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Our Changing Community - Year 3

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Teacher guide – Year 3

Our Changing Community investigates change and continuity through an explicitly fictional Riverbend archive. Students ask useful questions, identify source origins, explain causes and effects, compare perspectives and justify a feasible response.

Teach ten 60-minute lessons, or use the eight-session route on the later planning pages. Every lesson has its own editable presentation. Keep the portfolio across lessons; the final briefing and proposal complete the assessment.

Prepare the two displays, eight archive cards, two park maps, Evidence Trail game and the current worksheet. Cards can be read or displayed. The worksheets are black and white; displays, maps, archive cards and game are colour.

Use the red ANSWERS pages as examples and response criteria. Accept other accurate, source-supported responses. Do not give model answers before students attempt the task.

Students may speak, write, draw with explanation, point to choices, dictate, record, use a communication device. Offer time, a partner and a scribe where needed. Judge evidence and reasoning, not handwriting or speaking confidence.

Keep local-history enquiries optional and teacher mediated. No student must disclose family migration, disability or personal experiences. Proposals are classroom planning tasks: students do not perform building work, enter water or handle hazardous litter.

Files and learning sequence

Open the separate Lesson 01–10 Presentation files in numerical order. Each includes a learning goal, vocabulary, models, guided discussion, investigation, checks and an exit prompt. The Quiz is a separate editable file.

- 01 What changed — W01
- 02 Useful questions — W02
- 03 Archive evidence — W03
- 04 Causes and effects — W04
- 05 People contribute — W05
- 06 Different perspectives — W06
- 07 Pattern over time — W07
- 08 Evidence conclusion — W08
- 09 Community briefing — W09
- 10 Possible responses — W10

Resource IDs: D1 Key ideas; D2 Explain our evidence; C01–C08 Riverbend archive (two pages); S1 park maps (2019 and 2020); G1 Evidence Trail (rules, board, eight challenges); V01–V10 worksheets with adjacent answers; A1 two-page assessment, portfolio.

The Unit Plan PDF holds the teacher guide and all printable resources. The Preview PDF shows the complete plan, every lesson slide, then every quiz slide. Watermarks occur only in the preview. The separate contents JPEG reproduces the first page.

Gather portfolio evidence as students work. Use W07–W10, the source-origin record and the final conference with A1/R1. The quiz supports assessment; a quiz score alone does not show the complete inquiry.

Lesson 01 – What changed

Learning: I can describe change and continuity, then ask about a cause.

Prepare: W01 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 01 Presentation.

8 minutes — Retrieve. Display the 2019 and 2020 maps. Ask what changed and what stayed in the same place.

12 minutes — Model. Model one map observation: the gate-to-library path is new. Contrast this with the unproved idea that everyone likes it. Compare C01/C04 for continuity of meetings.

25 minutes — Investigate. W01: record three changes across the two maps and hall cards. Identify continuity and a why question. Require exact source references; keep observations separate from explanations.

10 minutes — Explain. Use the deck's partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Name a change, something that continued, and a question about why.

Access and extension. Offer the two maps side by side and point to the gate/library first. Scribe a spoken observation. Extend by separating a visible change from two possible causes.

Lesson 02 – Useful questions

Learning: I can ask a question that sources can help answer.

Prepare: W02 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 02 Presentation.

8 minutes — Retrieve. Use C01/C04 to recall a hall change. Ask what a focused question could investigate.

12 minutes — Model. Contrast a broad question with “Why did Riverbend Hall add a step-free entrance?” Model choosing C03 for the change and C08 for one experience; name a gap.

25 minutes — Investigate. W02: choose a path, entrance class or book-exchange change. Write one focused inquiry, select two relevant sources and state useful and missing information.

10 minutes — Explain. Use the decider partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Say your inquiry question and explain why one source will help.

Access and extension. Offer two question starters and C03/C08. Keep the question choice meaningful. Extend by refining the question after identifying a source limitation.



Lesson 03 – Archive evidence

Learning: I can record a source's origin and use relevant information.

Prepare: W03 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 03 Presentation.

8 minutes — Retrieve. Recall the entrance inquiry and C03/C08. Ask what we need to know about their origins.

12 minutes — Model. Model C03: notice, 2005, council, announcement. Compare the later C08 account. Explain that all cards are invented reconstructions, not authentic primary sources.

25 minutes — Investigate. W03: record three useful sources with ID, type, date, maker, purpose and information. Compare agreement and gaps. Select sources relevant to the student's inquiry.

10 minutes — Explain. Use the decider partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Explain one source's origin and one limit on what it tells us.

Access and extension. Read one card together and use a field checklist. Extend by explaining the difference between the fictional date and the real origin of this teaching reconstruction.



Lesson 04 – Causes and effects

Learning: I can explain how a change caused an effect, using evidence.

Prepare: W04 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 04 Presentation.

8 minutes — Retrieve. Order two hall dates; ask why date order alone does not prove a cause.

12 minutes — Model. Model C05 → C06: the bridge made a crossing bus route possible; Lin welcomed passengers. Compare the real Sydney Harbour Bridge example on slide 7, retaining its Museum credit.

25 minutes — Investigate. W04: connect change, immediate effect and later effect using C05/C06. Place source IDs beside each link, explain the connection and label uncertain effects.

10 minutes — Explain. Use the deck's partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Give one cause-and-effect link and name the evidence that connects it.

Access and extension. Offer arrow connectors and the verbs joined, crossed and welcomed. Extend by naming another possible cause and avoiding claims about every shop.



Lesson 05 – People contribute

Learning: I can explain how different people's actions helped change the community.

Prepare: W05 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 05 Presentation.

8 minutes — Retrieve. Recall a class or entrance change. Identify the person or group whose action mattered.

12 minutes — Model. Model contributor → action → effect → source with Amina/C02. Compare the council/C03 and Lin/C06 without attributing stereotypes to a background.

25 minutes — Investigate. W05: record at least three contributors, actions, effects and source IDs. Include different kinds of contribution. Explain why one person does not make every change.

10 minutes — Explain. Use the deck's partner discussion and thinking check. Ask students to report on the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Name a contributor, their action, its effect and your source.

Access and extension. Start with one contributor and source; then add two more with a partner. Extend by comparing individual and collective contributions and a missing action.



Lesson 06 – Different perspectives

Learning: I can explain two viewpoints fairly and identify a missing view.

Prepare: W06 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 06 Presentation.

8 minutes — Retrieve. Read C06 and C07 aloud. Identify the change both accounts discuss.

12 minutes — Model. Paraphrase both accounts fairly: Lin values visitors; the resident values quiet and safer crossing. Reject invented motives. Use C08 to discuss continuous access.

25 minutes — Investigate. W06: compare C06/C07 with the similarity and one difference. Suggest another person to ask and a respectful question. Represent each stated view fairly.

10 minutes — Explain. Use the decider's partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Explain both accounts accurately and name a view we still need.

Access and extension. Offer source-based phrase starters and thinking time. Extend by proposing a missing voice and a question without inventing that person's opinion.



Lesson 07 – Pattern over time

Learning: I can make an annotated timeline and explain change and continuity.

Prepare: W07 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 07 Presentation.

8 minutes — Retrieve. Locate C01–C04 and recall their four dates and events.

12 minutes — Model. Model a dated milestone plus an annotation. 2005/C03 records the entrance; C08 helps explain access. Label equal drawing gaps as not to scale.

25 minutes — Investigate. W07: organise at least three half milestones with dates, events, source IDs and meaning. Explain a pattern and continuity; check the timeline's order and scale label.

10 minutes — Explain. Use the deck's partner discussion and thinking check. Ask students to report on the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Explain one change and one continuity across your timeline.

Access and extension. Provide three date labels for students to order and annotate. Extend with 1980 and explain why the gaps between dates differ even if drawn equally.



Lesson 08 – Evidence conclusion

Learning: I can answer my inquiry with a claim, evidence and reasoning.

Prepare: W08 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 08 Presentation.

8 minutes — Retrieve. Revisit each student's inquiry question, timeline and source notes.

12 minutes — Model. Model claim → two source details → reasoning → limitation. Show how participation can expand while the hall continues its gathering role.

25 minutes — Investigate. W08: answer the student's inquiry using at least two relevant sources. Explain cause, effect and a contribution; include a source limitation and a remaining need.

10 minutes — Explain. Use the decider partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit slip. Share your strongest evidence and explain why it supports your claim.

Access and extension. Offer claim/evidence/reasoning stems and two selected sources. Extend by testing a broad claim, narrowing it and adding a meaningful limitation.



Lesson 09 – Community briefing

Learning: I can present a source-based explanation and answer a useful question.

Prepare: W09 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 09 Presentation.

8 minutes — Retrieve. Retrieve the existing claim and portfolio. Identify the strongest source link.

12 minutes — Model. Model a short source-based opening. Answer “Did everyone benefit?” with C08 and a clear limit: one account cannot speak for every user.

25 minutes — Investigate. W09: use existing evidence for a short briefing. Include a claim, cause/effect, contributor, source IDs and a challenge response. Rehearse in pairs; capture evidence in A1.

10 minutes — Explain. Use the deck’s partner discussion and thinking check. Ask students to react to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Answer one challenge question using a source and a limitation.

