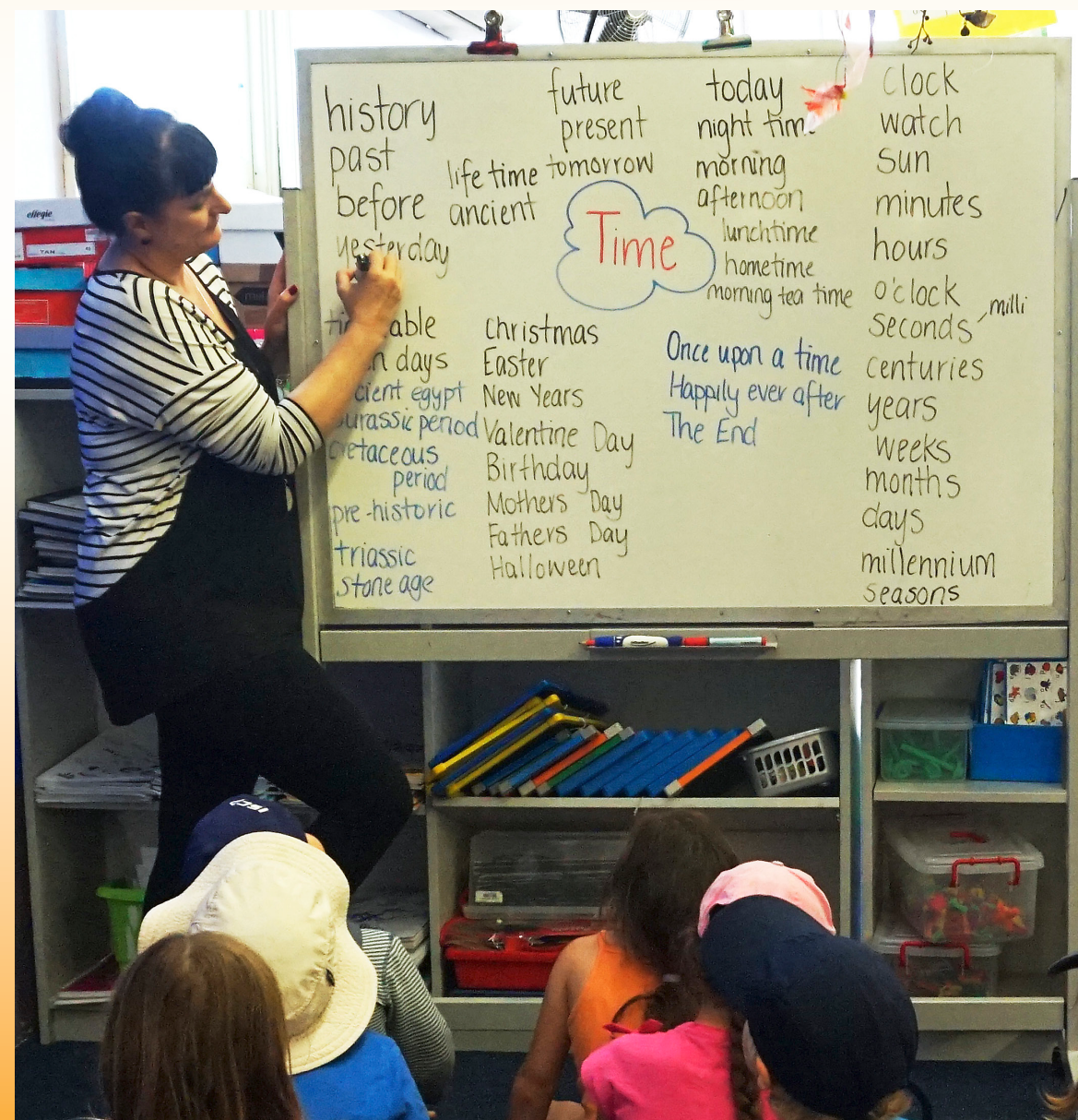


Year 1

Creating Personal Timelines

Programme



Australian Curriculum: HISTORY Program Overview **Year 1 Personal Timelines**

Year Level	Year 1				
Year Level Title	Present and Past Family Life				
Key Concepts F-2	Continuity and change	Cause and effect	Significance	Perspectives	Empathy
Historical Skills F-2	<i>Chronology, terms and concepts</i> - Sequence familiar objects and events - Distinguish between the past, present and future	<i>Historical questions and research</i> Pose questions about the past using sources provided	<i>Analysis and use of sources</i> - Explore a range of sources about the past - Identify and compare features of objects from the past and present	<i>Perspectives and interpretations</i> Explore a point of view	<i>Explanation and communication</i> - Develop a narrative about the past - Use a range of communication forms (oral, graphic, written, role play) and digital technologies
Achievement Standard	By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance. Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.				
Year level Description	The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.				
Key Inquiry Questions	- How have we changed over time? How has family life changed or remained the same over time? - How can we show that the present is different from or similar to the past? - How do we describe the sequence of time? - How can we represent the passage of time and personal memories associated with the passing of time?				
Historical Knowledge and Understanding (Content descriptors)	Differences in family structures and roles today, and how these have changed or remained the same over time How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.				
Teaching and Learning Sequence	This series of lessons emphasises the development of inquiry skills and builds children's historical understandings of <i>continuity and change</i>, <i>cause and effect</i>, <i>perspectives</i>, <i>empathy</i> and <i>significance</i>. It aims to develop children's knowledge of past, present and future in the context of their own personal history and that of their school or community with links to Aboriginal and Torres Strait Islander Histories. This unit explores the concept and language of time and then moves to using sources to create a personal representation of the passing of time by exploring memory and creating a personal timeline. Lesson One - Exploring the Time <i>Talking Tubs</i>™ and Creating a 3-D mind map. Focus question – Can students use identify past, present and future? Lesson Two - The Language of Time - developing an appropriate vocabulary for talking about time Focus question – Can students use relevant and accurate terms to show the passing of time? Lesson Three - Reflecting on the similarities and differences in families past and present. Focus Question – Can students represent how families have changed or stayed the same over time? Lesson Four – Representing Family and Personal Histories Focus Question - Can students pose a range of relevant and detailed questions about the past, using provided resources to support the development of an appropriate narrative about the past? Lesson Five – Now We Are Six – Creating a Personal Timeline Focus Question - Can students present historical information in a sequence supported by writing and illustrations?				

