



Education &  
Communities

*A process for programming  
a unit of learning:  
History K–10*

Activity Booklet

## Course completion checklist

Course: A process for programming a unit of learning: History K–10

Teacher name: \_\_\_\_\_

School: \_\_\_\_\_  I am a new scheme teacher

### Pre-course checklist

- My PL@Edu registration
- Consultation with school Professional Learning Committee/Principal

### Deliverables checklist

- Use the data from the *Activity booklet* to assist in creating your unit of learning using the history template in Program Builder.
- Export, print and share your unit with your supervisor for accreditation.
- Link to Board of Studies NSW Program Builder: <https://pb.bos.nsw.edu.au/units/213443/s/1CB08F5D-C653-46BB-9683B2CBE004A8E0>

### Post-course checklist

- Collegial collaboration – actively engaged in discussion and collaboration with teaching colleagues, relevant consultants, facilitators and supervisors during the course.
- A wide variety of resources were consulted to inform the participant of current and up to date practices in implementing the new syllabuses to enable completion of the course.
- [My PL@Edu](#) evaluation must be completed for successful accreditation.
- [Institute of teachers](#) evaluation must be completed for successful accreditation.

### Supervisor sign off

I certify that \_\_\_\_\_ has completed the above requirements for the *A process for programming a unit of learning: History K–10*.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Position: \_\_\_\_\_

## Activity 1: Your school context and history K–10

Respond to the statements below as you reflect on your school situation.

<p><b>The context of learners – list important factors that influence your students’ learning, including diversity.</b></p>	
<p><b>Given your school’s situation, identify two or three relevant school priorities that you need to consider.</b></p>	
<p><b>Identify the pedagogy that supports Quality Teaching and influences teaching and learning of history K–10.</b></p>	
<p><b>What specific interest in history do you have, and can you identify student interests that may influence the way history is organised in primary or secondary school. If applicable, consider Years 7–10 for the inclusion of Depth Study 6 option in Stage 5.</b></p>	
<p><b>Identify the teacher expertise you have to support the teaching of history K–10 (primary or secondary).</b></p>	
<p><b>What is historically significant about the community – is your school part of a wider community that has a significant history which could influence aspects of the school plan?</b></p>	

## Activity 2: Pattern of learning for Years 7–10

Develop a pattern of learning for Years 7–10 using the table below.

### Stage 4: The Ancient World – Choose one topic from each Depth Study.

Depth study options	Topic	School based rationale
<b>Depth Study 1</b> <i>Investigating the ancient past</i> <i>(including ancient Australia)</i>	<i>Investigating the ancient past</i> <i>(including ancient Australia)</i>	
<b>Depth Study 2</b> <i>The Mediterranean World</i> One of the following: <ul style="list-style-type: none"> <li>• Egypt</li> <li>• Greece</li> <li>• Rome</li> </ul>		
<b>Depth Study 3</b> <i>The Asian World</i> One of the following: <ul style="list-style-type: none"> <li>• India</li> <li>• China</li> </ul>		

### Stage 4: The Ancient and the Modern World

Depth study options	Topic	School based rationale
<b>Depth Study 4</b> <i>The Western and Islamic World</i> One of the following: <ul style="list-style-type: none"> <li>• The Vikings</li> <li>• Medieval Europe</li> <li>• The Ottoman Empire</li> <li>• Renaissance Italy</li> </ul>		
<b>Depth Study 5</b> <i>The Asia-Pacific World</i> One of the following: <ul style="list-style-type: none"> <li>• Angkor/Khmer Empire</li> <li>• Japan under the Shoguns</li> <li>• The Polynesian expansion across the Pacific</li> </ul>		
<b>Depth Study 6</b> <ul style="list-style-type: none"> <li>• Mongol Expansion</li> <li>• The Black Death in Asia, Europe and Africa</li> <li>• The Spanish Conquest of the Americas</li> <li>• Aboriginal and Indigenous Peoples, Colonisation and Contact History</li> </ul>		

**Stage 5 special considerations:**

- Determine the time available for history in Stage 5 and on the order of the Depth Studies.
- Decide on the number of Depth Studies to be addressed in the stage i.e. 4, 5 or 6.