Access and extension. Allow notes, pointing, a scribe, recording or a device. Assess the same reasoning. Extend by answering a new challenge and acknowledging uncertainty.



Lesson 10 – Possible responses

Learning: I can propose a feasible action and consider effects on different people.

Prepare: W10 and its adjacent answer page; D1/D2; Riverbend cards and relevant maps. Open the matching Lesson 10 Presentation.

8 minutes — Retrieve. Revisit the maps, limited shade and the need for a continuous library route.

12 minutes — Model. Compare shade beside seating, clear of paths, with a games area that narrows the library route. Model benefits, problems and an adult-led planning step.

25 minutes — Investigate. W10: compare two options for shade while protecting access. Justify an action, likely benefit, possible problem, responsible planning partner and safety next step. Complete A1/R1 with the portfolio.

10 minutes — Explain. Use the check's partner discussion and thinking check. Ask students to point to the evidence, then improve one explanation. Record the demonstrated learning.

5 minutes — Exit. Justify one action and explain a consequence for a different person.

Access and extension. Offer two option pictures or verbal choices and scribe the comparison. Extend by revising a proposal for an affected person's need while keeping access open.



Eight sessions – first half

This compact route integrates lessons without dropping essential learning. Use selected models and task slides from the named decks, with one opening and closing per session. Do not play two complete decks in one hour.

Each session: 5 minutes retrieval; 10 minutes source model; 30 minutes integrated task; 10 minutes explanation; 5 minutes check and transition. Reuse the same portfolio rather than starting extra products.

Session 1 — Lessons 1 + 2. Use Lesson 1 slides 4–7 for maps and observation, then Lesson 2 slides 5–7 for a focused question and source choice. During the task, complete a concise W01 comparison and W02 enquiry plan. Check a sourced observation and useful question together.

Session 2 — Lesson 3. Use the archive-on-line models; complete W03 for three sources. Explain one origin and limitation. Fictional notices are practice reconstructions, not real historical evidence.

Session 3 — Lesson 4. Model London → bus → shop and the entrance example. Complete W04 with a reason for each link and one uncertainty. Retain the visible Museum credit on the real comparison slide.

Session 4 — Lesson 5. Complete W05 for Amina, council and Lin or other supported choices. Explain action and effect with IDs; compare contributions and identify a missing voice.



Eight sessions – finish assessment

Session 5 — Lesson 6. Model fair paraphrases of C06/C07 and continuous access using C08. Complete W06. Check similarity, difference and a respectful question for another voice.

Session 6 — Lesson 7. Use W07 to build an annotated timeline with at least three milestones. Check order, dates, sources, significance, a change pattern and continuity; mark spacing as not to scale.

Session 7 — Lesson 8. Use W08 to explain the inquiry with two sources and a limitation. Review cause/effect and contributions already in the portfolio. Identify a remaining need for the final response.

Session 8 — Lessons 9 + 10. Model a briefing and challenge using Lesson 9 slides 5–7; compare response options using Lesson 10 slides 5–7. Within the task block, use W09/W10 with the existing portfolio to give the short explanation, compare actions and justify a benefit, problem and safe step. Complete A1 and use R1.

Keep final briefings short, paper, recording, dictated explanation, device or brief teacher conference can show the same evidence. For a larger class, collect recordings/partner explanations during the task and review them with the portfolio. This is not an extra display session or a new project.

Assessment is complete by session 8, including the explanation and proposed response. The ten separate decks remain available for the full route. Select quiz questions for retrieval; the full quiz can be used as an additional check when time permits.



Evidence Trail – teacher criteria

Use G1 rules, board and challenge cards with C01–C08 and both maps. Students cooperate, ask an evidence question and improve before moving. No race, dice or time limit. Accept alternative relevant evidence and supported communication.

1 Continuity: C01/C04 show the hall still hosted meetings; new services did not remove its gathering role. Ask which source supports the statement.

2 Question: Why did the hall add a step-free entrance? C03 records the change; C08 can help investigate one user's experience. Accept another focused why question and relevant source, with a reason.

3 Cause: C05 bridge enabled the crossing bus route; C06 records Lin welcoming passengers. Explain a connection rather than dates alone.

4 Contribution: Amina helped start the class (C02), helping people meet and learn; or Lin welcomed passengers shared information (C06), helping visitors find services. State the action, effect and selected source.

5 Views: C06 values visitors; C07 raises traffic, quiet and safer-crossing concerns. Compare opinions and do not invent motives.

6 Timeline: order 1950, 1980, 2005, 2020. Explain a source-supported change, such as the 2005 entrance/C03 or 2020 book exchange/C04. Add meaning; spacing is not to scale.

7 Accounts: different people notice different effects. Compare accounts with dated sources; name a limit, such as missing voices or incomplete later memories. This fictional set cannot speak for everyone.

8 Action: justify a feasible shade/access response with evidence, benefit, possible problem and safe planning step. Keep the library route clear and seek appropriate adult/local-authority advice.



Sources, access and assessment

Riverbend archive: C01 opening record (1950); C02 Amina's class notice (1980); C03 council entrance notice (2005); C04 librarian/neighbours' service notice (2020); C05 bridge notice/bus record (1995/1996); C06 Lin's account (1996); C07 resident account and C08 wheelchair-user account (2021). All were created for this unit.

The park maps use north-up A–D/1–4 grids and are not to scale. Library C1, pond B3 and hall C3 remain. The 2020 path connects B4 gate to C1 library around water; the B1 garden is smaller. Shade remains limited.

The 2022 consultation is illustrative: 20 responses, shade 8, clearer access 7, games 5. It is not representative. A preference could not erase safety or access requirements. Seek missing views and check feasibility.

Real comparison: National Museum of Australia, "Sydney Harbour Bridge opens", nma.gov.au/defining-moment/resources/sydney-harbour-bridge-opens (viewed 12 October 2026). Lesson 4 visibly credits the Museum. The factual comparison is paraphrased; no Museum image or quotation is reproduced.

A1/R1: check inquiry question, source origin, annotated timeline, interpretation, perspectives, evidence-based conclusion, feasible action and explanation. Use the portfolio plus a short conference; record response mode. Accept a drawn, spoken, scribed, recorded or device-supported explanation at the same learning standard.

Invite local examples only where appropriate, using teacher-selected lawful sources and respectful questions. Do not treat fictional accounts as real town history or require personal disclosures.



Our Changing Community

Key ideas

COMMUNITY



People connected by a place or shared activities.

CONTINUITY



Something stays the same over time.

CHANGE



Something becomes different over time.

CAUSE



A reason a change happens.

CONTRIBUTION



An action that helps shape a community.

TIMELINE



Events arranged in time order.





How we explain our evidence.

Look at the evidence. What can you explain?



QUESTION:

What stayed the same when Riverbend Hall changed use?



EVIDENCE:



1950

2020

1950: meetings and reading,

2020: meetings and a book exchange.



EXPLANATION:

The same building still brought people together. Its activities and users expanded.

The building stayed the same, but more people and new activities are included today!



Name your source. Explain what it shows.



Riverbend source cards 1

Fictional classroom reconstructions.

C01 | Hall opening



Type: opening record.

Date: 1950.

Maker: hall committee.

Purpose: record the opening.

The hall opened as a meeting and reading room.

C02 | Weekly class



Type: class notice.

Date: 1980.

Maker: volunteer Annie.

Purpose: invite people to learn.

Annie helped start a weekly community class for meeting and conversation.

C03 | Step-free entrance



Type: council notice.

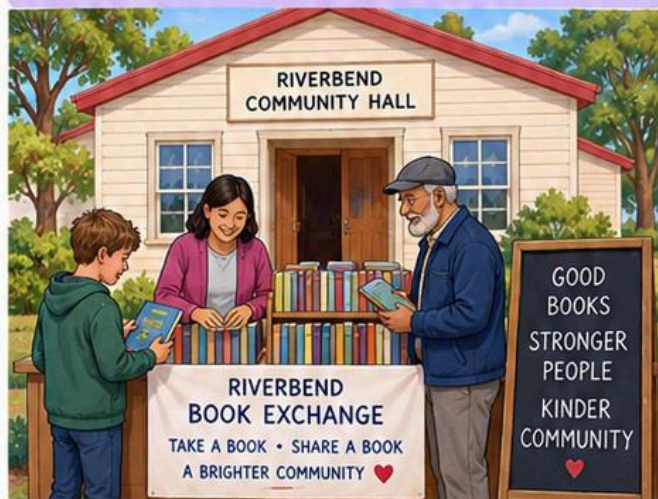
Date: 2005.

Maker: Riverbend council.

Purpose: announce new access.

A step-free entrance was built so people could enter without the old steps.

C04 | Book exchange



Type: service notice.

Date: 2020.

Maker: librarian and neighbours.

Purpose: invite book sharing.

A book exchange joined the hall's meetings.

All records are fictional, not actual historic artefacts.

Riverbend source cards 2

Fictional classroom reconstructions.

C05 | Bridge and bus

Type: bridge notice and bus record.

Dates: 1995 and 1996.

Maker: council and bus service.

Purpose: record connections.

