Year 4 Planning – History

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| **My learners:****Strengths:****Interests:****Needs:** |

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| **Inquiry Focus:** What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? |

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| **General Capabilities Focus:****Literacy****Numeracy****ICT capability****Critical and Creative Thinking****Personal and Social Capability****Ethical behaviour****Intercultural Understanding** |

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| **Cross Curriculum Priorities­­­­­:****Aboriginal and Torres Strait Histories and Culture****Asia and Australia’s Engagement with Asia****Sustainability** |

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| Year 4 Level Description |
| **First Contacts**The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.The content provides opportunities to develop historical understanding through key [concepts](http://www.australiancurriculum.edu.au/Glossary?a=H&t=concepts) including **sources,** [**continuity and change**](http://www.australiancurriculum.edu.au/Glossary?a=H&t=continuity+and+change)**,** [**cause and effect**](http://www.australiancurriculum.edu.au/Glossary?a=H&t=cause+and+effect)**, perspectives,** [**empathy**](http://www.australiancurriculum.edu.au/Glossary?a=H&t=empathy) **and** [**significance**](http://www.australiancurriculum.edu.au/Glossary?a=H&t=significance)**.** These [concepts](http://www.australiancurriculum.edu.au/Glossary?a=H&t=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** through the use and [interpretation](http://www.australiancurriculum.edu.au/Glossary?a=H&t=interpretation) of sources. The key inquiry questions at this year level are:* Why did the great journeys of exploration occur?
* What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
* Why did the Europeans settle in Australia?
* What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?
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| **Content Desciptors** |
| **Historical Knowledge and Understanding****First Contacts**The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. [(ACHHK077)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK077)   The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. [(ACHHK078)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK078)   Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. [(ACHHK079)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK079)   The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment [(ACHHK080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHK080)LiteracyIntercultural understandingPersonal and social capabilityCritical and creative thinkingAboriginal and Torres Strait Islander histories and culturesLiteracyIntercultural understandingPersonal and social capabilityCritical and creative thinkingAboriginal and Torres Strait Islander histories and cultures | **Historical Skills****Chronology, terms and concepts** Sequence historical people and events [(ACHHS081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS081)   Use historical [terms](http://www.australiancurriculum.edu.au/Glossary?a=H&t=terms) [(ACHHS082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS082)   **Historical questions and research** Pose a range of questions about the past [(ACHHS083)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS083)   Identify sources [(ACHHS216)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS216)   **Analysis and use of sources**Locate relevant information from sources provided [(ACHHS084)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS084)   **Perspectives and interpretations**Identify different points of view [(ACHHS085)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS085)   **Explanation and communication**Develop texts, particularly [narratives](http://www.australiancurriculum.edu.au/Glossary?a=H&t=narratives) [(ACHHS086)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS086)   Use a range of communication forms (oral, graphic, written) and digital technologies [(ACHHS087)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHHS087)   Information and communication technology capability |

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| **Year 4 Achievement Standard** |
| By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the [significance](http://www.australiancurriculum.edu.au/Glossary?a=H&t=significance) of events in bringing about change.Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including [narratives](http://www.australiancurriculum.edu.au/Glossary?a=H&t=narratives), using historical [terms](http://www.australiancurriculum.edu.au/Glossary?a=H&t=terms). |



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| **Learning and Teaching Cycle** | **Assessment Opportunities** | **Resources** |
| **Engage** | Explore various resources about A & TSI culture and ways of life – see links in resources. Discuss stories, paintings, song, dance and totemsExplore maps to locate TSI and also language groups (see map link in resources) | Pearson New Resource – choose four words and find out which Aboriginal language that the words originally came from. | [Youtube clip](https://www.youtube.com/watch?v=OEVifIIQ9fI)https://www.youtube.com/watch?v=OEVifIIQ9fI[Dust Echoes - videos of indigenous stories](http://www.abc.net.au/dustechoes/dustEchoesFlash.htm)[Scootle - TSI](http://www.scootle.edu.au/ec/viewing/L1954/index.html) (Totem and TS headdress)[Scootle - TSI 2](http://www.scootle.edu.au/ec/viewing/L1202/index.html) (Islands in the TS)[Indigenous language map](http://www.abc.net.au/indigenous/map/default.htm)Texts from library |
| **Explore** | Discuss key question + KWLExplore artefacts from Qld Museum – (Hiborrow from Museum), (and personal artefacts from students’ – boomerang/art)Pose question about artefacts relating to what life was like – 5W1H | Use LIFE for students to pose and answer questions on a forum. | [Youtube clip - first australians (before the dreaming)](https://www.youtube.com/watch?v=EGP_Kxfzz14)Question wall[qld museum kits - link](http://www.qm.qld.gov.au/Learning%2BResources/QM%2BLoans?RequestID=19&__VIEWSTATE=&loansKeyword=first+contacts&loansFilter=ALL&content_1%24Button1=Search)[My place link](http://www.abc.net.au/abc3/myplace/) (comparison of Aboriginal and recently new settler children on timeline). |
| **Explain** | Students to find sources and locate information about culture and ways of lifeVisit oval to show physical idea of timeline – distance between 60000/40000/20000 years ago and last 2000 or so years with ropeStudents create a digital timeline | Bubbl.us to create concept map Timeline | Websites and texts[good history timeline](http://www.indigenouslead.com/talkingaboutculture/content/05_background_history/history_timelines/history_timelines.html)[Timeline of aboriginal history](http://www.creativespirits.info/aboriginalculture/history/australian-aboriginal-history-timeline)<http://www.humanrights.gov.au/timeline-history-separation-aboriginal-and-torres-strait-islander-children-their-families-text> |
| **Elaborate** | Compare two groups (coastal and central) and their lifestyles from different regions in AustraliaConsider the importance of the Environment in shaping these lifestylesNgutana-lui visit | Venn diagram showing similarities and differences | Pictures of weapons, clothing, housing, food to compare and contrastNewspaper article about use of fire to manage environment[ngutana-lui](http://www.ngcc.qld.edu.au/default.asp)Use Trish Albert’s “Plenty Stories” for middle primary years (suggestion from Kweb) |
| **Evaluate** | Y Chart | Y Chart what did life look like, sound like, feel like for indigenous Australian before settlement |  |