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Assessment	What specifically will students produce, learn, and develop? - Students will develop historical inquiry skills through the development of a personal time line including the ability to sequence familiar events and objects and the ability to distinguish between past, present and future. - Students will pose questions about the past using the sources provided in the <i>Talking Tub</i>™ and will explore a range of sources about the past including their own personal histories using photos and stories from their past. - Students will tell stories from their past and the past of others through stories (oral and written) drawing, writing, photos and other representations. - Students will produce a personal time line marking significant life events. - Suggestions for formative and summative assessment are made at the end of each activity in the learning sequence. An assessment matrix is provided for the final lesson of the learning sequence.
Pedagogical Approach	A Project Approach - An integrated approach to teaching in the early years not only meets the needs of young children to learn in personally meaningful and child-centred ways but is the most effective method to address the Early Years Learning Framework, multiple Learning Area disciplines, the Cross-curriculum priorities and the General Capabilities of the Australian Curriculum. The project approach used in this learning sequence is based on the pedagogy of Emergent or Constructivist approaches to teaching and has been influenced by the schools of Reggio Emilia including theorists Gandini and Malaguzzi, Harvard's Project Zero and the theories of George Foreman and Howard Gardner. Strategies from Katz, Helm and Chards Project Approach are used alongside Warden's <i>Floorbook Approach</i>™. The integrated approach supports the pedagogy of the Early Years Learning Framework. Projects can run over several weeks, a term or longer. For the purpose of this unit the initial five lesson sequence in History is provided. Additional areas of possible exploration are also provided. This lesson sequence provides a starting point and you should by no means limit the project to the lesson sequence provided. The pedagogy of a project approach means that areas of interest and directions will arise from working with the children. The direction of the project will differ from context to context and in a project approach it will depend on the thinking, questions and interest directions of the children as to the possible directions a project can take. If followed these will lead to further areas of investigation that will allow the project learning to cover many areas of the curriculum, cross curriculum priorities and the General Capabilities. <u>The Key Pedagogical Features of a project approach include the following:</u> Higher Order Thinking – This is encouraged, explored, recorded and revisited throughout the project. Children engage in higher order thinking when they are encouraged and allowed to question, hypothesise, reflect and think critically and creatively. Representation - Consistent with Howard Gardner's notion of schooling for multiple intelligences and Reggio Emilia's 100 languages, integration of The Arts as tools for cognitive, linguistic and social development is essential. Children represent their thinking and learning using print, art, construction, drama etc. Teacher as Researcher - The teacher listens carefully, observes and documents children's work. Teachers provoke, co-construct and stimulate children's thinking and collaboration with their peers. Collaboration - Collaborative group work allows children to share and enhance their thinking, problem solving, hypothesising and negotiating skills on projects. Thinking Tools - The use of thinking tools to promote children's ability to make connections in their theory building. These may include (but are not limited to): Mind Maps, Y-Charts, Wonder Books, Clouds of Wonder, Brainstorms and Labeled diagrams. <u>Documentation - Projects can be documented in a variety of ways, such as:</u> Floorbook Approach™ (Warden, 2012) - record the engagement between children and adults as they discuss their ideas and thoughts. They are used to record the project using photos, the children's thinking, individual and small group learning stories and the weekly life of the class. Floorbooks are large blank books that are used to record the evidence of the process of play and the learning that comes from the Floorbook Approach™. In the back of the Floorbook is a curriculum overview where the teacher can highlight the curriculum areas covered by the project and record notes. Individual Portfolios – or project books feature the development of the project through photos and include the collected work samples of the child during the project. Documentation panels – or displays can be created by the teacher as evidence of the teacher's observations. This may include a record the children's words and displays of the children's work featured in the classrooms. The panels should not only include children's work samples but also include evidence of the children's thinking and learning.

