



HISTORY FORWARD PLANNING DOCUMENT  
Year 2  
St Stephen's School, Early Learning Centre  
(ELC)  
Term 2 2013



THE AUSTRALIAN CURRICULUM CONTENT REVIEW

**HISTORY KNOWLEDGE AND UNDERSTANDING**

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis of Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

**HISTORICAL SKILLS**

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

## YEAR 2

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills.

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are:

What aspects of the past can you see today? What do they tell us?

What remains of the past are important to the local community? Why?

How have changes in technology shaped our daily life?

### **HISTORY KNOWLEDGE AND UNDERSTANDING**

#### **The Past in the Present**

- 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)
- The importance today of a historical site of cultural or spiritual significance; for examples, a community building, a landmark, a war memorial (ACHHK045)

### **HISTORICAL SKILLS**

#### **Chronology, terms and concepts**

- Sequence familiar objects and events (ACHHS047)
- Distinguish between the past, present and future (ACHHS048)

<ul style="list-style-type: none"> <li>The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHHK046)</li> </ul>	<p><b>Historical questions and research</b></p> <ul style="list-style-type: none"> <li>Pose questions about the past using sources provided (ACHHS049)</li> </ul> <p><b>Analysis and use of sources</b></p> <ul style="list-style-type: none"> <li>Explore a range of sources about the past (ACHHS050)</li> <li>Identify and compare features of objects from the past and present (ACHHS051)</li> </ul> <p><b>Perspectives and interpretations</b></p> <ul style="list-style-type: none"> <li>Explore a point of view (ACHHS052)</li> </ul> <p><b>Explanation and communication</b></p> <ul style="list-style-type: none"> <li>Develop a narrative about the past (ACHHS053)</li> <li>Use a range of communication forms (oral, graphics, written, role play) and digital technologies (ACHHS054)</li> </ul>
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Year 2 Content Descriptions

<p><b>HISTORY KNOWLEDGE AND UNDERSTANDING</b></p> <p><b>The Past in the Present</b></p> <p>(ACHHK044)</p> <ul style="list-style-type: none"> <li>➤ using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community</li> </ul>	<p><b>HISTORICAL SKILLS</b></p> <p><b>Chronology, terms and concepts</b></p> <p>(ACHHS047)</p> <ul style="list-style-type: none"> <li>➤ ordering key events in the history of the local community using photographs and annotations</li> </ul>
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- suggesting reasons for the location of a local landmark before searching for resources that provide an explanation
- investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past

(ACHHK045)

- discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)
- identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains)
- identifying and designing a local historical tour of a site (for example one related to a particular cultural group)

(ACHHK046)

- examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fire stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies)

(ACHHS048)

- using terms to denote the passing of time in speech and writing (for example 'in the past', 'years ago', 'the olden days', 'in the future')
- identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum'

### **Historical questions and research**

(ACHHS049)

- developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?')
- structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past)

### **Analysis and use of sources**

(ACHHS050)

- locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks)
- examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites)

- identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today
- examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told)
- creating models of toys used by children who lived when electricity was not available

(ACHHS051)

- identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures)
- identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past

### **Perspectives and interpretations**

(ACHHS052)

- examining a point of view about changes to the built and natural environments and to daily lives over time

### **Explanation and communication**

(ACHHS053)

- composing stories to compare past and present daily life (for example by using software to create a soundscape of the local area and a digital camera to take photographs of this area in the present and by using photographs to show images of the past)
- describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued; or a biography on a significant individual)

	(ACHHS054) <ul style="list-style-type: none"> <li>➤ representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives</li> </ul>
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YEAR 2 ACHIEVEMENT STANDARD
<p>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.</p> <p>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.</p>

Week	Learning Outcome	Activities	Differentiation
1	<ul style="list-style-type: none"> <li>❖ Pose questions about the past using sources provided (ACHHS049)</li> </ul> <p>General capability: critical and creative thinking – pose questions</p>	<p><b>INTRODUCTION/BRAINSTORM</b></p> <ul style="list-style-type: none"> <li>❖ Introduce project to the children, talk about how they are special because they are the foundation students of the Early Learning Centre. They are the first students to go through the ELC from Kindy. As a special project, they will be finding out about of our school in the past.</li> </ul>	<p>Varied forms of representation of topic by using; visual, oral and written forms to introduce the topic.</p> <p>Varied level of questioning to cater for higher order thinking skills.</p> <p>Using headings and subheadings and sort questions making it easier for children to follow.</p>

