

Title	100 Years of Schooling in WA
Learning area	HASS History
Other LAs	HASS (Geography) English (Writing) Digital Technologies
Year Level(s)	Year 2

Background information

Brief Description of the Task:	Students will investigate the history of their own school using primary sources on a 100 year timeline. The activities require students to look at how their school has changed over time and compare this with other schools in their local area of Western Australia such as a Midwest school in the early 1900s https://www.carnamah.com.au/schools . Visible Thinking skills are used throughout this activity sequence http://www.achistoryunits.edu.au/year-2/unit-program/y2-overview-v3.html , resulting in a visual timeline to show continuity and change over time, using a free online resource such as http://www.readwritethink.org/files/resources/interactives/timeline_2/
Context summary	WA Curriculum Content Descriptor: <ul style="list-style-type: none"> 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 Local features and places are given names, which have meaning to people, and these places can be defined on a variety of scales, including personal (e.g. home), local (e.g. street, suburb or town), regional (e.g. state) and national (e.g. country)
Description of purpose (Learning Intention)	Students develop their observation and deductive thinking skills by exploring their immediate environment and comparing schools from the past. While the examples used in this teaching and learning sequence focus on a particular school, the overall approach and most of the activities are readily adaptable for other schools or local sites.

Summary of Links to the Western Australian Curriculum *(Relevant areas shaded at completion of the student activities)*

Content Strand	HASS Knowledge and Understanding				HASS Skills		
Key Concepts <i>History</i> <i>Geography</i>	Continuity and change		Cause and effect		Significance		Evidence
	Place		Space		Environment		Interconnections
General capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical Understanding	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures			Asia and Australia's engagement with Asia		Sustainability	

Relevant Aspects of the Achievement Standard

Highlight areas to show the parts of the achievement standard relevant to this task, in YOUR context.

At Standard, students pose questions, locate, sort and record collected information and/or data from provided sources. They identify and process relevant information and/or data by categorising, sequencing events and exploring points of view. Students use different formats to represent their information, and draw simple conclusions. They participate in decision-making processes by contributing to group discussions. Students share their findings in a range of ways, and develop simple texts using some relevant terms. They reflect on what they have learnt using oral and/or written forms.

Students locate major geographical divisions of the world, and describe places at a variety of scales. They describe the interconnections between people and places, and they identify the factors that influence people's connections with others in different places. Students identify people, sites and parts of the natural environment in their **local community** that reveal information about the past, and those that have **significance** today. They identify examples of how technology has changed and its impact on people's lives.