard.edu/resources/think-pair-share>

Teacher information

This lesson encourages students to question the impacts of environmental exposure on conserving artefacts, including the impact on the longevity of organic and inorganic materials. This lesson is not designed to encourage the students to create or copy Aboriginal and Torres Strait peoples' artworks – the focus is on exploring the issues around conserving artefacts made of organic materials.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• explore how events can be recorded and preserved without written language• investigate how the use of different materials may influence the longevity of artefacts.	<p>Students can:</p> <ul style="list-style-type: none">• create a visual or symbolic record of a school event, demonstrating an understanding of non-written forms of historical records• evaluate their own and others' records, identifying aspects that are easy to interpret and suggesting ways to make them more durable.

Introduction

- As a class, brainstorm different ways that information and events are recorded today and write student responses on the whiteboard.
- Ask students to categorise this information under the headings of 'images', 'text' and 'sound'.
- As a class, discuss which category is most likely to exist in a year's time, in 100 years' time and in 10 000 years' time. Encourage students to explain their responses.

Main activity

- Divide the class into small groups and provide each group with a collection of natural materials.
- Each group should decide on an event from school (such as an assembly, carnival or excursion) and devise a way of creating a record of this event using the materials provided. For this exercise, students should not use written language.
- Students evaluate the work of another group against the following questions:
 - Is it easy to understand what event was recorded?
 - Would this artefact survive a year outside in the weather?
 - What could you change to make this artefact last longer?

Review of learning

- Using the *Think, pair, share* thinking routine, students respond to the following questions:
 - What challenges may be experienced when trying to conserve archaeological evidence in Australia?
 - How might we overcome these challenges?

Lesson 9

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time
- The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples

Questioning and researching

- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork

Resources



National Museum of Australia: Australia's Defining Moments Digital Classroom – Petroglyphs and pictographs

<https://digital-classroom.nma.gov.au/defining-moments/earliest-known-rock-art>



Audio equipment that allows students to listen to a podcast (e.g. speakers)

Teacher information

The suggested website includes a 24-minute podcast episode that will require the teacher to ensure that students are able to listen to the audio material (e.g. speakers connected to the teacher's computer). Teachers should preview this podcast ahead of the lesson and may choose to develop a suitable retrieval chart for their students; however, this medium also provides students with the opportunity to develop their ability to engage with oral storytelling without using a written record.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">learn how Aboriginal and Torres Strait Islander peoples' petroglyphs and pictographs are used as methods of recording and passing down knowledge.	<p>Students can:</p> <ul style="list-style-type: none">explain the significance of petroglyphs and pictographs in Aboriginal and Torres Strait Islander culturesanswer questions related to their research on petroglyphs and pictographs, demonstrating an understanding of their purpose and preservation.

Introduction

- Ask students to recall their Review of learning answers from the previous lesson, recording their responses on the board.
- Student should then consider how different factors may influence the conservation of material artefacts by ranking the following factors from 'most likely to damage' to 'least likely to damage' artefacts:
 - rainfall
 - sunlight
 - air pollution
 - mining
 - tourism.
- Students should then justify their 'most likely to damage' ranking using 'because' as a prompt.

Main activity

- Students read through the *Australia's Defining Moments Digital Classroom: Petroglyphs and pictographs* online lesson, including listening to *The oldest classroom* podcast episode (24:09 minutes running time) on this webpage.
- Students complete the 'Research task' found at the end of the *Australia's Defining Moments Digital Classroom: Petroglyphs and pictographs* online lesson.

Review of learning

- Students complete the three 'What did you learn?' questions at the end of the *Australia's Defining Moments Digital Classroom: Petroglyphs and pictographs* online lesson.

