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| **Year level: 1/2/3** | **Learning Area: Humanities and Social Sciences** | **History** |
| **Text Stimulus: ‘Australian Kids through the Years’*****Written by: Tania McCartney******Illustrated by: Andrew Joyner*** |
| **RELEVANT STATEMENTS FROM THE YEAR 1 ACHIEVEMENT STANDARD** | **RELEVANT STATEMENTS FROM THE YEAR 2 ACHIEVEMENT STANDARD**  | **RELEVANT STATEMENTS FROM THE YEAR 3 ACHIEVEMENT STANDARD** |
| **Knowledge and Understanding****History**Students describe how families have changed or remained the same over time. They describe how daily lives [change](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/change) over generations, and consider the personal [significance](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/significance) of events in the present, past and future.**Humanities and Social Sciences Skills**At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts, using some relevant terms. They reflect on what they have learnt using oral and/or written forms. | **Knowledge and Understanding****History**Students identify examples of how technology has changed and its impact on people’s lives.**Humanities and Social Sciences Skills**At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms. | **Knowledge and Understanding****History**Students describe an example of [continuity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/continuity) and [change](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/change) over time in a given area. They identify the contribution of different cultural groups on a [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community).**Humanities and Social Sciences Skills**At Standard, students develop questions, locate and collect information and/or data from a variety of sources. They record their information and/or data in a range of formats and use some protocols when referring to the work of others. Students use given criteria to select relevant information, and they interpret information and/or data by sequencing events and identifying different points of view. They translate information and/or data into different formats. Students use given decision-making processes to draw simple conclusions and provide explanations, based on information and/or data. They present findings using a range of communication forms appropriate to audience and purpose, using relevant terms. Students develop texts, supported by researched information, and reflect on findings to propose an action. |
| **YEAR 1 CONTENT** | **←YEAR 1/2→****Conceptual links** | **YEAR 2 CONTENT** | **←YEAR 2/3→****Conceptual links** | **YEAR 3 CONTENT** |
| 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 | Perspectives – then and nowSimilarities and differences – then and nowChanges in technology | The impact of changing technology on people's lives (e.g. at home, work, travel, communication, leisure, toys) and how the technology of the past differs from what is used today |  Continuity and Change over timeEvidence of change in the communityHow changing technology has changed lives  | **One** important example of [change](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/change) and **one** important example of [continuity](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/continuity) over time in the [local](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/local) [community](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/community), [region](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/syllabus/humanities-overview/glossary/region) or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) |
| **🡨COMMON UNDERSTANDINGS →*****Some suggested common understandings that could be applied across year groups for teaching*** |
| * Explore key words: perspectives, continuity, change, technology, community, natural and built environments
* What are some similarities and some differences between your lives and those of others in the past (use picture book to choose an era)
* What are some examples of technology used in the past and technology used now? (Consider games/cooking/communication/travel/other…)
* Has this technology changed? How and in what ways?
* Do you think changes in technology has improved peoples’ lives? Why/why not?
* What is an example of something that has stayed the same over time? Why do you think this is?
* How has the natural environment changed in your community? How has this had an impact on peoples’ daily lives?
* How has the built environment changed in your community? How has this had an impact on peoples’ daily lives?
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| **SUGGESTED LEARNING EXPERIENCES** ***Ensure meaningful learning experiences explore the above common understandings*** |
| * Read the picture book to the class. Discuss images and the information in the pictures as the story is read.
* Model activity: draw up a table on the board, which contains two columns labelled ‘Then’ and ‘Now’.
* Give the table a title. Choose one of the following categories;

- games/toys - food- leisure activities* Complete table as a class, using the information in the text to complete the columns
* Ask students to prepare their own tables, with the title of Technology – then and now. They must choose one era to focus on. *Advise students that the word ‘technology’ can include games/toys/communication/transport/entertainment/style of houses*

**→**Link to assessment activity Year 1: *Operation time machine’* <https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0006/196161/HASS-History-Year-1-Assessment-Task-Operation-Time-Machine.pdf> * Opinion: (oral, written or digital presentation) ‘Has technology improved people’s lives? Show and/or explain why you think this’.
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| **SUGGESTED ASSESSMENTS*****Consider the learning experiences and identify the point/s of assessment for each year level (against the year level Achievement Standard)******The assessment should be primarily skills-based, with content embedded. The product may be the same or vary between year levels.*** |
| **Year 1** | **Year 2** | **Year 3** |
| Represent collected information in a table and use information to answer opinion question in an oral format, e.g. annotated drawing/oral presentation/role-play. Include the following;* Table with clearly designated columns to compare ‘then and now’ and an appropriate heading for table
* Accurate translation of information; from text to table
* Evidence of using information in table when answering question
* Clear opinion expressed in oral presentation (showing a ‘for’ or ‘against’ opinion)
 | Represent collected information in a table and use information to answer opinion question in an oral format, oral presentation/role-play/interview. Include the following;* Table with clearly designated columns to compare ‘then and now’ and an appropriate heading for table
* Accurate translation of information; from text to table
* Evidence of using information in table when answering question
* Clear opinion expressed in oral presentation (showing a ‘for’ or ‘against’ opinion)
* Uses examples to support opinion in presentation
 | Translate collected information in to a table and use information to explain opinion question in an oral or digital format, e.g. oral presentation/interview/Powerpoint. Include the following;* Table with clearly designated columns to compare ‘then and now’ and an appropriate heading for table
* Accurate translation of information; from text to table
* Evidence of using information in table when answering question
* Clear opinion expressed in oral presentation (showing a ‘for’ or ‘against’ opinion)
* Compares and contrasts the similarities and differences in table
* Presentation uses specific examples to support opinion and demonstrates some digital capability
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| **CONSIDERATIONS WHEN LINKING THE ENGLISH CURRICULUM*****What authentic connections can be made across learning areas to develop connected programs?***  | **CONSIDERATIONS WHEN LINKING THE MATHEMATICS CURRICULUM*****What authentic connections can be made across learning areas to develop connected programs?***  |
| Visual language Texts and the contexts in which they are used Purpose and audience *Vocabulary* *Reading processes* *Comprehension strategies* *Creating texts*  | **Measurement and Geometry**Using units of measurementLocation and transformation |