		<ul style="list-style-type: none"><li>❖ Begin with a whole class brainstorm using poplet to gauge prior knowledge (Mind mapping tool).</li></ul> <p>Use the headings</p> <ol style="list-style-type: none"><li>1. What do you already know about the history of the school?</li><li>2. What was school (SS) like when it was first built? Use photos as a prompt. Physical and student life (games, learning).</li><li>3. What do you want to know/find out about the history of the school? Questions</li><li>4. What type of information could help us?</li><li>5. Where can I find information?</li></ol> <ul style="list-style-type: none"><li>❖ Using the above headings, students contribute their ideas. Each time an idea is added to the poplet (mind map) it becomes bigger and bigger.</li><li>❖ Come back to the first heading. Where can we get the information? Discuss primary and secondary sources. Come up with some possible primary sources. Ask the class who has a family member who went to St Stephen's School. Having already asked parents at the end of last term who attended St Stephen's, come up as a class with a way to get information from them. Lead them to the idea of an interview if they don't come up with that idea themselves.</li><li>❖ Come up with questions students can ask the parents about what life was like when they were at school. Discuss interview etiquette.</li></ul>	
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- ❖ Explore a point of view (ACHHS052)

General capabilities:  
Critical and creative thinking - identify and clarify information and ideas, organise and process information

Personal and social capability: Appreciate diverse perspectives

- ❖ Develop a narrative about the past (ACHHS053)

General capabilities:  
Critical and creative thinking:  
- Identify and clarify information and ideas  
- Organise and process information

General capabilities:  
Personal and social learning - work collaboratively

### INTERVIEWING EX-STUDENTS OF SSS

- ❖ Interview parents who were past students of St Stephen's School.
- ❖ Students ask the parents questions about what life was like when they went to school.



- ❖ Teachers take notes and records on a large chart for classroom display and later use.  
Discuss – buildings, uniforms, learning, teachers, school song, houses, funny

experiences.

- ❖ **Preparation for History Tour** – Give students their groups for the project. Speaker, note taker, photographer and timekeeper. Students will work in these groups for the rest of the term with a keynote presentation at the end documenting their learning journey.

Differentiated level of questioning. Encouraging them to come up with questions that are higher order extends students.

Students are able to ask questions based on their own interests. For example students that love art and music might ask questions about those learning areas in the past.


Grouping – children are placed in their groups using multi ability levels and personalities. Each group has one student who is part of the extension group. This will allow those students to come back to their group and teach and share their knowledge they have attained in their extension lessons. Each group has a mix of strong personalities and quieter students to balance each other out.