A 1995 bridge joined two riverbanks.
In 1996 a bus route crossed it.



C06 | Lin's shop

Type: shopkeeper account.

Date: 1996.

Maker: Lin.

Purpose: describe a change.

Lin moved from another country.
Lin welcomed new bus passengers
and shared hall information.



C07 | A resident's view

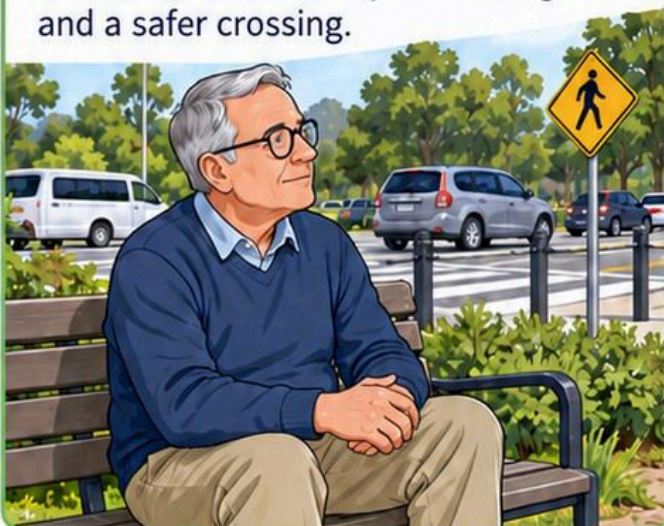
Type: later account.

Date: 2021.

Maker: older resident.

Purpose: describe concerns.

The busier road brought traffic.
The resident wanted quiet seating
and a safer crossing.



C08 | A user's view

Type: later account.

Date: 2021.

Maker: wheelchair user.

Purpose: describe access.

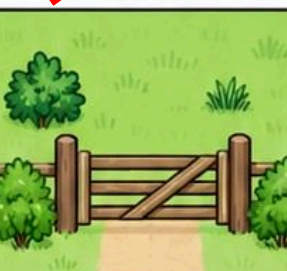
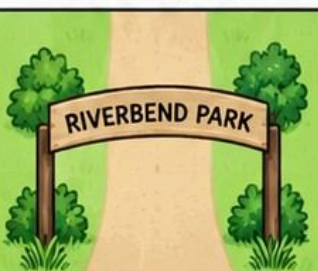
The new hall entrance helped.
A continuous clear park route
was still important.



Riverbend park map – 2019

Fictional planning map, not to scale.



	A	B	C	D
1	 Creek bend	 Planted garden	 Library	 Bus stop
2	 Rock outcrop	 Lawn	 Playground	 Accessible toilet
3	 Trees	 Pond	 Community hall	 Broad path
4	 Reserve	 Gate	 Picnic tables	 Entrance

Gate-to-library link not yet built.

Shade is limited.

Key:



= water



= path



= planting



= building

Made for classroom inquiry. Compare with the 2020 map.



Riverbend park map – 2020

Fictional planning map, not to scale.



	A	B	C	D
1	 Creek bend	 Planted garden	 Library	 Bus stop
2	 Rock outcrop	 Lawn	 Playground	 Accessible toilet
3	 Trees	 Pond	 Community hall	 Broad path
4	 Reserve	 Gate	 Picnic tables	 Entrance

New gate-to-library path.

Smaller garden bed.

Key: = water = path = planting = building

Made for classroom inquiry. Compare with the 2019 map.



Evidence Trail – How to play

Work together, explore the past and present,
and be a community detective!

Different
sources.
Brighter
answers!

Players: 2–4.



You need:

source cards C01–C08, the two park maps, the board and eight challenge cards.



1

Start at Notice.

Choose a challenge card.



2

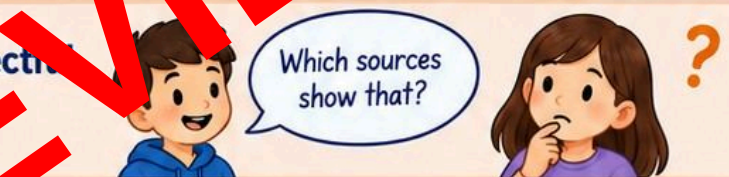
Use a source to answer.

Speak, draw, point, or use a communication device.



3

Another player asks one respectful evidence question.



4

Check the teacher's response criteria.

Improve your answer together.



5

Move one stop.

After Reflect, start a new round.



Aim: everyone helps explain the evidence.

No race or time limit.



Worked turn:

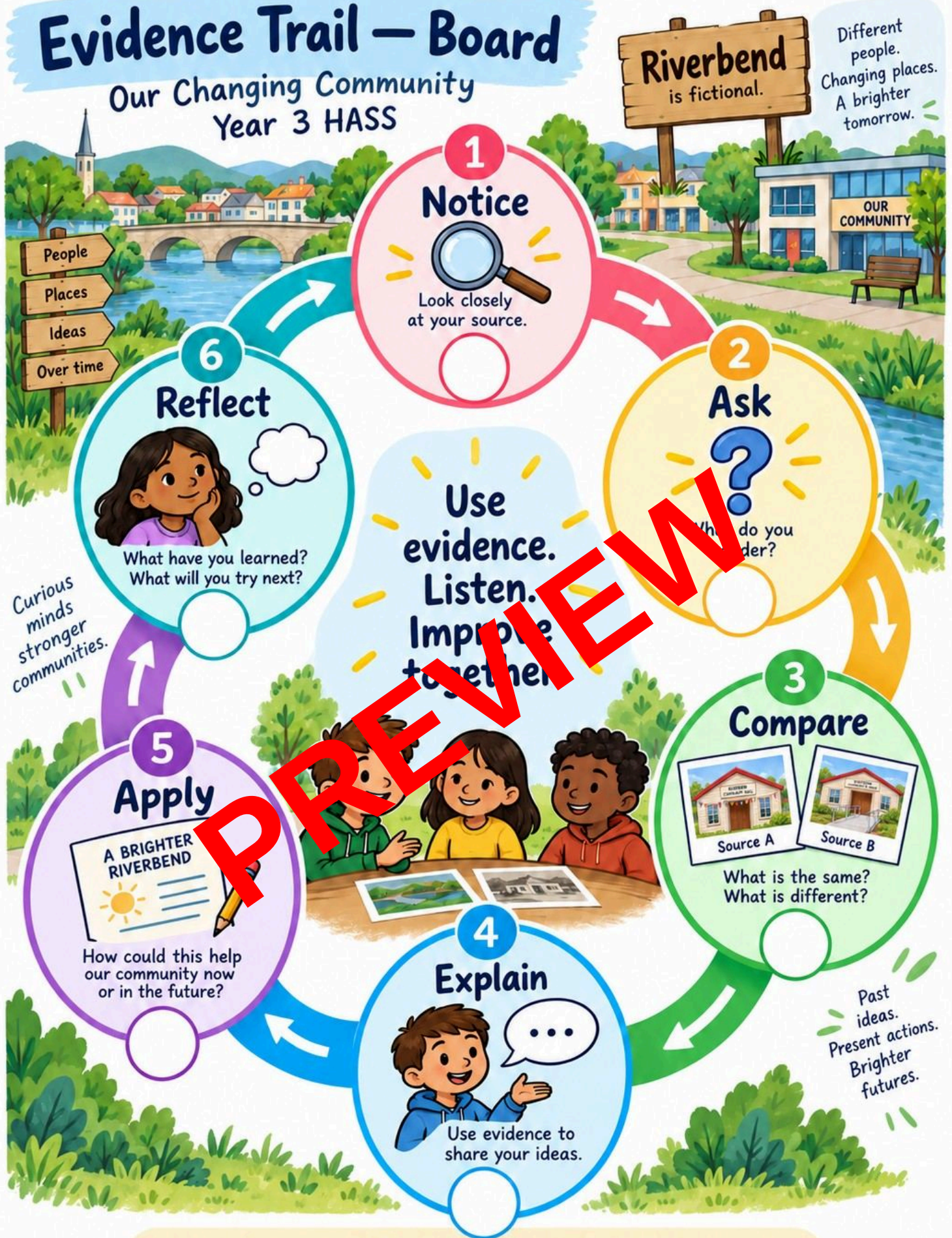
Card 1 asks what continued at the hall.
C01 and C04 show that people still met there.
A partner asks: Which sources show that?



Riverbend is fictional. Use counters or point to a stop.

Evidence Trail — Board

Our Changing Community
Year 3 HASS



Choose a challenge, answer with a source,
ask a respectful question, then move one stop.

Riverbend is fictional.

Evidence Trail – Challenge cards

1

What continued at the hall from 1950 to 2020?

Use C01 and C04.



2

Ask a useful why question about C03.

Name another source that may help.



3

How did the bridge affect travel?

Use C05.



4

Explain a contribution and its effect.

Use C06 or C08.



5

Compare Lin's and the resident's view.

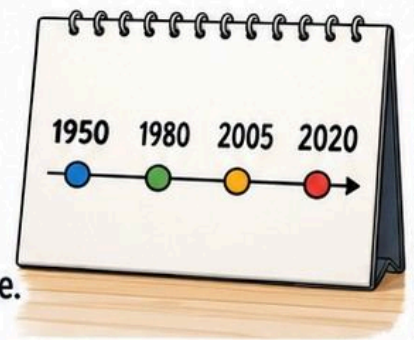
Use C06 and C07.