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Resources	<u>Online Resources</u> Lesson One Family photos – historical http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/ http://museumvictoria.com.au/collections/search?q=family http://www.chia.chinesemuseum.com.au/biogs/CH00624b.htm Images – Early Australian History http://www.nma.gov.au/collections/about-the-national-historical-collection http://www.nla.gov.au/what-we-collect/pictures Images – Aboriginal and Torres Strait Islander http://www.noongarculture.org.au/photos/ http://www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/ Early Australian Art – featuring landscapes, Indigenous Australians in early settlement times http://nga.gov.au/COLLECTIONS/Australia/ Lesson Three Use one of the video links to explore Aboriginal Dreamtime stories. http://www.abc.net.au/dustechoes/dustEchoesFlash.htm http://www.youtube.com/watch?v=2vh6moD9ZOU&list=P Lu7plDFUuA9oXq5eGpbxevKpk4gUJhnHL <u>Integrated Project Work Example</u> http://www.kidsplacemaps.wa.edu.au/ Search Lance Holt School 	<u>Children's Literature</u> Suggested stories related to History and young children - Lizzie Nonsense by Jan Omerod - The Great Expedition by Peter Carnavas - My Place by Nadia Wheatley and Donna Rawlins - You and Me: Our Place by Leonie Norrington and Dee Huxley - When I was built – Jennifer Themes - When Frank Was Four – Alison Lester - Wilfred Gordon MacDonald Partridge – Mex Fox http://www.mylittlebookcase.com.au/books/aussie-book-lists-australian-history-for-young-readers/ Supporting Resources For Exploring Family/Personal History Video - having a new baby http://splash.abc.net.au/media/-/m/522321 Video - baby's first birthday http://splash.abc.net.au/media/-/m/522343/celebrating-a-first-birthday A child exploring her lunch box with her Mum on her first day of school in 1974 http://splash.abc.net.au/media/-/m/1264225/what-s-for-lunch-on-the-first-day-of-school- Children starting school in 1974 http://splash.abc.net.au/media/-/m/1264247/first-day-jitters Family photos – historical http://museumvictoria.com.au/learning-federation/melbournes-bfa-family1/mbfa-family18/ http://museumvictoria.com.au/collections/search?q=family http://www.chia.chinesemuseum.com.au/biogs/CH00624b.htm Lesson Three A list of suggested texts relating to indigenous dreamtime stories http://trevorcairney.blogspot.com.au/2011/08/indigenous-tales-of-dreamtime.html	<u>Professional Reading for Teachers</u> Floorbook Pedagogy http://www.claire-warden.com http://www.claire-warden.com/publication.cfm/ID/8 Project Approach http://projectapproach.org/project-examples/pre-k-kindergarten/ http://ecrp.uiuc.edu/v8n2/clark.html http://www.communityplaythings.com/resources/articles/2013/the-project-approach-to-teaching-and-learning Professor Lillian Katz presents a series of presentations on using an integrated project approach https://fuse.education.vic.gov.au/pages/View.aspx?id=0314f7c8-fdea-47a9-99ec-838f4fdad8a3&Source=%252fpages%252fMyDesk.aspx Reggio Emilia http://www.reggiochildren.it/?lang=en http://www.pz.gse.harvard.edu/pz_in_practice.php http://www.educationscotland.gov.uk/earlyyears/images/reggioaug06_tcm4-393250.pdf Early Childhood Pedagogy https://www.ais.wa.edu.au/aiswa-publications/early-years-learning-framework-in-action/ https://www.ais.wa.edu.au/aiswa-publications/playing-with-the-australian-curriculum/ http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf http://www.earlychildhoodaustralia.org.au/our-publications/every-child-magazine/every-child-index/every-child-vol-16-3-2010/play-based-learning-free-article/ Documentation http://teachinghistory.org/digital-classroom/beyond-the-chalkboard/25640 http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No9.pdf http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/05/EYLFPLP_E-Newsletter_No10.pdf http://www.makinglearningvisiblresources.org/documentation-when-does-it-make-learning-visible.html
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<i>Opportunities for INTEGRATION</i>	
Cross Curriculum Priorities	Aboriginal and Torres Strait Islander histories and culture – the design of the project lends itself to exploring the idea of Indigenous History including oral histories, dreamtime stories, time lines and the long history of indigenous people and connection to place. Links and suggestions are made within lessons and project extension ideas. 01.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing. 01.8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
Early Years Learning Framework	The project approach and its related pedagogies embrace the pedagogy of the Early Years Learning Framework. The holistic nature of project work and the range of teaching and learning strategies intrinsic to the project approach reflect the pedagogies unpinning the Framework. The project encompasses a wide range of Early Years Learning Framework outcomes. The project pedagogy promotes children's sense of identity as they connect with their personal histories and that of their communities. Their connection to their family, their local community and that of Indigenous Australians is explored through the project and the extended activities. The teaching strategies used here, including talking tubs, mind maps and time lines, engage children actively in their leaning, encouraging them to ask questions, share their theories, research and investigate. The project approach and the lesson sequence promote children's ability to communicate effectively. The children will be representing their learning through oral language, vocabulary development, mind mapping, drawing, writing and the use a range of text forms. Outcome 1 – Children have a strong sense of identity - Children develop their emerging autonomy, inter-dependence, resilience and a sense of agency. - Children learn to interact in relation to others with care, empathy and respect. Outcome 2 – Children are connected with and contribute to their world - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. - Children respond to diversity with respect. Outcome 4 – Children are confident and involved learners - Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. - Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. - Children transfer and adapt what they have learned from one context to another. - Children resource their own learning through connecting with people, place, technologies and natural and processed materials. Outcome 5 Children are effective communicators - Children interact verbally and non-verbally with others for a range of purposes - Children engage with a range of texts and gain meaning from these texts - Children express ideas and make meaning using a range of media - Children use information and communication technologies to access information, investigate ideas and represent their thinking