<p>3</p>	<ul style="list-style-type: none"> <li>❖ Sequence familiar objects and events (ACHHS047)</li> <li>❖ Explore a range of sources about the past (ACHHS050)</li> </ul>	<p style="text-align: center;"><b>MINI EXCURSION</b></p> <p style="text-align: center;"><b>HISTORY TOUR OF THE PRIMARY AND HIGH SCHOOL</b></p> <p>8.35-8.45am - Parents drop years 2 students at Primary School. Meeting point next to the chicken coop. Take roll and send to teacher.</p> <p>8.45-9.00am – Move into forum and drop bags at back of forum.</p> <p>Students are given their equipment for the day.</p> <ul style="list-style-type: none"> <li>➤ Ipad for photographers</li> <li>➤ Clipboard with slides and lines of the keynote to take notes through the day</li> <li>➤ Stop watch for time keepers and schedule of the day</li> <li>➤ Badge for the speaker</li> </ul> <p>9.00-9.10am – Welcome to students</p> <p>9.10-9.20am – Teachers go through plan for the day/morning and revise group roles (groups of 4 – photographer, speaker, note taker and time manager)</p> <p>9.20-10am – History of the primary school with guest speakers. Exact times for speakers will be given so that they aren't out of class too long.</p>	<p>Students are given different roles depending on their level of skills in certain areas. The children who speak clearly are given the role of speaker, the strong writers are given role of note taker, and the children who are organised are given the role of timekeeper.</p> <p>This is also an opportunity for students to work in their skills in certain areas. For example, speakers work in communicating clearly.</p>
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		<p>10.00-10.45am – History tour of the high school. Visit high school library and finish with a visit to the biosphere. With guest speakers from high school.</p> <p>10.45-11.15am – Recess at the primary school</p> <p>11.15-11.45am – Sharing and recording session about the information they have collected so far. Have they got the information they needed (questions answered? More questions to ask?)</p> <p>11.45am-12.25pm – 2M Bible Studies with teacher/2C buddy activity with Year 3 (3H or 3M?) class</p> <p>12.25-1.05pm – 2C Bible Studies with Teacher/2M buddy activity with Year 3 (3H or 3M?) class</p> <p>1.05-1.45pm – Lunch with Year 3 buddies and play in playground</p> <p>1.50-2.00pm – All year 2 students to meet in the forum go through afternoon schedule</p> <p>2.00-2.35pm – 2C Sport lesson with Teacher/2M French</p> <p>2.35-3.10pm – 2C French/2M Sport with teacher</p> <p>3.10-3.20pm – Meet in forum. Parents collect from area under tree (next to chicken coop or kiss and drive *or students back to ELC at 2.50 ready for kiss and drive at ELC and have students with older siblings stay at primary to be picked up from there.</p>	
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<p>4</p>	<p>❖ Use a range of communication forms (oral, graphic, write, role play) and digital technologies (ACHHS054)</p> <p>General capabilities: Information and communication technology capability- Generate solutions to challenges and learning area tasks</p>	<p><b>OTHER SOURCES OF INFORMATION</b></p> <ul style="list-style-type: none"> <li>❖ Reflect on the history tour with the students. Look through the notes and photos they took</li> <li>❖ Discuss other sources we can use to obtain information <ul style="list-style-type: none"> <li>- Old reflection books (collected from parents, teachers)</li> <li>- Staying true book (30<sup>th</sup> Anniversary book of the school)</li> <li>- School diaries</li> <li>- School website</li> </ul> </li> <li>❖ Students work in their groups to use these sources to add to their research. Each student in the group works on different areas (uniform, playground, etc)</li> </ul> <p><b>ICT – KEYNOTE</b></p> <ul style="list-style-type: none"> <li>❖ Students are introduced to Keynote. The first lesson on keynote will go through its features and how to save work when they are done. Each group is guided to select a theme for their keynote.</li> </ul>	<p>Students work on areas of interest for the keynote research. Varied ways to show learning. For example some students will draw a labelled picture of the crest for the uniform slide. Information about the crest is found in the school diary. Others write notes. Some students type on the computer. Pair students to help each other.</p>
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<p>5</p>	<ul style="list-style-type: none"> <li>❖ Sequence familiar objects and events (ACHHS047)</li> </ul> <p>General capabilities: Critical and creative thinking - Identify and clarify information and ideas</p>	<p><b>TIMELINE</b></p> <ul style="list-style-type: none"> <li>❖ Show Students what a timeline looks like and discuss its features.</li> <li>❖ Using the information on the school website and the photos taken of the plaques on our history tour, students create a timeline of the school by working in their group to cut out the plaques and ordering them according to their stages (stages 1-12) and dates.</li> </ul>  <p><b>ICT – KEYNOTE</b></p> <ul style="list-style-type: none"> <li>❖ Students begin to put their research into the keynote presentations. Show the whole class how to create a text box and type information in the text box. All groups complete research slide (how we got our information).</li> <li>❖ While 2 students, from each group, input information, other members of the group are completing their handwritten notes using other sources discussed in previous lesson.</li> </ul>	<p>After a whole class discussion and groups working together to order the pictures into a timeline, one student per group is taken aside to record notes about each stage. Students then return to the group to share what they have done and teach their group members.</p>
<p>6</p>	<ul style="list-style-type: none"> <li>❖ Pose questions about the past using sources provided (ACHHS049)</li> </ul>	<p><b>GEOGRAPHY (LOCATION OF THE SCHOOL)</b></p>	<p>Visual representation with pictures of landscape.</p>

	<ul style="list-style-type: none"> <li>❖ Identify and compare features of objects from the past and present (ACHHS051)</li> </ul> <p>General capabilities: Critical and creative thinking - Organise and process information</p>	<ul style="list-style-type: none"> <li>❖ In this lesson, students explore the geography aspect of the school. Begin the lesson by discussing the position of the school and what is around the school. Trees, parks, highway, train station etc.</li> <li>❖ Show the class old pictures of the school when it was first built.</li> <li>❖ Discuss – what is the same or different? Why did they build the school in this location? *this will be explored in more detail in our geography unit next term.</li> </ul> <p><b>ICT – KEYNOTE</b></p> <ul style="list-style-type: none"> <li>❖ Students continue typing their research into the keynote presentations.</li> <li>❖ Split group into different roles. While some students are working on adding information into keynote, other group members are drawing pictures to add to keynote.</li> <li>❖ Pictures include a labelled drawing of our school crest, uniforms in the past and present and school buildings.</li> </ul>	<p>Varied level of questioning.</p> <p>Collaboration – discuss in pairs before sharing ideas with the class. Think, Pair, Share.</p>
7		<p>*No lesson due to even years testing</p> <p><b>ICT – KEYNOTE</b></p> <ul style="list-style-type: none"> <li>❖ Students select photos to use in their presentations. The photos students took on the history tour are placed in a folder in iphoto. Students have access to iphoto on their laptop. They select images that go with each slide and</li> </ul>	

