



# THE HASS (Humanities and Social Sciences)

NEWCASTLE



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Curriculum focus – What we will be working on in class during semester 1.

Year Level	Content	Assessment
<p><b>Prep</b></p> <p><b>My Family History</b></p>	<p>In this unit students will explore the following inquiry question: <b><i>What is my history and how do I know?</i></b> Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• explore the nature and structure of families</li> <li>• identify their own personal history, particularly their own family backgrounds and relationships</li> <li>• examine diversity within their family and others</li> <li>• investigate familiar ways family and friends commemorate past events that are important to them</li> <li>• recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>• present stories about personal and family events in the past that are commemorated.</li> </ul>	<p><b>Purpose of assessment:</b> To explore important events celebrated in their lives, and identify how people and objects help them to remember.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify important events in their own lives.</li> <li>• Identify how they, their families and friends know about their past and commemorate events that are important to them.</li> <li>• Respond to questions about their own past.</li> <li>• Sequence familiar events in order.</li> <li>• Relate a story about their past.</li> </ul>
<p><b>Year 1 and Year 1 in 1/2 class</b></p> <p><b>My Changing Life</b></p>	<p>In this unit students will explore the following inquiry question: <b><i>How has my family and daily life changed over time?</i></b> Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• explore family structures and the roles of family members over time</li> <li>• recognise events that happened in the past may be memorable or have personal significance</li> <li>• identify and describe important dates and changes in their own lives</li> <li>• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>• respond to questions about the recent past</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time</li> <li>• examine sources, such as images, objects and family stories, that have personal significance</li> <li>• share stories about the past.</li> </ul>	<p><b>Purpose of assessment:</b> To identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify and describe important dates and changes in their own lives</li> <li>• Explain how some aspects of daily life have changed over recent time while others have remained the same</li> <li>• Respond to questions about the recent past</li> <li>• Sequence personal and family events in order</li> <li>• Interpret information from sources provided</li> <li>• Share stories about the past using everyday terms to denote the passing of time</li> </ul>
<p><b>Year 2 and Year 2 in 1/2 class</b></p> <p><b>Impacts of Technology Over Time</b></p>	<p>In this unit, students will explore the following inquiry question: <b><i>How have changes in technology shaped our daily life?</i></b> Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• investigate continuity and change in technology used in the home, e.g. in toys or household products</li> <li>• compare and contrast features of objects from the past and present</li> <li>• sequence key developments in the use of a particular object in daily life over time</li> <li>• pose questions about objects from the past and present</li> <li>• describe ways technology has impacted on peoples' lives making them different from those of previous generations</li> <li>• use information gathered for an investigation to develop a narrative about the past.</li> </ul>	<p><b>Purpose of assessment:</b> Conduct an inquiry to answer the question: <b><i>How and why have changes in road transport affected the lives of people over time?</i></b></p> <ul style="list-style-type: none"> <li>• Identify how and why the lives of people have changed over time while others have remained the same</li> <li>• Pose questions about the past</li> <li>• Locate information from observations and from sources provided</li> <li>• Sequence familiar objects and events in order</li> <li>• Compare objects from the past and present</li> <li>• Interpret information to draw simple conclusions</li> <li>• Develop narratives about the past using language to describe the passing of time</li> </ul>