6

Put 1950, 1980, 2005 and 2020 in order.

Explain one change.



7

Why compare more than one account?

Name a limit.



8

Suggest a safe action for limited shade that keeps the library route clear.

Use the maps.

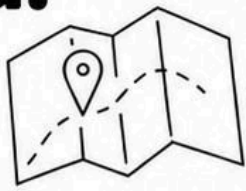


Name: _____

W01

What changed.

The library stays in C1 on both maps.
Compare the 2019 and 2020 maps, then C01 and C04.



Look
Compare
Think



Source	What changed?	My question.
2019 and 2020 maps		
2019 and 2020 maps		
C01 (1950) and C04 (2020)		

PREVIEW

What stayed the same

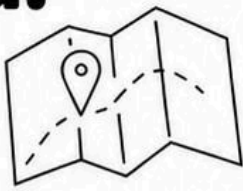
My observation is different from my explanation because....



Use a spoken, drawn, written, pointed or scribed response.
All named sources are fictional classroom reconstructions.

What changed.

The library stays in C1 on both maps.
Compare the 2019 and 2020 maps, then C01 and C04.



Look
Compare
Think



Source	What changed?	My question.
2019 and 2020 maps	New gate-to-library path.	Why was it built?
2019 and 2020 maps	Garden bed became smaller.	Why was less space planted?
C01 (1950) and C04 (2020)	Hall added a book exchange	How did this help people?

What stayed the same?

The library stays in C1. The hall still hosts meetings.

My observation is different from my explanation because....

A map shows the path, but we need an account to explain why.



Use a spoken, drawn, written, pointed or scribed response.
All named sources are fictional classroom reconstructions.

Name: _____

Useful questions.



Model: Why did the hall add a step-free entrance?

Choose a change. Ask a question that useful sources can help answer.

My question:



Source 1

Source ID: _____

What it could tell me:



Source 2

Source ID: _____

What it could tell me:



What information is still missing?



Use a spoken, drawn, written, pointed or scribed response.



Name: **ANSWERS**

W02

Useful questions.



Model: Why did the hall add a step-free entrance?

Choose a change. Ask a question that useful sources can help answer.

My question:

How did the new entrance change who could use the hall?



Source 1

Source ID: **C03**

What it could tell me:

What was built and when.



Source 2

Source ID: **C0**

What it could tell me:

One user's experience.



What information is still missing?

Other users' experiences.



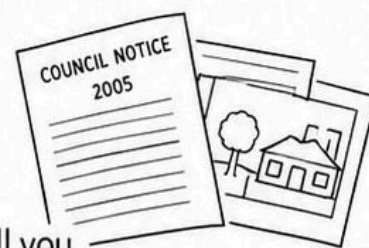
Use a spoken, drawn, written, pointed or scribed response.

Name: _____

Archive evidence

C03 is a fictional council notice dated 2005.

Choose three useful sources. Record their origin and what they tell you.



Source ID	Type and date	Maker and purpose	Useful information

Source ID	Type and date	Maker and purpose	Useful information

Source ID	Type and date	Maker and purpose	Useful information

One limit on my evidence..



Use a spoken, drawn, written, pointed or scribed response.

All named sources are fictional classroom reconstructions.

Name: **ANSWERS**

W03. Model: C03

Archive evidence

C03 is a fictional council notice dated 2005.

Choose three useful sources. Record their origin and what they tell you.



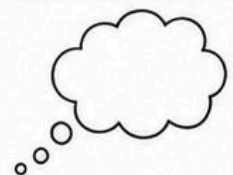
Source ID	Type and date	Maker and purpose	Useful information
C03	notice, 2005	council; announce entrance	step-free access added.

Source ID	Type and date	Maker and purpose	Useful information
C06	account, 1996	Lin; describe climbing	new bus passengers welcomed.

Source ID	Type and date	Maker and purpose	Useful information
C08	late account, 2021	wheelchair user; describe access	entrance helped but clear route matters.

One limit on my evidence..

**invented classroom records; selected views cannot
represent everyone.**



Use a spoken, drawn, written, pointed or scribed response.

All named sources are fictional classroom reconstructions.

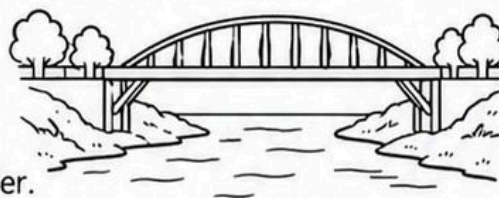
Name: _____

W04

Causes and effects

Model: A bridge can make a crossing route possible.

Use C05 and C06. Explain a connection, not just the date order.



Change and source

What changed? Which source shows this?



Immediate effect and evidence

What happened soon after? What evidence shows this?



Later effect and evidence

What happened later? What evidence shows this?

Why does one lead to the next?

Explain the connection. How does the first event cause the next one to happen?

What is still uncertain?

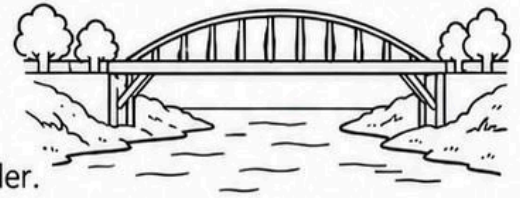
What is not known for sure?

Use a spoken, drawn, written, pointed or scribed response.

All named sources are fictional classroom reconstructions.

PREVIEW

Causes and effects



Model: A bridge can make a crossing route possible.

Use C05 and C06. Explain a connection, not just the date order.

Change and source

What changed? Which source shows this?

1995 bridge joined banks (C05).



Immediate effect and evidence

What happened soon after? What evidence shows this?

1996 bus route crossed (C05).



Later effect and evidence

What happened later? What evidence shows this?

Lin welcomed new passengers (C06).

Why does one lead to the next?

Explain the connection. How does the first event cause the next one to happen?

The bridge let the bus cross, bringing people to the shop.

What is still uncertain?

What is not known for sure?

Effects on every shop; other causes may matter.



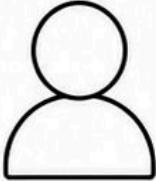
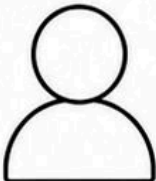
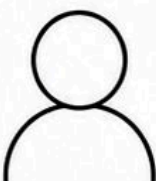
Name: _____

People contribute.

Model:
Amina's action helped people meet and learn.



Use three cards. Explain each contributor's action and effect.

Contributor	Action	Effect	Source ID
			
			
			

How do different contributions help a community?

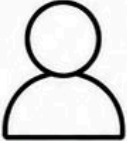
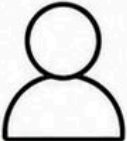
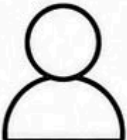


People contribute.

Model:
Amina's action helped people meet and learn.



Use three cards. Explain each contributor's action and effect.

Contributor	Action	Effect	Source ID
 Amina	helped start a class	people could meet and learn	C02
 Council	built entrance	more people could enter without steps	C03 and C08
 Lin	welcomed passengers and shared hall information	visitors could find services	C06

How do different contributions help a community?

Different actions help different needs; no single person makes every change.



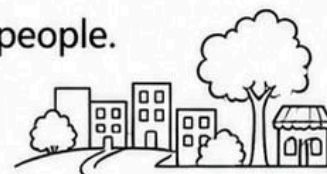
Name: _____

W06

Different perspectives

One change can have different effects for different people.

Read C06 and C07. Represent each view fairly.



Lin

View:



Evidence:

Resident

View:



Evidence:

PREVIEW

A similarity:

A difference:

A missing voice and
respectful question:

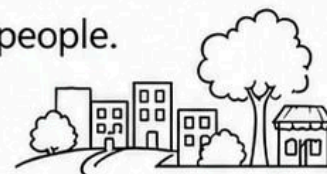
Use a spoken, drawn, written, pointed or scribed response.
All named sources are fictional classroom reconstructions.



Different perspectives

One change can have different effects for different people.

Read C06 and C07. Represent each view fairly.



Lin

View:

Lin values new visitors (C06).



Evidence:

C06 describes Lin welcoming new bus passengers and sharing hall information.

Resident

View:

The resident worries about traffic and wants quiet and a safer crossing (C07).



Evidence:

C07 records the resident's traffic concern and requests for quiet and a safer crossing.

A similarity:

Both notice effects of the bus route.

A difference:

Visitors benefit the shop; traffic concerns the resident.

A missing voice and respectful question:

Ask a bus passenger:
What changed for your journey?

Name: _____

W07

Pattern over time

An annotation explains what an event means.

Use C01–C04. Choose at least three milestones.

1

Date: _____

Event: _____

Source: _____

Meaning: _____

2

Date: _____

Event: _____

Source: _____

Meaning: _____

3

Date: _____

Event: _____

Source: _____

Meaning: _____

Pattern of change:

What continued?