		drag it into position. They are shown how to adjust the image to change the size and shape.	
8 *Swimming lessons	<ul style="list-style-type: none"> <li>❖ Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)</li> </ul>	<p><b>YEAR 2 HISTORY PROJECT SHOWCASE – PARENT INVITE</b></p> <ul style="list-style-type: none"> <li>❖ Students write an invitation to invite parents to see their learning journey and keynote presentations (go through what an invitation needs – To, When, Where, Time, RSVP, From).</li> <li>❖ Begin writing palm cards to read when presenting keynote presentations (go through note-taking and picking out the important points rather than reading what’s on the slide).</li> </ul> <p>ICT – KEYNOTE</p> <ul style="list-style-type: none"> <li>❖ Students are taught how to add transitions to the slides on keynote. Begin with a whole class demonstration.</li> <li>❖ Students work in their groups to add transitions to each photo on their slides.</li> </ul>	<p>Scribe palm cards for students.</p> <p>Allow students to choose slide to discuss that they feel comfortable with and have an interest in.</p>
9 *Swimming lessons	<ul style="list-style-type: none"> <li>❖ Distinguish between the past, present and future (ACHHS048)</li> </ul> <p>General capabilities: Critical and creative thinking - consider alternatives</p>	<p><b>PAST, PRESENT AND FUTURE</b></p> <ul style="list-style-type: none"> <li>❖ Students explore the future of the school. Now that they have the background knowledge of its history and knowledge of the present, they explore what the school might be like in the future.</li> <li>❖ Begin the lesson with a brainstorm of ideas about the future of the school. Groups have selected an</li> </ul>	<p>Using visual prompts and discussion to cater for different learning styles.</p> <p>Give lots of examples in the whole class discussion to support students.</p> <p>Varied forms of demonstrating their learning through;</p>

		<p>area they would like to focus on for the future slide of their keynote presentations – Uniforms, buildings, playgrounds and learning. Each group discusses what these areas might look like in the future.</p> <ul style="list-style-type: none"><li>❖ Split groups into their different roles.</li><li>❖ Each group orally presents their 'their' future, describe the changes and justify why they think these things might be different or the same.</li></ul>	<p>-Written (typing ideas onto the computer)</p> <p>-Oral (talking with their partner about ideas while the other types)</p> <p>-Visual (drawing a picture of the future to include in their keynote).</p>
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## Research Project & Keynote Presentation

**Year 2 History Achievement Standard:** 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.

OUTCOME	LEVEL OF ACHIEVEMENT			
	Below Satisfactory	Satisfactory	Above Satisfactory	Beyond
<b>Pose questions about the history of St Stephen's School</b>	Questions are not relevant to the history of school	<b>Pose questions about the history of St Stephen's School</b>	Questions show understanding and depth	Questions show understanding and depth
<b>Identifies and utilises a range of sources in order to answer the questions posed</b>	Identifies sources but does not utilise them effectively	<b>Identifies and utilises a range of sources in order to answer the questions posed</b>	Identifies multiple and varied sources of information in order to answer questions	Synthesizes information from multiple sources effectively
<b>Identifies and compares features and aspects of the school that have changed or stayed the same over time</b>	Identifies features without comparing past and present	<b>Identifies and compares 2-3 features of the school that have changed or stayed the same</b>	Provides a detailed analysis of 3-4 features of the school that have changed or stayed the same	Analysis is detailed and student is able to provide possible reasons for continuity or change over time
<b>Sequences events in time order (e.g. the stages of building and growth of the school)</b>	Events are not sequenced in time order	<b>Sequences events in time order (e.g. the stages of building and growth of the school)</b>	Accurately sequences events in time order, and provides additional detail for each event	Accurately sequences numerous events in time order and provides additional detail for each one