

## The History of St Stephen's - 30th Anniversary

Year 2 gifted and talented differentiated program

### Key Inquiry Questions

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important? Why?
- How have the changes in technology shaped the school today?

Australian Curriculum: History Year 2

### Year 2 History Achievement Standard

The following highlighted sections of the achievement standard will be assessed in this unit;

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

### Content Descriptions

#### *Historical Knowledge and Understanding*

- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)

#### *Historical Skills*

- Distinguish between the past, present and future (ACHHK048)
  - Children will demonstrate the change in technology that has occurred in the school and discuss the impact this technology has had on the school physical setup and style of teaching now adopted
- Pose questions about the past using sources provided.(ACHHS049)
  - Children pose questions to ex-students, original gardener, first teacher, first PP teacher and Dr Ridden, author of book "Staying True"
- Explore a range of sources about the past.(ACHHS050)
  - Children will use a range of technologies to communicate the results of their research
- Identify and compare features of objects from the past and present. (ACHHS051 )
  - Children will compare the classroom furniture and setup of classrooms from past to the present and suggest reasons for it
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)
  - Children will use digital technologies to present their findings

School based elaborations

## General Capabilities

### ***Critical and creative thinking Level 3***

Typically by the end of Year 4, students:

#### Pose questions

- pose questions to expand their knowledge about the world
  - posing questions about the first students and teachers at St Stephen's School.

#### Identify and clarify information and ideas

- identify main ideas and select and clarify information from a range of sources
  - Compare the first uniform of the school with today's uniform, how and why have they changed?

#### Organise and process information

- collect, compare and categorise facts and opinions found in a widening range of sources
  - Collect historical information to determine what the school was like 30 years ago. What has been the impact of significant events and what individuals have contributed in shaping our school today?

#### Consider alternatives

- explore situations using creative thinking strategies to propose a range of alternatives
  - Explore the interactions between parents and the school in the early days, discuss why these may have changed. How can communication between the parents and school be more instant in this modern world? How might the parents and school communicate in the future?

### ***Personal and social capability Level 3***

Typically by the end of Year 4, students:

#### Appreciate diverse perspectives

- discuss the value of diverse perspectives and describe a point of view that is different from their own
  - Interview parents about St Stephens when they were at the school and compare their answers.

#### Work collaboratively

- describe characteristics of cooperative behaviour and identify evidence of these in group activities
  - Students work in groups in different roles.

### ***Information and communication technology capability Level 3***

Typically by the end of Year 4, students:

#### **Creating with ICT**

- Generate solutions to challenges and learning area tasks
  - Use a software program to create a presentation that communicates information to an audience.

#### **Unit outcomes**

During this unit of work the students will:

- analyse different aspects of the school and identify how it has changed over the last 30 years
- answer questions about the past after researching using different sources.
- present findings using different types of technology
- present an oral narrative comparing the past and present times of the school
- identify, explore, and clarify information and ideas to help generate ideas and possibilities about their school
- develop awareness of themselves and others socially to work with and lead in the classroom setting
- create responses to challenges arising from learning activities using ICT.

#### **Lesson Plan filming day**

The lesson in this film is the final lesson for the term and the end of the history unit. The high ability students will draw on the critical and creative thinking skills and information and communication technology skills they have developed over the unit in their final presentation. This unit of work will allow the children the opportunity to work towards achieving at a higher level on the continuum for these general capabilities.

During the lesson the students will present their research findings in the medium of the news video they created. The video is a narrative showing the students posing and answering questions about the past in comparison to the present.

During the final lesson the students will demonstrate their understanding of the year 2 Australian Curriculum: History inquiry questions that the teachers adapted for the unit:

- What aspects of the past haven't changed? What do they tell us?
- What remains of the past are important? Why?
- How have the changes in technology shaped the school today?
- How do you see the school in another 30 years time?