Timeline order is shown; spacing is not to scale.
Use a spoken, drawn, written, pointed or scribed response.
All named sources are fictional classroom reconstructions.

Pattern over time

An annotation explains what an event means.

Use C01–C04. Choose at least three milestones.

1Date: **1950**Event: **hall opens for meeting and reading**Source: **C01**Meaning: **people gather.****2**Date: **2005**Event: **step-free entrance built**Source: **C03**Meaning: **access expands****3**Date: **2020**Event: **book exchange joins meetings**Source: **C04**Meaning: **services grow.**

Pattern of change:

activities and access expand.

What continued?

same hall and gathering role.

Timeline order is shown; spacing is not to scale.
Use a spoken, drawn, written, pointed or scribed response.
All named sources are fictional classroom reconstructions.

Name: _____

W08

Evidence conclusion



A claim answers a question; evidence and reasoning support it.

Task: Use your timeline and at least two source cards.



My inquiry question



My claim



Evidence 1 and source

Source: _____



Evidence 2 and source

Source: _____



How this supports my claim



A limitation



Use a spoken, drawn, written, pointed or scribed response.

Name: **ANSWERS**

W08

Evidence conclusion



A claim answers a question; evidence and reasoning support it.

Task: Use your timeline and at least two source cards.



My inquiry question

How did hall changes help participation?



My claim

gathering continued while uses and access expanded.



Evidence 1 and source

weekly class

Source: **C02**



Evidence 2 and source

step-free entry helped

Source: **C03 and C08**



How this supports my claim

different activities and easier entry offered more ways to participate.



A limitation

selected fictional accounts do not show everyone's experience.



Use a spoken, drawn, written, pointed or scribed response.

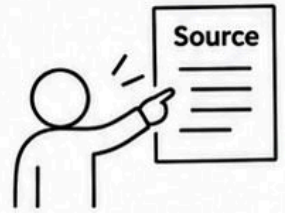
Name: _____

W09

Community briefing

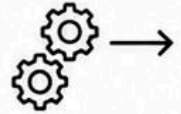
Model: Point to a source so an audience can check your claim.

Use your existing timeline and evidence. Plan a short explanation.



My opening claim

A cause and effect with source



A contributor and effect with source



A challenge question



My evidence-based answer and limitation



Speak



Draw and
explain



Dictate



Record



Use a device.

Use a spoken, drawn, written, pointed or scribed response.

PREVIEW

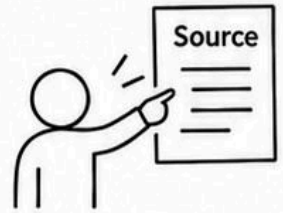
Name: ANSWERS

W09

Community briefing

Model: Point to a source so an audience can check your claim.

Use your existing timeline and evidence. Plan a short explanation.

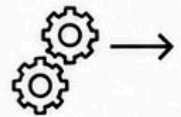


My opening claim

The hall kept gathering people while uses grew.

A cause and effect with source

The step-free entrance allowed access without steps (C03 and C08).



A contributor and effect with source

Amina helped start the class (C02) helping people meet and learn.



A challenge question

Did everyone benefit?



My evidence-based answer and limitation

C08 shows one experience; we need other views.
Supported modes can show the same learning; answers vary.



Speak



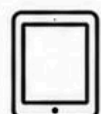
Draw and explain



Dictate



Record



Use a device.

Use a spoken, drawn, written, pointed or scribed response.

Name: _____

W10

Possible responses

Model: A proposal should consider benefits and problems.

Compare two actions for limited shade. Keep the library route accessible.

Action 1

Action:

Who benefits?

Possible problem:

Action 2

Action:

Who benefits?

Possible problem:

My choice and evidence:

Who could help plan it?

A safe next step.

Use a spoken, drawn, written, pointed or scribed response.



Name: **ANSWERS**

W10

Possible responses

Model: A proposal should consider benefits and problems.

Compare two actions for limited shade. Keep the library route accessible.

Action 1

Action:

Adults plan shade beside seating, clear of path.

Who benefits?

People can rest.

Possible problem:

Planting needs planning and care.

Action 2

Action:

Games space near path.

Who benefits?

Children can play.

Possible problem:

Route could narrow.

My choice and evidence:

I choose Action 1: the maps show limited shade. Shade beside seating could help people rest while keeping the library route clear.

Who could help plan it?

Ask relevant users and adults/local authority.

A safe next step.

Students can suggest a plan; adults check safety and access.

Use a spoken, drawn, written, pointed or scribed response.



Quiz – teacher reference

Open the separate editable Our Changing Community — Year 3 Quiz. Ten questions each have a separate explanation slide. Pause before showing the answer; allow students to refer to evidence and explain a supported response.

Questions 1–2 revisit the two core ideas: community continuity/change and the value of comparing accounts. Questions 3–8 check evidence, cause/effect, contributions, timeline conventions, reconstruction origins and fair perspectives. Questions 9–10 apply the learning to unfamiliar cases.

Use the quiz for retrieval, discussion and additional evidence. It does not replace the inquiry portfolio, final briefing or action proposal. Accept accurate alternative explanations and the same communication modes as the lessons.

Assessment sequence: use the existing timeline and source records for A1 page 1. Use the conclusion, briefing and proposal to complete A1 page 2. The illustrative consultation supports transfer; first check whose views are missing and whether proposed actions keep access safe.

Use R1 to judge demonstrated understanding, evidence, explanation and response. For a Sound response, look for accurate change/continuity and a contribution, relevant IDs/origins, an ordered annotated timeline, cause/effect, two fair views and a feasible action with consequences. Do not lower achievement because support was used.



Name: _____

Community change – Assessment

Fictional Riverbend inquiry

Use your portfolio and source cards to explain a change, its cause and effect, a contributor, and a feasible response.



1. A timeline of change

Choose three key points in Riverbend's history. For each point, complete the details.

Date	Event	Source	Why it matters

2. Investigating a change

Choose one change in Riverbend to investigate. Use your sources to find out more.

My question: _____

Two sources I will use

What each source tells me

1.

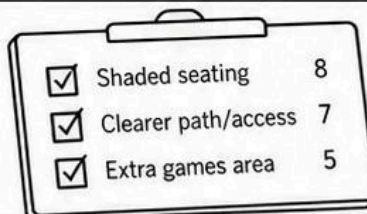
2.

Riverbend consultation, 2022

Illustrative 20 responses:

shaded seating 8; clearer path/access 7;
extra games area 5.

This is not a representative town survey.



What would you check before choosing an action?

Community change — Explanation

Our community
over time

Name: _____

Assessment response and conference record.



1. My claim about change and continuity.

Make a claim about how the community has changed and what has stayed the same. Give reasons for your claim.

2. A cause and effect, with evidence.

Choose one change. Explain a cause and its effect. Use evidence from a source.

Cause: _____

Effect: _____

Evidence (source ID): _____

3. A contributor, their action and its effect.

Choose a person or group who contributed to a change. Describe their action and the effect it had.



Contributor: _____

Action: _____

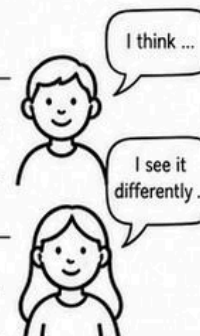
Effect: _____

4. Two different viewpoints, with source IDs.

Describe two different viewpoints about a change. Include the source ID for each viewpoint.

Viewpoint 1 (source ID): _____

Viewpoint 2 (source ID): _____



5. My proposed action, a likely benefit and a possible problem.

Suggest an action to help the community in the future. Explain a likely benefit and a possible problem.

My proposed action: _____

Likely benefit: _____

Possible problem: _____



6. A source limitation or missing voice.

Choose one source. Explain a limitation of the source or a voice that is missing. Why does this matter?

Source ID: _____

Limitation or missing voice: _____

Why it matters: _____



Teacher record (to be completed during or after the conference).

Response mode (circle one):

spoken / written / drawn and explained / scribed / device

Evidence checked (tick):

☐ question ☐ source origin ☐ timeline ☐ interpretation ☐ perspectives ☐ conclusion ☐ action ☐ explanation

Notes: _____

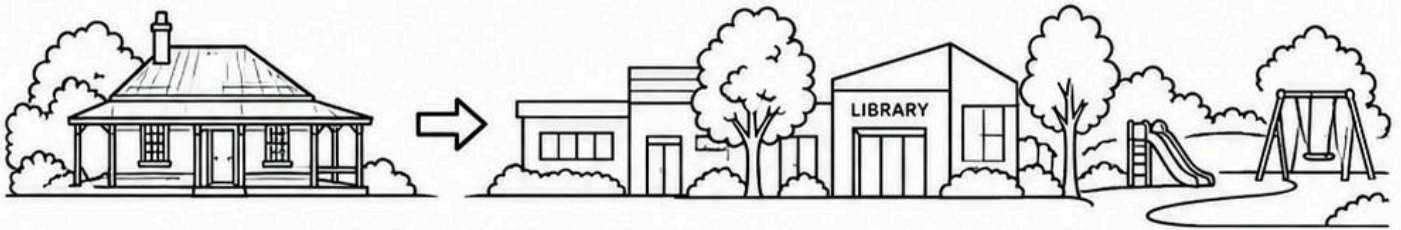
No achievement penalty for a supported response.