Lesson 10

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives

Analysing

- Interpret information and/or data to identify key relationships and/or trends displayed in various formats

Resources



Collection of images showing boomerangs from the Bradshaw Foundation – Rock Art of the Kimberley

<https://bradshawfoundation.com/australia/gallery/index.php>



Project Zero: Harvard Graduate School of Education – See, think, wonder

<https://pz.harvard.edu/resources/see-think-wonder>



National Museum of Australia: Australia's Defining Moments Digital Classroom – Much more than a tool

<https://digital-classroom.nma.gov.au/defining-moments/earliest-evidence-boomerang>



National Museum of Australia: Australia's Defining Moments Digital Classroom – Student showcase: The boomerang

<https://digital-classroom.nma.gov.au/videos/student-showcase-boomerang>



ABC Education – First weapons

<https://www.abc.net.au/education/digibooks/first-weapons/102398250>



Brisbane Times – Boomerangs were the multi-tool of early Indigenous Australians

<https://www.brisbanetimes.com.au/national/queensland/boomerangs-were-the-multi-tool-of-early-indigenous-australians-20210416-p57ju8.html>



Project Zero: Harvard Graduate School of Education – Circle of viewpoints

<https://pz.harvard.edu/resources/circle-of-viewpoints>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson may contain voices, images and names of deceased persons.

This lesson uses content from the National Museum of Australia to introduce students to the concept of a boomerang, highlighting the diversity of boomerang development across Australia.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• appreciate how Aboriginal and Torres Strait Islander peoples developed early innovative technologies, focusing on the boomerang and its cultural significance• explore how boomerang designs vary across different regions of Australia.	<p>Students can:</p> <ul style="list-style-type: none">• explain the historical and cultural importance of the boomerang, and how it is used as a tool by Aboriginal peoples• respond to questions from the <i>Much more than a tool</i> website• write a brief summary of the significance of boomerangs to Aboriginal peoples.

Introduction

- Using images from the Bradshaw Foundation showing the Kimberley paintings of boomerangs, students are to complete a *See, think, wonder* thinking routine.

Main activity

- Students read through the information in the *Australia's Defining Moments Digital Classroom: Much more than a tool* online lesson and view the *Student showcase: The boomerang* video.
- Watch the video (slide 2) on returning boomerangs from the *First weapons* online lesson and read the article *Boomerangs were the multi-tool of early Indigenous Australians*.
- Students complete the *Circle of viewpoints* thinking routine, responding to the sentence starters from one of the following perspectives:
 - archaeologist
 - engineer
 - pilot
 - social media influencer.
- Select students to share their responses with the class, highlighting how people with different perspectives look at archaeological and historical evidence in different ways.

Review of learning

- Students write a brief summary (50–100 words) about why boomerangs are significant to Aboriginal peoples.

Lesson 11

The Western Australian Curriculum content addressed in this lesson is below.

Deep Time History of Australia

- The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places

Analysing

- Interpret information and/or data to identify key relationships and/or trends displayed in various formats

Resources



Stellarium – Star Map

<https://stellarium-web.org/>



ABC iView – Astronomy of Australia’s First Nations People

<https://iView.abc.net.au/video/ZW4056A001S00>



ABC Education – BTN: Aboriginal astronomy

<https://www.abc.net.au/education/btn-aboriginal-astronomy/13871044>



ABC Education – BTN: Aboriginal astronomy teacher resource

<https://www.abc.net.au/btn/resources/teacher/episode/20161025-aboriginalastronomy.pdf>



Project Zero: Harvard Graduate School of Education – Headlines

<https://pz.harvard.edu/resources/headlines>

Teacher information

Aboriginal and Torres Strait Islander teachers and students are advised that the resources used in this lesson may contain voices, images and names of deceased persons.

Aboriginal and Torres Strait Islander astronomy is a continuing tradition that blends science, culture and spirituality, showing a deep understanding of the stars. Evidence like stone arrangements, rock carvings and the way sites are positioned reveals how Aboriginal and Torres Strait Islander people have been observing and respecting the sky for tens of thousands of years.

At the time of publishing, *Stellarium* is a free resource that does not require a login. ABC iView is a free resource that requires teachers to create and sign in to an account prior to the lesson.