**Stage 5: The Making of the Modern World – Two overviews and four Depth Studies must be studied.**

Depth study options	Topic	School based rationale	Teaching order*
<b>Depth Study 1</b> <i>Making a Better World?</i> <ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Movement of Peoples</li> <li>• Progressive ideas and movements</li> </ul>			
<b>Depth Study 2</b> <i>Australia and Asia</i> One of the following: <ul style="list-style-type: none"> <li>• Making a nation</li> <li>• Asia and the world</li> </ul>			
<b>Core Study: Depth Study 3</b> <b>Mandatory study</b>	<i>Australians at War</i> <i>(World Wars I and II)</i>		

**Stage 5: The Modern World and Australia**

Depth study options	Topic	School based rationale	Teaching order*
<b>Core Study: Depth Study 4</b> <b>Mandatory study</b>	<i>Rights and Freedoms</i> <i>(1945 – present)</i>		
<b>Depth Study 5</b> <i>The Globalising World</i> One of the following: <ul style="list-style-type: none"> <li>• Popular culture</li> <li>• The environment movement</li> <li>• Migration experiences</li> </ul>			
<b>Depth Study 6*</b> <i>School-developed topic drawn from either of the overviews, such as:</i> <ul style="list-style-type: none"> <li>• Australia in the Vietnam War era</li> <li>• The Holocaust</li> <li>• Women’s history</li> <li>• UN peacekeeping</li> <li>• A decade study</li> <li>• The Gulf Wars and Afghanistan</li> </ul>			

\* If choosing a school developed topic for Depth Study 6, the order of topics may change. Otherwise, keep topics in chronological order to reflect the world history approach of the syllabus.

## Activity 3: Overviews for Years 7–10

Revise the Building Capacity resource for History on [Overviews and Depth Studies](#). Discuss with colleagues answers to the following questions in relation to your chosen topic.

<p><b>Will the Overview (10% of the total course time) be taught as a brief introduction to, or be integrated within the Depth Studies?</b></p>	
<p><b>What contribution will the Overview make to the achievement of outcomes?</b></p>	
<p><b>How will the Overview be taught to enhance students' understanding of the Depth Studies?</b></p>	

## Activity 4: Concepts and skills

With reference to the topic you have chosen, identify appropriate concepts and skills, a syllabus reference, a teaching and learning strategy and justify how students' historical understanding and skills is enhanced.

**Chosen topic:**

Concept	Syllabus reference	Explanation of an appropriate teaching and learning strategy	How student learning (knowledge, understanding and skills) will be enhanced

Skill	Syllabus reference	Explanation of an appropriate teaching and learning strategy	How student learning (knowledge, understanding and skills) will be enhanced

## Activity 5: Sources

With reference to the topic you have chosen, identify a range of appropriate primary and secondary sources, select a teaching and learning strategy and justify how this enhances students' historical understanding and skills.

**Chosen topic:**

Primary sources	Syllabus reference	Explanation of an appropriate teaching and learning strategy	How student learning (knowledge, understanding and skills) will be enhanced

Secondary sources	Syllabus reference	Explanation of an appropriate teaching and learning strategy	How student learning (knowledge, understanding and skills) will be enhanced



## Activity 6: Site study

With reference to the topic you have chosen, identify a range of suitable site studies and respond to the tasks below.

**Chosen topic:**

<p><b>List a range of suitable site studies for your topic.</b></p>	
<p><b>How will you prepare students for the site visit?</b></p>	
<p><b>Brainstorm a range of activities students will undertake during the site study.</b></p>	
<p><b>Identify follow-up activities?</b></p>	

## Activity 7: Learner diversity

With reference to the topic you have chosen, identify a range of appropriate teaching and learning strategies to cater for the diverse learners in your class.

**Chosen topic:**

<p><b>Identify the diverse needs of students within your class, e.g. students with disability, gifted and talented students, EAL/D students, Aboriginal and Torres Strait Islander students.</b></p>	
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**Select a content description from the syllabus and suggest appropriate adjustments.**








<p><b>Syllabus reference, (e.g. outcome or content description)</b></p>	<p><b>Reference the historical concepts and skills continuums to develop strategies which cater for diverse learners. To ensure the content, process, product and learning environment meet the learning needs of all students.</b></p>
	<p><i>Students with disability</i></p>
	<p><i>Gifted and talented students</i></p>
	<p><i>EAL/D students</i></p>
	<p><i>Aboriginal and Torres Strait Islander students</i></p>
	<p><i>Other e.g: rural and remote students, students from low socio-economic settings</i></p>







## Activity 8: Learning across the curriculum

### Example: Syllabus content from Stage 3

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought (ACHHK095)

Students:

- identify events that have shaped Australia's identity and discuss why they were significant    
- use a range of sources to investigate ONE significant development or event and its impact on the chosen colony   