Use the same learning expectations in every response mode. All Riverbend sources are fictional.



Community change — Rubric

Name: _____



Criteria	Developing	Sound	Extending
Understanding	Some changes or contributions are unclear.	Explains change, contibuity and a contributor's effect accurately.	Explains connected effects and a limit on the claim.
Evidence	Evidence is missing or not linked.	Uses relevant source IDs, origin details and ordered timeline annotation.	Compares sources and identifies a meaningful gap.
Explanation	Lists events without clear links.	Connects cause and effect; represents two views fairly.	Justifies reasoning and answers a challenge using evidence.
Response	Proposal lacks a clear reason or consequence.	Gives a feasible action, benefit, problem and safe next step.	Revises a proposal for another person's needs.

Teacher evidence and next step:

Judge demonstrated learning, not handwriting, confidence or communication mode.
Support needs do not lower achievement.



Our Changing Community

Lesson 1: What's changed

Year 1



Our learning

I can describe change and continuity, then ask about a cause.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Change: something becomes different.

Continuity: something stays the same

Observation: what a source shows

PREVIEW

Notice before you explain

Compare the 2019 and 2020 Riverbend park maps.

Both maps show north at the top and the same grid.

What do you notice near the river and garden?

PREVIEW

Our map evidence

New in 2020: a path links the gate to the library.

One garden bed is smaller. The library stays in C1.

The pond is still in B3; paths go around water.



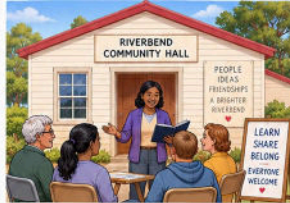
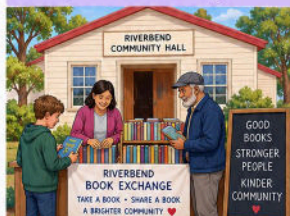
A change over time

C01: the hall opened for meetings and reading in 1950.

C04: a book exchange joined the meetings in 2020.

The same hall can have new uses

Classroom source cards 1
Classroom reconstructions.

C01 Hall opening  Type: opening record. Date: 1950. Maker: hall committee. Purpose: record the opening. The hall opened as a meeting and reading room.	C02 Weekly class  Type: class notice. Date: 1980. Maker: volunteer Amina. Purpose: invite people to learn. Amina helped start a weekly community class for meeting and conversation.
C03 Step-free entrance  Type: council notice. Date: 2005. Maker: Riverbend council. Purpose: announce new access. A step-free entrance was built so people could enter without the old steps.	C04 Book exchange  Type: service notice. Date: 2020. Maker: librarian and neighbours. Purpose: invite book sharing. A book exchange joined the hall's meetings.

All records are fictional, not actual historic artefacts.

Observation and possible cause

Observation: the map shows a new path.

Possible explanation: people wanted easier library access.

The map alone does not prove why the path was built.

PREVIEW

Try it together

Find one change and one thing that stayed the same

Point to the exact map or card feature

Ask: Why did this change happen?

PREVIEW

Your investigation

Use both maps, C01 and C04, and W01.

Record three changes across the park and hotel architecture.

For one change, write a why question to investigate.

PREVIEW

Discuss your evidence

Partner A gives an observation and names its source.

Partner B checks the source and asks one useful question.

Swap roles. Keep an explanation separate from an observation.

PREVIEW

Check our thinking

Which is shown: the path is new, or everyone likes the path?

The new path is shown. Everyone liking it is not shown.

We need more sources to express different views.

PREVIEW

Exit check

Name a change, something that continued, and a question about why.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community

Lesson 2: Useful questions

Year 5



Our learning

I can ask a question that sources can help answer.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Inquiry: an investigation guided by a question.

Source: something we use for information.

Cause: a reason a change happened.

PREVIEW

Retrieve a change

What changed at Riverbend Hall between 1950 and 2020?

Use C01 and C04 to check your response.

Which question would help us learn more?

PREVIEW

Questions we can investigate

Too broad: Why does everything change?

Useful: Why did Riverbend Hall add a step-free entrance?

The useful question names a place and a particular change.

PREVIEW

Match question and sources

For the entrance question, start with C03 and C08.

C03 tells us what was built and when.

C08 helps explain one person's experience.

PREVIEW

Useful and missing evidence

A map may show where a path goes.

A user account may explain an access problem.

Neither alone tells us what even a person thinks.

PREVIEW

Refine it together

Change: a book exchange was added in 2020.

Question: How did this help people use the house?

Find an archive card that could help, then name a gap.

PREVIEW

Your inquiry plan

Choose the path, hall entrance, class or book exchange.

Use W02 to write one focused question.

Choose two useful sources and decide what each might tell you.

PREVIEW

Support and challenge

You may choose from the question starters with a partner.

Use pictures, a spoken answer or a sketched response.

Challenge: name information your sources cannot provide.

PREVIEW

Check our thinking

Is “Is the hall nice?” enough to investigate change?

Improve it: How did the new entrance change who could use it?

A useful question helps us choose relevant evidence.

PREVIEW

Exit check

Say your inquiry question and explain why one source will help.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

PREVIEW

Our Changing Community
Lesson 1: Archive evidence
Year 1



Our learning

I can record a source's origin and use relevant information.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Origin: where a source came from.

Maker: the person or group who made it.

Purpose: why it was made

PREVIEW

Keep the evidence honest

Riverbend is fictional. These are classroom reconstructions, not real local records.

We practise how historians ask about sources.

We cannot use this archive to create real Riverbend history.

PREVIEW

Made then or remembered later?

C03 is a notice dated 2005 within the fictional story

C08 is a user account dated 2021, looking back.

A later account may add a viewpoint; memories can be incomplete.

PREVIEW

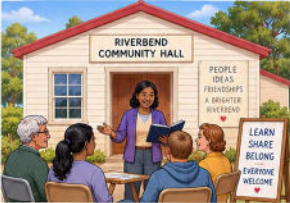
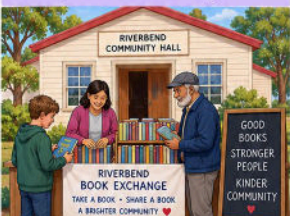
A source-origin model

C03 | Notice | 2005 | Riverbend council | Announce
entrance.

Useful information: a step-free entrance was built.

Missing information: how every can benefit about it.

Selected source cards 1
Classroom reconstructions.

C01 Hall opening  Type: opening record. Date: 1950. Maker: hall committee. Purpose: record the opening. The hall opened as a meeting and reading room.	C02 Weekly class  Type: class notice. Date: 1980. Maker: volunteer Amina. Purpose: invite people to learn. Amina helped start a weekly community class for meeting and conversation.
C03 Step-free entrance  Type: council notice. Date: 2005. Maker: Riverbend council. Purpose: announce new access. A step-free entrance was built so people could enter without the old steps.	C04 Book exchange  Type: service notice. Date: 2020. Maker: librarian and neighbours. Purpose: invite book sharing. A book exchange joined the hall's meetings.

All records are fictional, not actual historic artefacts.

What primary and secondary mean

For real history, a primary source comes from the time or event.

A secondary source explains the past using other sources.

Our invented cards model the past as they are not authentic primary sources.

PREVIEW

Sort together

Sort C01–C08 into notices, records and later accounts.

Give a reason based on the source type and dated date.

Different source types can help answer the same question.

PREVIEW

Your source record

Use W03 to record three useful sources.

Include ID, type, date, maker, purpose and useful information.

Choose sources that answer your own question.

PREVIEW

Compare the information

Which fact appears in more than one source?

Do the sources agree, or tell us different things?

Name one viewpoint or piece of information that is missing.

PREVIEW

Check our thinking

Does an old-looking card prove it is a real historical source?

No. Check its origin and whether it is fictional.

An invented quote stays invented even with a date.

PREVIEW

Exit check

Explain one source's origin and one limit on what it tells us.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Lesson 11 Causes and effects
Year 5



Our learning

I can explain how a change caused an effect, using evidence.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Cause: a reason a change happened.

Effect: something that happened because of a change.

Sequence: the order in which things happened.

PREVIEW

First is not always the cause

The hall opened in 1950; a class began in 1980.

The date order alone does not show why the class began.

We need evidence that connects a reason to an effect.

PREVIEW

Our fictional bridge record

C05: a bridge opened in 1995 to connect the two riverbanks.

A 1996 bus record shows a route across the bridge.

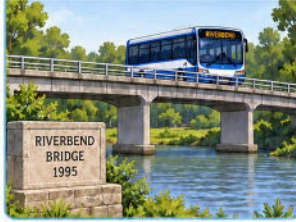
The bridge made the route possible.

Background source cards 2
Classroom reconstructions.

C05 | Bridge and bus

Type: bridge notice and bus record.
Date: 1995 and 1996.
Maker: Lin and bus service.
Purpose: record connections.

1995 bridge joined two riverbanks.
In 1996 a bus route crossed it.



C06 | Lin's shop

Type: shopkeeper account.
Date: 1996.
Maker: Lin.
Purpose: describe a change.

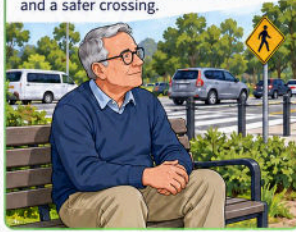
Lin moved from another country.
Lin welcomed new bus passengers
and shared hall information.



C07 | A resident's view

Type: later account.
Date: 2021.
Maker: older resident.
Purpose: describe concerns.

The busier road brought traffic.
The resident wanted quiet seating
and a safer crossing.



C08 | A user's view

Type: later account.
Date: 2021.
Maker: wheelchair user.
Purpose: describe access.

The new hall entrance helped.
A continuous clear park route
was still important.



Follow the chain

Bridge connects riverbanks → bus can cross → people can reach shops.

C06 says Lin's shop welcomed new bus passengers.

This supports an effect on the shop, it does not prove every shop benefited.

PREVIEW

A real Australian comparison

The Sydney Harbour Bridge opened on 19 March 1915.

It helped connect parts of Sydney.

Building its approaches displaced residents as houses were demolished.

Based on: National Museum of Australia — Sydney Harbour Bridge opens (nma.gov.au)

Explain the link together

Claim: the new bridge changed travel.

Evidence: C05 records the bridge and this route.

Reason: the route could cross because the bridge joined the banks.

PREVIEW

Your cause-and-effect chain

Use C05, C06 and W04.

Write a change, an immediate effect and a longer possible effect.

Put a source ID beside each suggested link; label uncertain ideas.

PREVIEW

A different cause example

C03: the council built a step-free entrance.

C08: a wheelchair user describes entering without the old steps.

Explain the connection, using both sources.

PREVIEW

Check our thinking

Did the bridge cause every later Riverbend change?

No. A later date is not enough to prove a cause.

Use a source that shows the connection.

PREVIEW

Exit check

Give one cause-and-effect link and name the evidence that connects it.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community

Lesson 5: People contribute

Year 5



Our learning

I can explain how different people's actions helped and harmed the community.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Contribution: an action that helps shape a community.

Volunteer: someone who gives time without pay.

Council: a local organisation that plans and provides services.

PREVIEW

Who helped make change?

The archive shows people taking different actions.

Look for what someone did and the effect of that action.

A contribution is more than a person's name.

PREVIEW

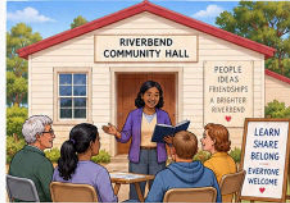
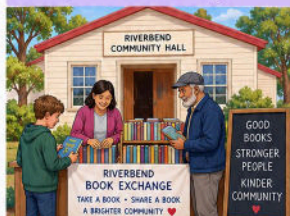
A volunteer's action

C02: volunteer Amina helped start a weekly class in 1980.

People could meet and practise conversation at the hall.

Explain the action and its effect.

Classroom source cards 1
Classroom reconstructions.

C01 Hall opening  Type: opening record. Date: 1950. Maker: hall committee. Purpose: record the opening. The hall opened as a meeting and reading room.	C02 Weekly class  Type: class notice. Date: 1980. Maker: volunteer Amina. Purpose: invite people to learn. Amina helped start a weekly community class for meeting and conversation.
C03 Step-free entrance  Type: council notice. Date: 2005. Maker: Riverbend council. Purpose: announce new access. A step-free entrance was built so people could enter without the old steps.	C04 Book exchange  Type: service notice. Date: 2020. Maker: librarian and neighbours. Purpose: invite book sharing. A book exchange joined the hall's meetings.

All records are fictional, not actual historic artefacts.

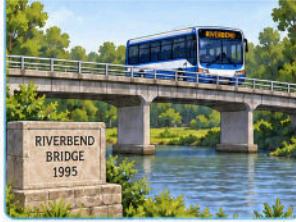
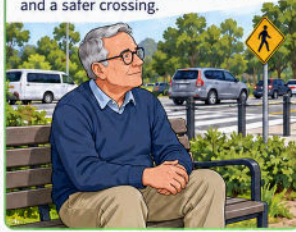
A shopkeeper's action

C06: Lin moved to Riverbend from another country.

Lin welcomed bus passengers and shared information about the hall.

The contribution is Lin's action, not a stereotype about a background.

and source cards 2
classroom reconstructions.

C05 Bridge and bus Type: bridge notice and bus record. Date: 1995 and 1996. Maker: Lin and bus service. Purpose: record connections. The 1995 bridge joined two riverbanks. In 1996 a bus route crossed it. 	C06 Lin's shop Type: shopkeeper account. Date: 1996. Maker: Lin. Purpose: describe a change. Lin moved from another country. Lin welcomed new bus passengers and shared hall information. 
C07 A resident's view Type: later account. Date: 2021. Maker: older resident. Purpose: describe concerns. The busier road brought traffic. The resident wanted quiet seating and a safer crossing. 	C08 A user's view Type: later account. Date: 2021. Maker: wheelchair user. Purpose: describe access. The new hall entrance helped. A continuous clear park route was still important. 

The council and community

C03: the council built the step-free entrance.

C04: neighbours and the librarian organised a book exchange.

Different people can contribute to the same community over time.

PREVIEW

Compare contributions together

Amina offered learning time; the council changed access

Both helped people take part, in different ways.

Use C02 and C03 to explain the comparison.

PREVIEW

Your contribution record

Use W05 and at least three source cards.

Record contributor → action → effect → source D.

Include different kinds of contributions.

PREVIEW

Whose action is missing?

The cards cannot show every contribution.

Ask whose experience or work we might need to hear about.

Do not invent what an absent person would say.

PREVIEW

Check our thinking

Is one person responsible for every change?

No. Communities change through many people and events.

Show specific evidence instead of choosing a single hero.

PREVIEW

Exit check

Name a contributor, their action, its effect and your source.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Lesson 6: Different perspectives
Year 5



Our learning

I can explain two viewpoints fairly and identify a missing view.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Perspective: how someone understands an event or happens.

Viewpoint: a person's particular view

Fair account: shows a view accurately, even when we disagree.

PREVIEW

One change, different effects

A bus route brings more people past Lin's shop.

It can also mean a busier road for nearby residents.

People may notice different effects for the same change.

PREVIEW

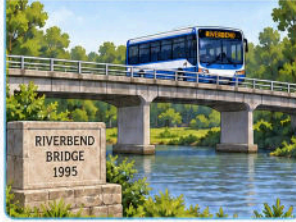
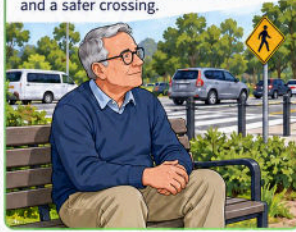
Read both accounts

C06: Lin welcomes new passengers visiting the shop

C07: an older resident wants quiet seating area and a safer crossing.

Neither account tells us what everyone else thinks.

Background source cards 2
Classroom reconstructions.

C05 Bridge and bus Type: bridge notice and bus record. Date: 1995 and 1996. Maker: Lin and bus service. Purpose: record connections. The 1995 bridge joined two riverbanks. In 1996 a bus route crossed it. 	C06 Lin's shop Type: shopkeeper account. Date: 1996. Maker: Lin. Purpose: describe a change. Lin moved from another country. Lin welcomed new bus passengers and shared hall information. 
C07 A resident's view Type: later account. Date: 2021. Maker: older resident. Purpose: describe concerns. The busier road brought traffic. The resident wanted quiet seating and a safer crossing. 	C08 A user's view Type: later account. Date: 2021. Maker: wheelchair user. Purpose: describe access. The new hall entrance helped. A continuous clear park route was still important. 

Represent views fairly

Fair: Lin values visitors; the resident worries about traffic

Unfair: Lin only cares about money; the resident hates change.

The unfair version invents motives not stated in the sources.

PREVIEW

What matters to each person?

Find a stated need in each account.

Connect the need to the person's experience.

Use a short paraphrase and a source ID.

PREVIEW

Try it together

Compare library access for a child and a wheelchair user

Use the map and C08; keep a continuous route clear

A token ramp does not help if there is still block the route.

PREVIEW

Your perspective comparison

Use W06 to record C06 and C07 fairly.

Name one similarity and one difference.

Suggest another person we could ask and one respectful question.

PREVIEW

Respectful discussion

Say: “The source suggests...” or “I understand that...”

Ask about the evidence, not private personal experiences.

Listen, allow thinking time and offer a supported response.

PREVIEW

Check our thinking

Why compare more than one account of change?

People notice different effects. Compare accounts with dated evidence.

More voices improve understanding, but no small set speaks for everyone.

PREVIEW

Exit check

Explain both accounts accurately and name a view we still need.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Lesson 7: Patterns over time
Year 3



Our learning

I can make an annotated timeline and explain change and continuity.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Timeline: events arranged in time order.

Annotation: a short explanation added to a record.

Milestone: an important event in a sequence.

PREVIEW

Retrieve the hall story

C01 1950: hall opened for meetings and reading.

C02 1980: a weekly community class began.

C03 2005: a step-free entrance was built.