Lesson outline

Learning intention/s	Success criteria
<p>Students will:</p> <ul style="list-style-type: none">• be introduced to how Aboriginal and Torres Strait Islander peoples use the sky for knowledge, navigation and tracking time• learn about the cultural significance of astronomy in Aboriginal and Torres Strait Islander communities.	<p>Students can:</p> <ul style="list-style-type: none">• brainstorm and describe ways the sky can provide information, including for navigation and as a calendar• explain their main takeaway from the lesson on Aboriginal and Torres Strait Islander peoples' astronomy.

Introduction

- Show students the night sky using the *Stellarium* website. Ask students to brainstorm how they might be able to use the sky for information. Note: You may need to introduce additional prompts, such as asking how they could use it for navigation or as a calendar.

Main activity

- Students view the *Astronomy of Australia's First Nations People* video.
- As students view the *Astronomy of Australia's First Nations People* video, they add information to their brainstorm about how the sky can be used for information.
- Students view the *BTN: Aboriginal astronomy* video.
- While viewing the video, students complete the 'Focus questions' from the *BTN: Aboriginal astronomy teacher resource*.

Review of learning

- Using the *Headlines* thinking routine, ask students to develop a headline about their most important learning from today's lesson, and share it with a partner. Students should be able to explain why they have selected that headline to their partner.

Lessons 12–13

The Western Australian Curriculum content addressed in these lessons is below.

Deep Time History of Australia

- How Aboriginal and Torres Strait Islander peoples are the world’s oldest continuing cultures, displaying evidence of both continuity and change over Deep Time
- The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places

Questioning and researching

- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork

Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
- Apply subject-specific skills and concepts in familiar and new situations

Resources



Selection of images showing Aboriginal and Torres Strait Islander artefacts that students can select from for their research



Access to electronic devices connected to the internet (e.g. computers)



Project Zero: Harvard Graduate School of Education – The explanation game
<https://pz.harvard.edu/resources/the-explanation-game>

Teacher Information

This lesson focuses on students investigating an innovative technology that has not yet been explored in this learning sequence. You may choose to curate a short list of information sources for students to access, or you may use this as an opportunity to further develop students questioning and researching skills. This also provides opportunity for students to engage in a jigsaw activity.

Students may choose to explore ideas such as:

- astronomy
- tools
- medicine
- weapons
- aquaculture/fishing
- water management and wells
- watercraft.

These two lessons form part of the Assessment task included in this teaching, learning and assessment exemplar, but may also be used as standalone lessons if another assessment is being administered. If being used as part of the assessment, please ensure that students have access to the ‘Instructions to students’ prior to starting their research and that they are aware that the notes will be assessed, and as such need to be presented in an organised and legible style.

Lesson outline

Learning intention/s	Success criteria
Students will: <ul style="list-style-type: none">• develop a historical inquiry• be introduced to the development and changes of an Aboriginal and/or Torres Strait Islander peoples' technology over time.	Students can: <ul style="list-style-type: none">• use an inquiry process to gather and organise relevant information on a chosen technology• effectively share and explain their findings to the class, demonstrating an understanding of the historical development of their chosen technology.

Introduction

- Show students images of artefacts and ask them to select an innovative technology to investigate.

Main activities

- Working as a class, formulate questions to guide students' inquiry. Encourage students to initially consider the 'who, what, where, when and why'. Students may then work independently to add other questions that they would like to answer.
- Provide students with the opportunity to gather and organise information to answer their questions using the internet or the teacher-provided resources (see Teacher information).
- Students reflect on the information they gathered by responding to the following questions:
 - Where are the gaps in your information? What information couldn't you find?
 - What experts may be able to help you fill in the gaps in your knowledge? Who might be able to answer your remaining questions?
 - How has the technology you investigated changed over time?

Review of learning

- Using *The explanation game* thinking routine, students share what they have learnt about the innovative technology they investigated.

