

Investigating the past

Links With K-10 Content: Personal And Family Histories; Investigating the Past

Learning continuum

Syllabus Outcomes

Early Stage 1 Outcomes (2012)

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

Life Skills 7-10 Outcomes (2012)

HTLS-3: investigates how people lived in various societies from the past

HTLS-4: explores the features of a particular society or time

HTLS-5: recognises the significance of people and events from the past

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

HLS4: investigates key features of ancient societies

HLS5: investigates key features of societies or periods in the modern world

HLS6: explores the role and contribution of key individuals, groups and events within their time

Pre-Intentional

Students will:

- view and focus on photos of holidays, special events, shared experiences and celebrations, including visual recounts in PowerPoints and books
- listen to everyday language of time eg yesterday, today, tomorrow
- react to objects from an event using their senses eg the feel of a textured aboriginal artefact
- listen and react to sensory or tactile objects in reference to stories from their past
- react to photos of stages in their lifetime
- react to the feel or look of old and new objects
- react to informal measurements of time eg touch cues.

Intentional

Students will:

- respond to photos of holidays, special events, shared experiences and celebrations, including visual recounts in PowerPoint and books
- respond to simple questions, pointing to photos of events that relate to everyday language of time eg yesterday, today, tomorrow.
- identify objects from an event eg a poppy from ANZAC day
- engage with sensory or tactile objects in reference to stories from their past
- recognise photos of stages in their lifetime
- explore old and new objects using sight and touch eg design or technology.

Concrete Symbolic

Students will:

- use photos and symbols to record holidays, special events, shared experiences and celebrations
- identify symbols of everyday language of time eg yesterday, today, tomorrow and match to photos or pictures
- match objects to an event eg choose a birthday balloon to represent a birthday
- use a *now/next board* to sequence past and future events
- use photos or symbols to sequence events, including stages in their lifetime
- differentiate between old and new objects eg style, design or technology
- respond to informal units of time eg sand timers.

Abstract and Verbal Symbolic

Students will:

- recount holidays, special events, shared experiences and celebrations using pictures and key words
- identify and sort objects from different events and celebrations
- use a visual schedule to sequence events
- label the stages of sequenced events, including stages in their lifetime
- sort identifying features of old and new objects eg, worn, old fashioned, not working, shiny, clean and modern
- anticipate informal measurements of time eg the school bell ringing and respond to formal units of time eg in an hour, after five minutes.

Syllabus Content

Early Stage 1:

- discuss then and now; past and present
- identify and sequence stages in their lifetime
- share experiences of family, school and local events that are celebrated or observed
- identify and record a variety of holidays and special events observed in Australia and other countries eg birthdays, anniversaries and festivals. Consider the significance of these dates.

Life Skills 7-10:

- explore the language of time eg past, present, future, ancient, modern
- explore the concept of old and new eg compare old and new objects (furniture, photos, games, clothes) where obvious changes can be seen

HSC Life Skills:

- use the language of time in a range of contexts, such as: past, present, future, a long time ago decade, century, millennium BC/AD, BCE/CE
- identify how time is measured eg minutes, hours, days, months, years, decades, centuries, millenniums, BC/AD, BCE/CE

Topic: Investigating the Past

LEARNING EXPERIENCES AND OPPORTUNITIES

Teaching and Learning experiences

Art activities: look at photos and painting from different eras comparing clothes, machines, household equipment

Community access: visit sites of historic interest comparing building styles and materials to present day

Cooking sessions: cook and try 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: use 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
- PowerPoints (teacher made)
- written responses such as diary entries, portfolio
- video/audio recordings
- visual display such as collage, posters

Concrete/Symbolic

- annotated work samples
- observation of responses eg to texts or manipulation of materials showing understanding of concept
- observation of responses eg to texts or manipulation of materials showing understanding of concept
- photographs
- portfolios
- PowerPoints (student made with teacher support)
- teacher/student discussions or conferences
- 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>

Powerhouse Museum Online Resources (Free)

The Powerhouse Museum often has exhibitions showcasing objects and items from the past.

Teachers' Resources available - <http://www.powerhousemuseum.com/online/>

Online games for kids - <https://maas.museum/powerhouse-museum/>

Old and New Toys: Interactive Whiteboard Activities (Free)

Discover, sort and compare old toys and games from the past with new toys and games presently used today.

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

Horrible Histories: Book series by Terry Deary.

ABC3 TV Program – An unconventional take on history's most gruesome, unpleasant yet funniest moments. From the woeful World Wars, the miserable Middle Ages and the savage Stone Age to cut-throat Celts, groovy Greeks, rotten Romans, vile Vikings and awful Egyptians. <http://www.abc.net.au/abc3/shows/6506.htm>

Kidzworld - Information about ANZAC Day <http://www.kidzworld.com/article/666-anzac-day>

National Museum of Australia: Symbols of Australia's national identity

<http://www.nma.gov.au/engage-learn/schools/classroom-resources/activities/symbols>

RWT Timeline App (Free)

By International Reading Association. Create a graphical timeline displaying items sequentially along a line. Timelines can be organized by time of day, date or event. Teaching Resources available - <http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>