Learning across the curriculum content (icon)	Learning across the curriculum ideas that could be included in a unit of learning:
	<ul style="list-style-type: none"> <li>• Aboriginal resistance strategies to the expanding colony such as those used by Pemulwuy and Tedbury</li> <li>• The role and actions of Bennelong in the early colony</li> <li>• The different relationships inland explorers had with the local Aboriginal people, e.g. Charles Sturt compared to Major Thomas Mitchell</li> </ul>
	<ul style="list-style-type: none"> <li>• The role of the Chartists in events around the gold rushes and the Eureka Stockade</li> <li>• The civic actions of Aboriginal peoples over time to access education, voting, citizenship</li> <li>• Examine the role of early newspapers in the developing colony</li> </ul>
	<ul style="list-style-type: none"> <li>• The role of the Afghan cameleers in exploring and then servicing inland Australia</li> <li>• The impact and perspective of Chinese in the gold rush era and beyond</li> </ul>
	<ul style="list-style-type: none"> <li>• Read and respond to a range of suitable texts to identify and critically evaluate different points of view</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate online discussion forums within and across schools to share and respond to learning. Different communities connect online to develop and share, e.g. the significance of Macquarie towns to the development of NSW</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop understanding that events and issues are interpreted differently by people with various perspectives at the time</li> <li>• Francis Greenway's vision for the buildings of early Sydney is an example where students can take on the role of 'walking in others shoes', to reflect on the various responses to these developments.</li> </ul>

After looking at the example of *Learning across the curriculum* on the previous page, complete the scaffold below.

**Chosen topic:**

Syllabus content	
Learning across the curriculum content	Teaching and learning ideas/strategies that could be included in a unit of learning

## Activity 9: Assessment

### HSIE Assessment strategies

Aspect of syllabus	Directive verbs	Examples of assessment strategies
<p><b>Knowledge and understandings</b> These activities are mainly concerned with what the student knows</p>	<p>knows, tell, lists, explains, describes, names, recounts, answers, recognises, understands, completes, locates, labels, identifies, forms, uses, recalls</p>	<ul style="list-style-type: none"> <li>• Quiz multiple choice, true-false</li> <li>• Written and spoken texts</li> <li>• Cloze passage</li> <li>• Match: words for meaning, questions with answers, pictures, crosswords</li> <li>• Label a diagram or model</li> <li>• Teacher designed tests</li> </ul>
<p><b>Acquiring information</b> These skills are concerned with locating, accessing, manipulating, selecting and critically evaluating relevant sources of information</p>	<p>explains, analyses, investigates, explores, asks, observes, recognises, identifies, interprets, collects, gathers, reasons, organises, selects, assesses</p>	<ul style="list-style-type: none"> <li>• Categorise – sort information</li> <li>• Develop mind maps</li> <li>• Complete timelines</li> <li>• Graph</li> <li>• Data collection</li> <li>• Interpret text types</li> <li>• Identify facts from opinions</li> <li>• Summary writing</li> <li>• Computers research</li> </ul>
<p><b>Inquiry process</b> These skills allow students to identify issues and problems, gather relevant information and organise this information in order to solve problems and take responsible action</p>	<p>develops, displays, initiates, summarises, infers, generalises, plans, constructs, presents, determines, graphs, compares, contrasts, investigates, observes, applies, listens, solves, develops, recognises, relates, describes, explains, argues, demonstrates, hypothesises, reasons, estimates, reads, draws</p>	<ul style="list-style-type: none"> <li>• Problem solving, e.g. diagrams, consequence charts survey data</li> <li>• Research</li> <li>• Interviews and questionnaires</li> <li>• Debates</li> <li>• Participate in discussions</li> <li>• Recognise advantages and disadvantages</li> <li>• Find solutions</li> <li>• Critical dialogue, learners as researchers</li> <li>• Projects and presentations</li> </ul>
<p><b>Civics and citizenship</b> These skills are associated with students accepting and fulfilling their social responsibilities</p>	<p>changes, coordinates, decides, identifies, considers, works, instructs, reproduces, communicates, demonstrates, cooperates, develops, discusses, relates, contributes, expresses, displays, engages, performs, presents, initiates, participates</p>	<ul style="list-style-type: none"> <li>• Application to social or environmental projects</li> <li>• Models or demonstrations</li> <li>• Participate in meetings</li> <li>• Dramatic performance</li> <li>• Interact with others</li> <li>• Role plays</li> <li>• Learning journals</li> <li>• Actions</li> <li>• Decision making</li> </ul>
<p><b>Values and attitudes</b> These activities give students the opportunity to identify, clarify, apply, analyse and evaluate their own values and attitudes and those of others</p>	<p>applies, analyses, decides, discerns, selects, predicts, evaluates, argues, reasons, measures, infers, identifies, generalises, relates, clarifies, compares, contrasts, concludes, assesses</p>	<ul style="list-style-type: none"> <li>• Evaluate written, spoken and visual texts</li> <li>• Graph</li> <li>• Continuums and grids</li> <li>• Analyse case studies</li> <li>• Expressing opinions</li> <li>• Concept maps</li> <li>• Poems</li> <li>• Diaries</li> </ul>

With reference to the topic you have chosen, devise a range of appropriate assessment strategies for students to demonstrate their learning.

**Chosen topic:**

	<b>Syllabus outcomes targeted</b>	<b>Assessment strategy</b>
<b>Assessment for learning</b>		
<b>Assessment as learning</b>		
<b>Assessment of learning</b>		