Lessons 14–16

See Appendix A: Assessment task – Illustrated storybook



Appendix A

Assessment task

Illustrated storybook

Task details

Title	Illustrated storybook
Description	Students will develop an illustrated storybook aimed at early primary school children. This book should include evidence supporting continuity and change over Deep Time History in Australia, technological development during this time period and the importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples.
Ways of assessing	Written work and visual representation
Evidence to be collected	Organised inquiry questions and notes, and an illustrated storybook
Suggested time	Two lessons for research (Lessons 12–13) and three lessons for book production (Lessons 14–16)
Differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Content descriptions

Knowledge and understanding

- How Aboriginal and Torres Strait Islander peoples are the world's oldest continuing cultures, displaying evidence of both continuity and change over Deep Time
- The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places
- The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples

Humanities and Social Sciences skills

Questioning and researching

- Construct a range of questions, propositions and/or hypotheses
- Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork
- Use appropriate ethical protocols to plan and conduct an inquiry

Analysing

- Use criteria to select relevant information and/or data, such as accuracy, reliability, currency and usefulness to the question
- Translate information and/or data from one format to another

Communicating and reflecting

- Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources

Key concepts

Continuity and change, significance, evidence

Instructions to students

In this task, you will summarise your learning about Deep Time History of Australia into an illustrated storybook aimed at early primary school students.

Your illustrated storybook should include information on the following categories:

- an innovative technology developed by Aboriginal and Torres Strait Islander peoples during Deep Time History of Australia
- evidence that demonstrates the age and/or distribution of the technology
- the importance of conserving cultural heritage.

You should use the notes from your historical inquiry in Lessons 12–13 to inform your illustrated storybook.

Your illustrated storybook should share your historical inquiry findings in a narrative approach, with the target audience being students in early primary school.

You should consider:

- Who will bring the story to life? Which characters will make the story engaging?
- What is the setting for the story? Where and when will it be set?
- What protocols do I need to remember when writing about Aboriginal and Torres Strait Islander histories and cultures?

You have two lessons to complete the historical inquiry, and another three lessons of class time to complete this assessment.

Marking key

Knowledge and understanding description	Marks
Development of an innovative technology	
Explains an innovative technology	3
Describes an innovative technology	2
Identifies an innovative technology	1
Subtotal	/3
Evidence showing the age and/or distribution of the technology	
Explains how the evidence has been used to identify the age and/or distribution of the technology	3
Describes the evidence used to identify the age and/or distribution of the technology	2
Identifies the evidence used to identify the age and/or distribution of the technology	1
Subtotal	/3
The importance of conserving cultural heritage	
Explains the importance of conserving cultural heritage to a range of stakeholders	4
Explains the importance of conserving cultural heritage to a single stakeholder	3
Describes the importance of conserving cultural heritage	2
Attempts to describe the importance of conserving cultural heritage	1
Subtotal	/4

Humanities and Social Sciences skills description	Marks
Questioning and researching (historical inquiry notes)	
Locates relevant and detailed information and/or data and selects the best methods to record the information and/or data, demonstrating a consistent understanding of relevant protocols	7–8
Locates relevant information and/or data and uses a variety of methods to record the information and/or data, demonstrating an understanding of relevant protocols	5–6
Locates information and/or data and uses a limited variety of methods to record the information and/or data, demonstrating some understanding of protocols	3–4
Locates and copies information and/or data	1–2
Subtotal	/8
Analysing (illustrated storybook)	
Information presented in the story is accurately translated into a narrative approach, clearly addressing the three information categories	4
Information presented in the story includes some narrative and addresses all three information categories	3
Information addressing all three categories is included in the student's work	2
Information provided addresses some of the required information	1
Subtotal	/4
Communicating and reflecting (illustrated storybook)	
Develops a clear text that consistently uses appropriate subject-specific terminology and evidence in a format that suits the audience	5–6
Develops a text that uses some appropriate subject-specific terminology and evidence that mostly suits the audience	3–4
Develops a text that attempts to use appropriate terminology aimed at the target audience	1–2
Subtotal	/6
Total	/28