PREVIEW

The next milestone

C04 2020: the hall also offered a book exchange

Its meeting use continued.

The same building served more activities and users.

PREVIEW

Timeline conventions

Put earlier dates before later dates.

Write the date, event and source ID at each point.

This timeline shows order: its spacing is not to scale.

PREVIEW

Annotate, do not just list

2005: step-free entrance built (C03).

Annotation: access changed, helping more people enter (C08).

The annotation explains what the event means.

PREVIEW

Build one together

Choose 1950, 2005 and 2020.

Add an event, a source and an explanation to each milestone.

Notice continuity: the hall still brings people together.

PREVIEW

Your timeline

Use W07, C01–C04 and C08.

Organise at least three milestones and annotate their meaning.

Explain one pattern across the events.

PREVIEW

Compare with a partner

Check dates, order, source IDs and annotations.

Do not claim every gap in time is the same length.

Challenge: add 1980 and explain how it changes your pattern.

PREVIEW

Check our thinking

Is a timeline by itself a full explanation of causes?

No. It shows order; source evidence helps explain causes.

Use both the timeline and your cause-and-effect records.

PREVIEW

Exit check

Explain one change and one continuity across your timeline.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Lesson 8 Evidence conclusion
Year 5



Our learning

I can answer my inquiry with a claim, evidence and reasoning.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Claim: an idea that answers a question.

Evidence: relevant information that supports an idea.

Reasoning: how the evidence supports the idea.

PREVIEW

Our inquiry question

How did changes to the hall help people take part?

Choose relevant records, not every fact we have.

Use your timeline and source notes.

PREVIEW

A model claim

The hall kept bringing people together while its use and success grew.

This answers the inquiry about participation.

It includes change and continuity.

PREVIEW

Evidence and reasoning

C02 records the class; C03 records the step-free entrance

C04 records the book exchange; C08 describes improved access.

These changes supported different ways of taking part.

PREVIEW

A limitation matters

The cards show selected views in a fictional community.

We cannot conclude that everyone used or liked the hall.

We would need more accounts to understand other experiences.

PREVIEW

Build a paragraph together

Claim → two relevant source details → explanation + limitation.

Use “because” only when you can explain the connection.

Keep a sourced fact separate from a possible idea.

PREVIEW

Your evidence conclusion

Use W08 and your existing portfolio.

Answer your own inquiry with at least two sources.

Explain cause, effect and a contributor; include one limitation.

PREVIEW

Prepare a possible response

What need remains? Shade, access or a safer crossing?

Suggest a feasible action and who could help plan

Use your evidence; do not start on building work.

PREVIEW

Check our thinking

“Everyone benefited because the hall changed.” Is this supported?

It is too broad. Explain which people and effects the sources show.

Improve the claim and name evidence.

PREVIEW

Exit check

Share your strongest evidence and explain why it supports your claim.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Lesson 9 Community briefing
Year 5



Our learning

I can present a source-based explanation and answer a useful question.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Briefing: a short explanation for an audience.

Source pointer: tells the audience where evidence came from.

Challenge question: helps test the evidence or reasoning.

PREVIEW

Plan a short briefing

Use your completed timeline and portfolio.

Explain a change, its cause and effect and a contributor.

Finish with a need or possible response.

PREVIEW

A model opening

“Our hall kept bringing people together as its uses grew.”

“C02 and C04 show a class and a book exchange.”

“C03 and C08 show how the entrance changed access.”

PREVIEW

Let the audience check

Point to the source ID when you mention evidence.

Explain what your timeline shows.

Tell the audience what your sources cannot show.

PREVIEW

Answer a challenge

Question: Did everyone find the hall easier to use?

Response: C08 shows one improved experience.

We would need other users' views before claiming everyone did.

PREVIEW

Rehearse in pairs

Speaker: give a short explanation using existing evidence

Listener: ask one respectful evidence question

Swap roles; use notes, pictures or communication device.

PREVIEW

Your community briefing

Use W09 to plan and record a short briefing.

Speak to a partner or small group, record, debate, and draw with explanation.

Show the same evidence and reasoning in the mode you choose.

PREVIEW

Feedback that helps

Name one clear source link.

Ask for one missing explanation or viewpoint.

Do not score confidence, handwriting or accent as understanding.

PREVIEW

Check our thinking

Can a confident speech replace evidence?

No. A clear briefing needs relevant sources and reasoning.

Supported communication can show the same strong learning.

PREVIEW

Exit check

Answer one challenge question using a source and a limitation.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Lesson 10 Possible responses
Year 5



Our learning

I can propose a feasible action and consider effects on different people.

We will use sources and explain our thinking.

PREVIEW

Words we will use

Proposal: an action we suggest.

Feasible: possible with the right people, time and resources.

Consequence: a likely effect of an action.

PREVIEW

A community need

The park's shade is still limited; access matters too.

A child wants play, a resident wants a quiet setting, a user needs a clear route.

A helpful proposal considers different needs.

PREVIEW

Compare two actions

A: ask adults to plan shade beside seating, clear of the path.

B: add a games area that narrows the library route.

Think about who benefits and who may be affected.

PREVIEW

Explain likely effects

A could help people rest while keeping access open.

B could offer play but make the route harder to use.

A popular idea still needs access and safety checks.

PREVIEW

A feasible next step

Students can describe the need and propose a plan.

An appropriate local authority would assess building or crossing changes.

Students do not enter water, make hazardous litter or do civil works.

PREVIEW

Try a decision together

Choose an action for limited shade.

Give evidence, a benefit, a possible problem and a safe next step.

Keep proposals separate from changes that already happened.

PREVIEW

Your proposal

Use W10, the maps and your evidence portfolio.

Compare two options, then justify one feasible action.

Explain who benefits, who may be affected and what to check.

PREVIEW

A question before action

Whose view should we seek before choosing?

How could we protect a continuous accessibility route?

Challenge: explain how your proposal could be revised.

PREVIEW

Check our thinking

Does the biggest vote mean every other need can be ignored?

No. Safety and access matter even when few people mention them.

Consider consequences as well as preferences.

PREVIEW

Exit check

Justify one action and explain a consequence for a different person.

Say, write, draw, point to choices, or use a communication device.

PREVIEW

We'll Do It!
What did your evidence show?

Our Changing Community
Unit Quiz
Year 5



Quiz instructions

Think, then explain the evidence.

Say, write, draw, point or use supported communication.

This quiz supports the portfolio review conference; it is not the whole assessment.

PREVIEW

Question 1

What stayed the same when Riverbend's hall changed us?

Think about which source would help you explain.

PREVIEW

Question I – explanation

The building and its gathering/learning role continued. Services and users expanded; use C01–C04 to explain.

PREVIEW

Question 2

Why compare more than one account of a community change?

Think about which source would help you explain.

PREVIEW

Question 2 – explanation

People notice different effects. Compare their accounts with dated evidence and consider missing voices.

PREVIEW

Question 3

A map shows a new path. Does it prove everyone likes the path?

Think about which source would help you explain.

PREVIEW

Question 3 – explanation

No. The map shows a physical change, not every person's view. Ask users and compare accounts.

PREVIEW

Question 4

C05 records a 1995 bridge and a 1996 bus route. Explain the cause-and-effect link.

Think about which source would help you explain.

PREVIEW

Question 4 – explanation

The bridge joined the riverbanks, making the crossing by bus route possible. Date order alone would not prove the link.

PREVIEW

Question 5

How did Amina contribute to the community? Use C 2.

Think about which source would help you explain.

PREVIEW

Question 5 – explanation

Amina volunteered to help start the 1980 weekly class. The class offered a way for people to meet and learn.

PREVIEW

Question 6

What should an annotated timeline include?

Think about which source would help you explain.

PREVIEW

Question 6 – explanation

Ordered dates, events, source IDs and short explanations of what changed or continued. Label spacing if it is not to scale.

PREVIEW

Question 7

A card is dated 1950 but was invented for this unit. Is it a real primary source?

Think about which source would help you explain.

PREVIEW

Question 7 – explanation

No. It is a classroom reconstruction. For real history, check the actual source origin, not just its stated date.

PREVIEW

Question 8

Lin values new visitors. A resident worries about road traffic. Give a fair comparison.

Think about which source would help you win.

PREVIEW

Question 8 – explanation

Both describe effects of the bus route. Lin values visitors; the resident wants quiet and safety. Do not invent motives.

PREVIEW

Question 9

New case: a librarian's later account says more people used the hall after the entrance changed. What would you check?

Think about which source would help you confirm.

PREVIEW

Question 9 – explanation

Compare the account with dated entrance records and other user accounts. Ask about the date, maker and purpose; one view cannot provide every user's experience.

PREVIEW

Question 10

New case: a popular games proposal would block the library path. What action would you suggest, and why?

Think about which source would help you win.

PREVIEW

Question 10 – explanation

Revise its position to keep a continuous accessible route: ask adults and relevant users to help plan. Popularity does not remove safety or access needs. Other feasible, reasoned proposals are acceptable.

PREVIEW

Reflect on your evidence

Which source helped you most? Why?

What do you still need to find out?

Keep your portfolio and explanation for the assessment.

PREVIEW

Well Done!
You checked your ideas with evidence.