

Topic: Pages In Time

Year Level: 3

Duration: 11 weeks

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Stage 1 – Desired Results

Essential Declaration: The Year 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Specific Topic Goal: **To** provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

VELS Outcomes

To identify ONE important example of change and ONE important example of continuity over time in the local community in relation transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)

Understandings

- Changes occur within communities over time influenced by the diversity of people living in the area
- Days commemorate significant events in Australia's history eg. ANZAC Day

Essential Questions

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Students will know...

What is meant by the term 'history' /of 'historical significance'

Change occurs over time for various reasons

The difference between a primary and secondary source of history

Students will be able to...(skills that can be observed)

Explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Use historical terms such as immigration, development, commemoration when speaking, writing or illustrating

Use the acronym ANZAC with understanding

Pose appropriate questions to investigate the contribution that individuals and groups have made to the development of the local community (who, what when, where, why)

Analyse a range of sources (eg. photos, maps, oral histories) to locate relevant information about people, places and events in the local community

Stage 2 - Assessment evidence

Assessing prior learning

PRE TEST

1. What ways do we celebrate Australia's history?
2. What do we mean by 'the local community'?
3. What do you think was here 100 years ago before Carey?
4. What was life like then – transport, jobs, spare time activities etc?

Gathering children's questions

Have a board available to allow questions that come up to be posted

<p>CHALK TALK – Questions</p> <ul style="list-style-type: none"> • What is history? • Where do we learn about history? • How do we know that something is of historical significance? <p>Provide a visual image for students to analyse using <i>The Story Routine</i></p>	
<p>Performance tasks. (To assess for understanding)</p> <ul style="list-style-type: none"> • <u>Portfolio Task</u> as set out in National Curriculum Guidelines – written as a letter/postcard to a deceased relative who may have witnessed war showing their understanding of ANZAC Day Service - with symbols explained • Report on a local building – identifying aspects of the past that have significance in the present 	<p>Other evidence. (To assess specific skills)</p> <p>Excursion that maps significant monuments/buildings/park land with historical significance</p>
<p>Tuning In: SCOOTLE</p>	
<p>Taking Action: Ways of empowering students to act on what they have learnt Have students create a story about themselves as a character in history growing up in Kew</p>	
<p>Reflection: Ways of empowering students to reflect on what they have learnt Tell the story behind an historical artefact</p>	

Stage 3 – Learning Plan

Week #	Learning Outcomes & Concepts	Learning activities
1	<ul style="list-style-type: none"> • What is history? • Where do we learn about history? • How do we know that something is of historical significance <p>ANZAC What do you know?</p>	<p>PRETEST</p> <p>CHALK TALK to share their prior knowledge</p> <ul style="list-style-type: none"> • Start with SEE THINK WONDER routine looking at chosen photographs from ANZAC file Brisbane Town Hall ANZAC service • Model The Story Routine
2	<p>ANZAC DAY SERVICE: Wednesday at Carey</p>	<ul style="list-style-type: none"> • Provide a visual image looking at the first Albany WA Dawn Service on ipads for students to analyse using <i>The Story Routine</i> – <i>What’s the main story? What is the side story? What’s the hidden story?</i> <p>Rotate students through 3 experiences: All together – Peter Mitchell’s History PP</p> <ol style="list-style-type: none"> 1. Simpson and his donkey - story 2. Symbolism and colour – rosemary, poppies and medals 3. Mapping movements to Gallipoli site from? To? Alliances – where did they come from of the <ul style="list-style-type: none"> •

3	NAPLAN	<ul style="list-style-type: none"> Postcard to deceased Read stories of a local residents of Kew
4	NAPLAN	
5	NAPLAN Meeting 6 th May 14 th -16 th May	
6 7	Understanding Carey's history	<ul style="list-style-type: none"> Familiarise students with MGH/ Archives (JO HORSLEY) What is kept in archives? Why?
8	Understanding Kew	Excursion to KEW historical centre – post office, court house/cultural centre, police station, Kew Gardens <ul style="list-style-type: none"> Follow map, directional language
9	Understanding what life was like	Research a character in Kew's history to help them to create a story for yourself. Step inside their world to create your own narrative of yourself in that era.
10		Research a character in Kew's history to help them to create a story for yourself. Step inside their world to create your own narrative of yourself in that era.
11		Create a narrative around an historical artefact

Key Resources

National Curriculum History

scootle.edu.au/ec/viewMetadata.action

http://www.youtube.com/watch?feature=player_detailpage&v=398BlpdZnzo Simpson & His Donkey