

History Scope and Sequence

Stage 2 | Year 3 | 2025

| | Term 1 | Term 2 | Term 3 | Term 4 |
|----------------------|--------|--------|--------|--|
| Unit of Inquiry Name | | | | Marking the Day - Cultures are represented and influenced by celebrations, rituals, and commemorations. |
| Duration | | | | 8 Weeks |
| Overview | | | | Students inquire into cultural celebrations, rituals and commemorations, defining each and examining the common factors around significant events; such as the impact of WWI (ANZAC) or celebrations of religious festivals (Diwali, Easter). Students trace the history of Australia post colonisation and discuss some significant events in our history. They compare how places in their local community have changed over time. |
| Outcomes | | | | HT2-1: Identifies celebrations and commemorations of significance in Australia and the world HT2-2: Describes and explains how significant individuals, groups and events contributed to changes in the local community over time HT2-5: Applies skills of historical inquiry and communication |
| Assessment | | | | SEQTA Task Informative/Persuasive brochure advertising a celebration or commemoration from around the world. This demonstrates their understanding of the significance of an important celebration/commemoration. History Report Task How The Hills District has changed over time – Final Task- Students report on a significant change in our local area. |

*Teachers seek opportunities for meaningful and related learning in other KLAs when planning for History.
Please note scope and sequences may be adjusted for student learning and events.*