

Historical change

Learning continuum

Syllabus Outcomes

Early Stage 1 Outcomes (2012)

HTE-1: communicates stories of their own family heritage and the heritage of others

HTE-2: demonstrates developing skills of historical inquiry and communication

Life Skills 7-10 Outcomes (2012)

HTLS-6: explores the significance of changes and developments from the past

HSC HSIE (History) Life Skills 11-12 Outcomes (2012)

HLS7: explores factors contributing to change and continuity in the ancient world

HLS8: explores features and issues reflecting change and continuity in the modern world

HLS9: explores key issues and challenges impacting on the modern world

Pre-Intentional

Students will:

- react to the sounds of old and new technology eg the sound of an old phone, the “dial up” sound of an older computer
- feel old and new technology eg phones, CDs and vinyl records
- react to music from different periods in the 20th and 21st Centuries.

Intentional

Students will:

- listen to music from different periods in the 20th and 21st Centuries indicating a preference
- handle artefacts from different periods eg old dial phone and modern phone.

Concrete Symbolic

Students will:

- explore old and new technology eg an old phone with a mobile
- sort old and new technology labelling with symbols for old and new.

Abstract and Verbal Symbolic

Students will:

- participate in constructing a class museum of artefacts from another age eg grandparents’ childhood
- compare photos of parents’ holidays and daily life with photos from their own holidays and daily life

Syllabus Content

Early Stage 1:

- recognise that some things change over time and others remain the same eg changes and continuities in students' own lifetimes and that of their families
- discuss *then* and *now*; *past* and *present*

Life Skills 7-10:

- recognise the ways in which one or more technological innovations have improved our everyday life
- engage with one or more technological innovations to perform a task
- recognise some features of a particular society/empire eg housing, food, clothing, writing tools, recreation, celebrations, education, work, transportation
- compare the lives of young Australians in the early part of the twentieth century with the lives of young people today
- explore the changes in technology and how these have impacted on leisure activities
- investigate the changes in popular culture in post-war Australia, using ICT and other sources as appropriate eg television, music, recreation, fashion

HSC Life Skills:

- explore the role of changing technologies in investigating, preserving and reconstructing the past
- explore features of the society and how they reflect continuity and change over time eg everyday life (food, clothing, technology)

Historical change

LEARNING EXPERIENCES AND OPPORTUNITIES

Suggested teaching and learning experiences

- Art activities:** look at photos and paintings from different eras comparing clothes, machines, household items
- Community access:** visit sites of historic interest comparing building styles and materials to the present day
- Cooking sessions:** cook and taste food from the past eg grandparents' childhood
- In-school community involvement:** invite grandparents and other to visit and share items they used when young
- Living skills:** compare equipment from the past such as a hand whisk as well as modern appliances
- Playground:** play traditional games from the past such as marbles, skipping games
- Sensory play:** listen to music from other eras, feel objects from pre-technology such as fountain pens, rolling pins
- Shared reading:** books about the past – compare with the present
- Singing:** songs from different eras

Assessment strategies

Pre-Intentional and Intentional

- anecdotal records: observation of engagement in the teaching and learning activity
- data sheets
- observation of a physical response, of performance in practical activities and participation in group work
- photographs
- written responses such as diary entries, portfolio
- tasks analysis
- video/audio recordings
- visual display such as collage

Concrete/Symbolic

- analysis
- annotated work samples
- checklists
- consultation
- observation grids
- photographs
- portfolios
- questioning
- tests
- video/audio recordings

Key vocabulary

Syllabus language

now, then
past, present, future
yesterday, today, tomorrow
before, after
old, new
a long time ago
before and after
in the Dreaming
ancient, modern
decade, century, millennium
timeline

Additional terms

photograph
object, artefact
document, book, story
event
sequence
change, continuity
diary, calendar
point of view
cause and effect
childhood, adult
family

history
commemorate
significance
sources
generation
heritage
primary source
secondary source
community,
celebration, commemoration
Country (as referred to in studies of Aboriginal history)

Aboriginal
Torres Strait Islander
Indigenous
Australian
identity
museum
memorial
cemetery
historian
archaeologist
traditions

Resources

HSIE NSW: Practical support documents for the History K-10 NSW Syllabus <http://www.hsiensw.com/>

Jeannie Baker books: Several of Jeannie Baker's books deal with change over time and the past eg Window, Grandmother and Grandfather. Most have minimal text or are text free.

<http://www.jeanniebaker.com>

<http://www.hsieteachers.com/home/using-picture-books-to-integrate-geography-and-history-into-stage-1-home-by-jeannie-baker>

BBC History: Activities, information and interactive games for primary students <http://www.bbc.co.uk/history/forkids/>

Australian History Timeline: Pictures and video clips of Australia from pre-1770 to the 2010 <http://www.aushistorytimeline.com/>

National Treasures: Photos of places and objects <http://heritage.nfsadl.com/> <http://www.nationaltreasures.com.au/>

<http://trove.nla.gov.au/general/australian-pictures-in-trove>

Old and New Toys: Interactive Whiteboard Activities: Discover, sort and compare old toys and games from the past with new toys and games presently used today (Free).

<http://www.everyschool.co.uk/history-key-stage-1-toys.html>