

## The Past in the Present: Stage 1- History, English

### About Brewongle EEC

Brewongle Environmental Education Centre is located in Sackville North and includes a terrestrial environment (Sydney Sandstone Gully Forest) and a man-made aquatic environment (ponds). Brewongle EEC is in Darug Country and more specifically the land of the Boorooberongal clan.

### Unit Summary

This excursion addresses outcomes from the:

- NSW History K-6 Syllabus

The teaching and learning activities provide students with the opportunities to develop improved visual and historical literacy and for teachers to assess students' capabilities against a range of markers from the Literacy Continuum. These are located at the end of this document.

### Key Inquiry Question

What aspects of the past can you see today?

### Excursion duration

4 hour on-site excursion to Brewongle EEC. Arrival time: 10 am. Departure time: 2 pm

Arrival and departure times are guides only. Distance and bus schedules may require modifications to the timetable



## Unit overview

This is a junior site study, designed to foster historical skills and concepts, based around primary and secondary sources.

### **Students:**

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the contribution of past and present peoples to our shared heritage.

## Learning across the curriculum

*Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.*

### ***Personal and social capability***

A study of History enables students to investigate and appreciate the different ways people of the past managed their own lives, their relationships, work, play and learning. Students are encouraged to compare their lives and circumstances with those of earlier individuals and groups and to develop a concern for and appreciation of others in the past and the present as they continue their study of History. Such learning enables students to experience and express the essential historical skill of empathy. Students are encouraged to place themselves in the challenging circumstances of past people and engage with the possibilities which were open to them at the time.

## Quality Teaching Elements

### **Intellectual Quality**

***Metalanguage*** - using and explaining scientific language and identifiers

***Substantive communication*** - sustained and reciprocal communication throughout the lesson.

### **Quality Learning Environment**

***Engagement*** - sustained interest, attentiveness and focus on the tasks at hand

***High expectations*** - learning important knowledge and skills of a challenging nature

***Students' Self-Regulation*** - activities are purposeful and interesting resulting in low levels of interruption and high levels of initiative.

### **Significance**

***Background Knowledge*** - opportunities to make connections between their knowledge and experience and the content of the lesson

***Connectedness*** - content has meaning beyond the classroom and the site

***Narrative*** - may enhance the significance of the lesson when stories help illustrate or bring to life the knowledge being addressed.

### **Key concepts**

- changes and continuities in family life and the local community over time
- reasons for change in people's lives over time and the results eg. Due to technology

### **Key skills and values**

- distinguish between the past and the present
- explore and use a range of sources about the past
- recognise that people in the local community may have lived differently in the past

**Students will develop *values and attitudes relating to:***

- an appreciation of their cultural heritage.

## Outcomes

### History K-10

- › HT1-2 identifies and describes significant people, events, places and sites in the local community.
- › HT1-3 describes the effects of changing technology on people's lives over time.
- › HT 1-4 demonstrates skills of historical inquiry and communication

### English K-10

- › EN1-1A communicates in a range of informal and guided activities demonstrating interaction skills and considers how their own communication is adjusted in different situations.
- › EN1-10C thinks imaginatively and creatively about familiar topics ideas and texts when responding to and composing texts
- › EN2-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences.

## Content

## Teaching & learning activities

**Stage 1 - The Past in the Present**

The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)

**Students:**

- brainstorm what aspects of the past can be seen in the local area identify a significant person, building, site or part of the natural environment in the local community and discuss what they reveal about the past and why they are considered important investigate an aspect of local history 🗺️🏠📖⚙️
- develop a narrative on their chosen aspect of local history which focuses on the remains of the past 🗑️

The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)

**Students:**

- identify an historical site or sites in the local community. Discuss their significance, why these sites have survived and the importance of preserving them 🌿🏠🌐
- examine local or regional Aboriginal and Torres Strait Islander sites, eg local national parks 🗑️

The impact of changing technology on people's lives (ACHHK046)

**Students:**

- identify examples of changing technologies in their home or community 🗑️
- discuss the similarities and differences of technology from the past through a range of sources and sequence them over time use a range of communication forms to explain how one example of changing technology affected people's lives ⚙️

**Introduction/Orientation**

Following a welcome to the Centre and Acknowledgement of Country, students will rotate through a series of activities designed to meet the outcomes identified above.

**1878 Classroom**

- experience an historical classroom
- undertake a variety of tasks in classroom using historical sources

**Historical inquiry questions:-**

**What remains of the past are important to the local community? Why?**

**How was schooling in the past different to that of today?**

Activity.

Children investigate the environment of an 1878 classroom through -

- Participating in conventions of the past.
- Observing differences in the physical environment.
- Using common implements of past education, slates, pen and ink
- experiencing punishment modes.

**Content**

**Teaching & learning activities**

### **The School Boat**

Examine the boat that was the children's mode of transport to school.

#### **Historical Inquiry Questions:-**

#### **How have changes in technology shaped our daily lives?**

How has the journey to school changed over time?

What dangers were there?

How would the weather affect the journey?

#### **Activity.**

- Explanation of provenance.
- Teacher led discussion to promote careful observation of the artefact using Australian National Museum guidelines. (Observe, interpret, speculate) Focus on evidence - How do we know?
- Sketching boat- a directed lesson.
- Maritime knot tying whole group demonstration.
- Walk to the look out to view the location of boat activity.





**Games**

**Historical inquiry questions:-**

What games did children of the past play?

Are they different to or the same as the games children play today?

**Activity**

Children have the opportunity to engage in games children played in the past. Marbles, Jacks, Fly, hopscotch and hoop games.

Consider further inquiry questions

**Evaluation**

- Children participate in and are engaged in each activity.
- Children develop inquiry questions of their own.
- Children demonstrate understanding of the skills and concepts introduced.
- Children are able to understand and use metalanguage.

**Links to literacy continuum**

**Useful links or resources**

--

--



**Cluster 8**

**Comprehension:** Creates mental images to capture ideas in text.

**Vocabulary Knowledge:** Shows evidence of capacity to improve vocabulary choices in response to purpose and audience.

**Aspects of Speaking:** Listens and understands a series of instructions related to a task and successfully completes the task.

- Pre and post visit packages from Brewongle.
- <http://www.aussieeducator.org.au/education/other/history.html>
- <http://www.schoolhousemuseum.org.au/resources/photo-galleries/>

- Knots - [www.animatedknot.com](http://www.animatedknot.com)  
[www.netknots.com/rope](http://www.netknots.com/rope)  
[www.thepirateking.com/knots](http://www.thepirateking.com/knots)

- Australian Maritime Museum  
[www.anmm.gov.au](http://www.anmm.gov.au)
- Semaphore charts  
[www.anbg.gov.au/flags/semaphore.html](http://www.anbg.gov.au/flags/semaphore.html)
- Interactive nautical scavenger hunt - - -



[http://oceanservice.noaa.gov/education/nautical\\_charts/scavengerhunt.html](http://oceanservice.noaa.gov/education/nautical_charts/scavengerhunt.html)

- Interactive game <http://www.sporcle.com/games/g/nauticalterms>
- Imperial measurements & their history  
<http://gwydir.demon.co.uk/jo/units/length.htm>