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General Capabilities	Literacy Students will use a range of literacy skills throughout the project. Class discussions, simple oral presentations and oral story telling are all included in the lesson sequence and provide opportunities for students to provide explanations and to use pair, group and class discussions as learning tools to explore the idea of time and to represent their ideas through the creation of texts. Writing and drawing are used by students to represent their thinking and learning and will compose and edit written texts. Story Books, Traditional Tales and Dreamtime stories provide the children with texts to explore the concepts of time, memory and oral histories allowing them to interpret and use texts to explore topics, gather information and make inferences from the texts.
	Numeracy The basis of the project and the lesson sequence focuses on the concept of time. Children will develop a vocabulary of time related words and explore time lines.
	Critical and Creative thinking The project uses a range of teaching strategies that promote higher order creative and critical thinking including talking tubs and mind maps will allow children to use thinking strategies. Children will pose questions to identify and clarify issues and to compare information. They will use a range of source materials to explore ideas and will organize the information to produce their own personal time lines. The children will be posing factual and exploratory questions based on their personal, family and community past experiences. They will be engaged in an inquiry process and will be reflecting on their own thinking and learning (metacognition).
	Personal and Social capability The unit of work provides children with the opportunity to work collaboratively in whole class and paired ways. Children will be sharing their personal experiences and what they have learnt about themselves and their personal history.
	Ethical Understanding The project will provide children the opportunity to share ideas about themselves, their families and their communities. The children will share personal family and life events reflecting their individual cultural backgrounds. Opportunities for exploring Aboriginal and Torres Strait Islander stories and culture and the stories and culture of the children in the class are abundant.
	Intercultural Understanding The project allows students to describe and compare themselves to others and from other times including how their family celebrates events and the passing of time. This will allow children from different cultural backgrounds to share their experiences. The project provides opportunities to explore texts that promote intercultural awareness.
Other Learning Areas	English <u>Language</u> - Students will compare different kinds of images in narrative texts and discuss how they contribute to meaning. (ACELA1453) - Students will develop a vocabulary related to time, history and change and will use this to represent the passing of time. (ACELA1454)

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Other Learning Areas	<u>Literature</u> - Students will discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences. They will link this to their personal histories and memories. (ACELT1582) - Students will explore a range of literary texts and authors and listen to the opinions of others. (ACELT1583) - Students will recreate texts imaginatively using drawing, writing and representing. (ACELT1586) <u>Literacy</u> - Students will respond to texts drawn from a range of cultures and experiences (ACELY1655) - Students will engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) - Students will use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) - Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)
	Mathematics - Students will use the language of time and the measurement of time to describe their personal history (ACMMG021) - Students will describe duration using months, weeks, days and hours (ACMMG021) - Students will use number to describe the passage of time including months and years (ACMNA012)
	Geography - Students will explore connection to place, their school, local area and significant sites through talking and discussions and discuss changes to those places over time ((ACHGS011) - Students will pose questions about familiar places ((ACHGS007)
	The Arts In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. <u>Media Arts</u> Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054) <u>Visual Arts</u> Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106) - During the project students will use and experiment with different materials, techniques, technologies and processes to make artworks. - Students will create and display artworks to communicate ideas to an audience - Extension activities provide students with the opportunity to explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations